

Introduction:

LEA: **Dixon Unified School District** Contact **Brian Dolan, Superintendent, bdolan@dixonusd.org, 707.693.6300 ext. 8031**

LCAP Year: **2015-2018**

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>During the Spring of 2014-15, Dixon Unified School District (DUSD) engaged multiple stakeholders in the development of the 3 year Local Control and Accountability Plan (LCAP) for 2015-18. This “Involvement Process” part of Section 1 describes the overall process. Under the “Annual Update” part of Section 1 below we describe our engagement looking back at the implementation of action steps in 2014-15.</p> <p>Areas of stakeholder engagement fall in these categories: Meetings, Board Updates, Surveys and the LCAP Parent and Community Advisory Committee. Each is detailed below:</p> <p>Meetings</p> <p>Parents: (including parents of unduplicated count pupils)</p> <p>Throughout the year, meetings incorporated the relevant LCAP action steps and got input from parents on changes being considered for next year. These were not separate meetings but were embedded in our ongoing work. All parents, including those of all significant subgroups (African-Americans, Hispanic/Latinos, Socio-economically Disadvantaged, English Learners, and Students with Disabilities) received written and telephone invitations and participated in any or all of the site and District level meetings.</p> <p>The meetings included the following:</p> <ul style="list-style-type: none"> • Ongoing <i>School Site Council (SSC)</i> meetings were held at each site to consider needs and evaluate programs. • Ongoing <i>English Language Advisory Committee (ELAC)</i> meetings were held at each site and helped provide the EL parents perspective • <i>Common Core Meetings</i> at each elementary campus were held to explain new common core requirements as reflected on new report cards and input was collected on parent concerns. • <i>Common Core Math</i> transition meetings were held at Dixon High and CA Jacobs to get parent input on math curriculum, courses of study, support for struggling students and accelerated pathways for advanced students • Ongoing <i>District English Language Advisory Committee (DELAC)</i> were held to get input on programs serving ELs and to inform the 	<p>The purpose of the information-gathering step for the LCAP planning is two-fold: first to engage all stakeholders in the effort, to involve them in thinking about what is important for the school District and its students, and secondly, to use this input to inform the Goals and allocation of resources.</p> <p>What we learned from Students, Staff and Parents</p> <p>After looking through input we received during the involvement process listed on the left these are some of the key themes that emerged followed by a description of how this information was synthesized by the LCAP Parent and Community Advisory Committee.</p> <p>Key Themes – Parents and Families Input</p> <p><i>Goal 1 “... Well Rounded, relevant Curriculum...”</i></p> <ul style="list-style-type: none"> • Computers • Science • Arts • ELD • Advanced students • CCSS Standards not fully implemented yet <p><i>Goal 2 “Engage all students in learning.../Common Core”</i></p> <ul style="list-style-type: none"> • Shift in instruction to CCSS not happening yet • Instructional strategies need to change • Professional development • Enrichment • Library access <p><i>Goal 3 “... safe and positive school environments..”</i></p> <ul style="list-style-type: none"> • Maintenance & grounds concerns • Safety • Character Ed • Common expectations & support practices <p><i>Goal 4</i></p> <ul style="list-style-type: none"> • Professional development • Improve Compensation • Retention of staff <p><i>Goal 5 “...partnerships with parents, businesses, and the</i></p>

new LCAP.

- In Spring, 2016 we convened an *LCAP Parent Advisory Committee* to gather in person input into the LCAP process from our parents and community.

Teachers

Throughout the year at every meeting or teacher training, relevant steps in the LCAP were discussed and the input helped to inform this year's planning. Among the meetings held are:

- 4 Elementary Release days were held for each grade level separately. These days were the main way that LCAP goals and actions were addressed and a series of collaborative conversations helped to inform our new LCAP
- 6 Districtwide Elementary Common Planning Time (CPT) days were held to implement action steps and to get feedback from staff
- District Office Staff met with Secondary English teachers on 6 ELA Curriculum Guide development days.
- District Office Staff met with Secondary Math teachers at Professional Development days in the Fall and Spring as well as in separate meetings with each school's department
- Science and Social Studies departments were engaged in Fall and spring meetings focused on Professional Development needs
- Task Forces/Committees met during the year to help plan new initiatives for the LCAP. These task forces included:
 - STEM Task Force
 - VAPA Task Force
 - CTE Task Force
 - Library/Media Center Committee
 - Farm Committee
 - Facilities Needs Committee

Classified Staff

Classified Staff was engaged through ongoing meetings throughout the year including:

- Monthly Site Support Meetings attended by each school's Office Manager
- Monthly District Office Staff Meetings attended by all DO staff

Consultation with Local Bargaining Units

During negotiations with the Dixon Teachers' Association (DTA) and the Dixon SEIU we engaged the bargaining teams on the progress of LCAP

community..."

- Improved communication from schools to parents
- Greater engagement from parents
- Improved website communication
- Business community participation in school
- Parent education on CCSS

Goal 6

- More access to technology for students & teachers
- Training for staff
- Structured technology instruction for students

Key Themes – DUSD Administration, Teachers and Staff Input

Goal 1 *"...Well Rounded, relevant Curriculum..."*

- Continue with the AVID program
- We need ELA curriculum more aligned to Common Core
- We need ELD Curriculum
- We need to provide advanced classes/options
- We need more support for struggling students

Goal 2 *"Engage all students in learning.../Common Core"*

- More ELD teaching at the elementary level
- Need more structured way to look at student data
- Professional development has been good but should expand more to outside help too
- More district level support for implementation of initiatives including accountability
- Coaching as well as trainings are needed
- More time to learn how to engage students
- More flexibility with supplementary this year was a good change
- Improve use of Site coaches
- Continue with Learning Walks but more often

Goal 3 *"... safe and positive school environments..."*

- A small number of students are in need of a lot of socio-emotional support
- Need universal approach to bullying
- Schools are generally safe but more structure needed in some schools

initiatives and the needs to address specific concerns of each group. The LCAP Parent and Community Advisory Committee was designed so that each bargaining unit could select their reps and have the opportunity to report back or bring input to the meetings (described below)

Administrators

Principals and other administrators were engaged in the process through these ongoing meetings:

- Monthly Principal Meetings included multiple LCAP related items each time with brainstorming of site needs during the last 3 meetings
- Monthly Superintendent’s Council Meetings were held to include other site administrators

Students

In addition to the engagement through a survey, student input was generated through class projects. Several classes invited Board members to classrooms to hear presentations on student-generated ideas for improving our schools framed in the LCAP goals. Students from one class then presented many of these ideas to the Board at the May 21 Board meeting.

Board Updates

Throughout the year at almost every board meetings, we reported on progress on each goal. Covering 1-2 goals per meetings we were able to cycle through the 6 goals twice. In addition, there were ongoing presentations updating and engaging the board in specific action steps. These presentations served as a beginning for the discussions of the needs and priorities for the LCAP update.

Here are the dates of the topics:

September 4, 2014	Goal 1 Update
September 18, 2014	Goal 2 Update
October 2, 2014	Goal 3 Update
November 6, 2014	Goal 4 Update
November 6, 2014	Goal 5 Update
November 20, 2014	Goal 6 Update
December 11, 2014	Goal 1 Update
January 15, 2015	Goal 2 Update
February 19, 2015	Goal 3 Update
February 19, 2015	Goal 4 Update

- Lower class size
- Increase recognition of employees

Goal 4 “...high quality, dedicated, and collaborative staff...”

- Training days have been helpful to some and not others
- More professional development is needed for all
- Need more training on how to collaborate
- Need to compensate teachers better
- We need more customer service training

Goal 5 “...partnerships with parents, businesses, and the community...”

- Parent nights were good; need to continue
- Community and business connections need continue to improve
- Need a foundation to support schools
- Spanish-language access needs to continue but improve (website, flyers, staff)

Goal 6 “...equitable and meaningful access to technology...”

- Computer access greatly improved
- Still need more technology and software.
- Need more training on using new technology
- Tech staff is supportive
- Need for tech help on site

Key Themes – Student Input

Goal 1 “...Well Rounded, relevant Curriculum...”

- Learn more about colleges/start a college center
- More access to computers
- More AP and honors classes

Goal 2 “Engage all students in learning.../Common Core”

- Build a college-going culture
- Common Core is very challenging
- Increase access to Common Core
- Improve implementation of Common Core

Goal 3 “... safe and positive school environments..”

- More access to tutoring
- Schools are pretty safe but there are still many incidents
- Promote safer schools

Goal 4 “...high quality, dedicated, and collaborative staff...”

February 19, 2015	Goal 5 Update
March 19, 2015	LCAP Update Process
April 2, 2015	LCAP Update Process
April 2, 2015	LCAP STEM/CTE/VAPA
April 16, 2015	LCAP Library
May 7, 2015	LCAP Update Revision Process
May 21, 2015	LCAP Update Process

Surveys

Two surveys were used to inform our process:

1. **LCAP Review**— In May 2015, the district surveyed parents, staff and students to determine their thoughts and opinions on the district’s progress on the 2014-15 LCAP goals and student achievement practices. Surveys were done online and promoted through an automated message home in English and Spanish. It was also made available through our Facebook page. For each goal, stakeholders were asked:
 - What is the District doing well related to this goal?
 - What is the District doing that needs to be improved related to this goal?
 - What are different or new things that the district could or should do related to this goal?

The survey responses are as follows:

Stakeholder	#
Parent	37
Certificated Staff	68
Classified Staff	20
Students	128
Total	253

2. **Teachers Professional Development Needs Assessment**—This annual Spring survey of teachers provided a means for teachers to note participation in Professional development and to provide input on needs for the LCAP. Here are the levels of participation:

Grade Span	#
TK-2 nd	13
3 rd -6 th	15

- Teachers are key to being successful
 - Quality of teaching varies greatly class to class
- Goal 5 “...partnerships with parents, businesses, and the community...”*
- Try to increase parent involvement
 - Parent get involved more in activities
- Goal 6 “...equitable and meaningful access to technology...”*
- Technology could be more consistent
 - Having more computers has been great
 - Some students do not have access

LCAP Parent and Community Advisory Committee Recommendations

After a thorough review of the implementation of the goals in 2014-15 and communication with other members of each committee representative’s group, the Advisory group recommended that we make sure we increase and improve our programs for unduplicated count students by focusing on these priority areas:

- Services for English Learners including programs, staffing, professional development and clerical support.
- Accountability and Coordination of the many levels of services in the plan for unduplicated count pupils
- Professional Development to all staff
- Parent Engagement
- Socioemotional supports for students
- Technology—professional development and/or positions

Also as a result of this process we decided to continue with the same 6 goals as in 2014-15. However, we aligned them better with the 1 or 2 State Priorities that they were most connected to. These are the 8 State Priorities

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
State Priorities						

7 th -8 th	11
9 th -12 th	19
Total	58

All of the feedback from these sources was subsequently broken into themes under each of the goals and used to create the 2015-18 Local Control Accountability Plan.

LCAP Parent and Community Advisory Committee

Like last year, we convened a Spring LCAP Committee that included all stakeholders. This committee met on seven occasions to review the input from all stakeholders, decide on the Goals for the LCAP, and establish priority areas for the Actions and Services portion of the plan.

2014-15 LCAP Parent and Community Advisory Committee

Member	Representing
Brian Dolan	Superintendent
Brad Clagg	Principal – Tremont Elementary
Adrian Vargas	Chief Business Officer
Laura Anderson	Senior Account Clerk – SEIU Rep
Marcus Tanaka	Teacher – Dixon High School, DTA Rep
Mike Ceremello	Community Member
Nick Girimonte	Principal – DHS
Laura Burnett	Teacher – Tremont Elementary, DTA Rep
Perla Torres	DELAC Parent Rep
Stephanie Arias	District Office Secretary –SEIU Rep
Mike Walbridge	Assistant Superintendent – District Office
Tanya LaBass	Teacher, Special Assignment –DTA Rep
Joe DiPaola	Governing Board Member

LCAP Coordinator: Cicely Bernhardt

Annual Update

During the 2014-15 first year of LCAP implementation Dixon USD continued to inform and engage multiple stakeholders as a component of the LCAP annual update. We gathered information in the same ways described above: through ongoing meetings, Board Updates, through some of the questions in the surveys and the LCAP Parent and Community

1. Basic Services				X		
2. Implementation of State Standards		X				
3. Parental Involvement					X	
4. Pupil Achievement		X				
5. Pupil Engagement			X			
6. School Climate			X			
7. Course Access	X					
8. Other Pupils Outcomes						X

2014-15 LCAP Parent and Community Advisory Committee

Meeting Dates:

Dates
March 9, 2015
March 24, 2015
April 14, 2015
May 5, 2015
May 11, 2015
June 4, 2015

The District conducted the required Public Hearing on the LCAP on **June 18, 2015** at which the plan was reviewed in its entirety. Adoption of the LCAP and District Budget occurred on **June 25, 2015**.

Annual Update

Throughout the engagement process stakeholders reflected on the current implementation of the six goals outlined in the current LCAP. Based on that engagement and other internal discussions here are some changes that are proposed:

Advisory Committee.

Meetings

Most of the meetings listed above began with a process of reviewing relevant LCAP actions and reflecting on their level of implementation. For instance:

- in K-6 release days the agenda included a “Looking Back” Section to review what had been accomplished so far and what challenges we encountered.
- Parent Meetings on Common Core Math reviewed the progress so far in implementing CCSS Math courses and practices and the concerns of many parents that our new unlevleed classes were not meeting the needs of many students.
- Monthly principal meeting began with an update on 1-2 LCAP goals and related action steps

Board Updates

The regular board updates on each Goal served as ongoing Annual Updates with questions coming up on each topic along the way. The topics covered included:

In addition, each Principal twice throughout the year gave a “3 minute report” to the Board that emphasized ongoing implementation of LCAP Goals at their schools.

Surveys

The LCAP Review survey included two pertinent questions used to inform our Annual Update:

- What is the District doing well related to this goal?
- What is the District doing that needs to be improved related to this goal?

LCAP Parent and Community Advisory Committee

During the first two meetings of the Spring LCAP Parent and Community Advisory Committee the group walked through and discussed the implementation of each and every Action Step listed under all 5 goals.

Goal 1 “...Well Rounded, relevant Curriculum...”

After reviewing this annual update we decided to make a number of changes. First, we decided to be more systematic about hiring for our Learning Center and expanding access to the Migrant Ed Center itself. We also decided that we would not pursue a College Advancement Program Coordinator but instead reallocate some of that funding to meet other needs. Our STEM, VAPA and CTE Task Forces were successful in identifying new actions and we identified what we could realistically accomplish as first steps in each of these areas. The action step on Support classes triggered a much wider discussion about intervention and as a result we will be offering other intervention options for secondary math. Furthermore we added an expanded Summer Math Academy program with a new focus exclusively on struggling students. We also noticed in the annual update that our Odysseyware Credit Recovery program was being overtaxed so we included it in Goal 1 and extended the allocation to purchase more licenses.

Goal 2 “Engage all students in learning.../Common Core”

There were many changes to the actions and services that will be made as a result of the review. While we think that some initiatives such as Instructional Coaching, revised learning walks and purchasing Common Core aligned materials needed more time to be deeply implemented there were others that required retooling. At the elementary level, we realized that the varied ways of implementing intervention and ELD requires more coordination at district level so we will be convert a TOSA position to a Coordinator of Services for Unduplicated Count Pupils. We also found that to adequately address the need for high quality ELD we needed to ensure that we had sufficient funding for EL clerical support so that compliance requirements would not distract from teaching and learning support. We also found that the IA at Maine Prairie was very effective at meeting the in classroom needs of English learners but there was a need to more carefully determine who is better funded out of Title III and LCAP SCG funds. Our assessment and uses of data were also revamped with additional actions related to new SBAC-aligned assessments, a common K-2 and intervention assessment for ELA and a Data Director system for creating and housing other assessments and data results.

Goal 3 “... safe and positive school environments..”

A number of changes are planned based on this analysis. We found that that a couple items were better fits for other Goals. The Library/Media Center Committee decided we needed to focus more on Common Core access so we moved it to Goal 2 while the funding for Destination College counselor made more sense in Goal 1. We also decided that the

PBIS implementation at the site level was too sporadic to be effective so we are moving to centralize the funds and find an effective model to roll out at all sites. At the same time we have realized that there is an increased need for socio-emotional support services beyond what we funded this year and so we are expanding that. Finally, we needed to take a new approach with food services to improve in this area and to convene a Facilities Needs Committee to help more systematically address this.

Goal 4 "...high quality, dedicated, and collaborative staff..."

In reviewing past process for this goal two significant changes have been identified and will be implemented. First, Human Resource Coordinator position will be expanded from .5 FTE to .61 FTE in order to facilitate the completion of the other actions. This is a base-funded position. \$160,000 from supplemental and Concentration Grant Funds will be utilized to add two professional development days to the certificated work year calendar and a similar structure for specified classified positions. The professional development activities will align with LCAP goals.

Goal 5 "...partnerships with parents, businesses, and the community..."

In reviewing past process for this goal two significant changes have been identified and will be implemented. First, the need for additional time for the Parent Liaison positions was clearly identified as a need at each school site. Accordingly these positions will be expanded from two hours daily (.25 FTE) to three hours daily (.375 FTE) for 2015-16. Additionally, added emphasis will be placed on the use of the District's social media accounts and provide more timely and extensive information through the District and School websites. Parent Liaisons will be instrumental in identifying critical content and ensuring it is made accessible.

Goal 6 "...equitable and meaningful access to technology..."

In reviewing this past year several items have become clearer to us and we will change part of our LCAP with regards to technology. First our students need much more time on the computers to feel more comfortable with the SBAC. Secondly our students need more typing experience before undertaking the essay in SBAC. We will have a plan in place to make sure all of students have access to computers in the classroom and that all students will be placed in Type to Learn 4 at the start of school and their progress monitored in monthly report. This will become the cornerstone of our grade level technology expectations for TK through 12 grades which will be completed and implemented in the

	<p>summer of 2015. We have also increased funding for technology so we can accelerate the purchasing of new technology for our students, particularly in the high school as we will replace 2 very old computer labs with new computers for whole class instruction and by adding 3 more mobile cart labs to augment the existing one at DHS. We will decommission the old desktop lab at MPHS and replace it with a mobile cart lab to go with the current mobile cart they have on campus. We will also implement the after school lab hours in the 2015-2016 school year to give more access to technology to students who do not have access at home.</p>
--	---

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).

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	1) Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ X 8_ C OE only: 9_ 10_ Local : Specify _____		
Identified Need :	All students do not have access to all components of the District's courses of study.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Students including unduplicated pupils and students with disabilities		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Required: Priority 7: Course Access <ul style="list-style-type: none"> • Pupil Access and Enrollment in all required areas of study: <ul style="list-style-type: none"> ○ CTE Course enrollment rate: increase by 3% from 14-15 baseline ○ AP Course enrollment rate: increase by 3% from 14-15 baseline ○ A-G Course enrollment rate: increase by 3% from 14-15 baseline Additional: <ul style="list-style-type: none"> • Credit Recovery units earned: determine based on 14-15 baseline • Numbers of students participating in after hours support programs at each school and at the Migrant Center. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Dixon High will operate an after-school tutoring program known as <u>The Learning Center</u> three days per week. <ul style="list-style-type: none"> ➤ .25 FTE position will oversee the operation of The Learning Center three days per week to provide students after-school access to tutoring support. ➤ Target recruitment of students to be served after-school ➤ There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. By targeting outreach to students in the unduplicated count we will increase the number of students attending the Learning Center by 10% or more in 2015-16. 		Dixon High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED - 2XXX = \$7,500 3XXX = \$1,700
1.2 Implementation of <u>STEM, CTE and VAPA Task Force recommendations</u> shall be monitored and progress toward		LEA	<input checked="" type="checkbox"/> ALL	

<p>completing recommendations shall be reviewed by the Board annually.</p> <p>VAPA:</p> <ul style="list-style-type: none"> ➤ Fund supplies/equipment to replace existing donation request funds (up to \$30,000) ➤ Continue to meet to explore recommendations <p>CTE:</p> <ul style="list-style-type: none"> ➤ Fund Multimedia Lab miscellaneous accessories (\$1,000) ➤ Fund Adobe Certification (\$2500) ➤ Increase funding to other programs (\$2000 combined) ➤ Release Days to explore funding (\$1000) <p>STEM</p> <ul style="list-style-type: none"> ➤ Robotics kits and software (\$4000) ➤ Release time to visit other schools (\$1000) <p>Additionally fund a 20% FTE for a I-STAR Coordinator who will work with I-STAR and the local business community to improve teacher access to STEM and implementation of all STEM initiatives (\$15,000)</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>FUND 01 - UNRESTRICTED - 4XXX = \$30,000</p> <p>FUND 01- UNRESTRICTED - 11XX = \$ 850 3XXX = \$ 150 4XXX = \$5,500</p> <p>FUND 01 - UNRESTRICTED – 11XX = \$13,837 3XXX = \$2,163 5XXX = \$4,000</p>
<p>1.3 Secondary Strategic and Intensive Intervention classes will be redesigned to increase services for targeted students.</p> <ul style="list-style-type: none"> ➤ Administrative Staff shall analyze assessment results to determine the need for support classes ➤ Master Schedules shall be designed to include the necessary number of classes. ➤ Teacher committees will further refine Curriculum for Support classes, including new Intensive Intervention options for 9th grade. As needed these revisions will be defined in new Course Descriptions 	<ul style="list-style-type: none"> ◆School Wide ◆Dixon High School ◆C.A. Jacobs 	<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>FUND 01 - RESTRICTED – 11XX = \$850 3XXX = \$150</p>
<p>1.4 Elementary Intervention teaching positions will be continued to provide targeted support through small group instruction. Sheltered strategies for core subjects will be provided for English Learners. Ongoing monitoring will be provided through EL support staff. Interventions and/or support given services will be to students not meeting grade level standards.</p> <ul style="list-style-type: none"> ➤ Intervention teachers totaling 4.0 FTE will be assigned to the elementary sites, with higher staffing at Anderson and Gretchen Higgins due to larger unduplicated student populations. ➤ All three sites are combining these resources with Title I funds to maximize support for these students.. ➤ Analysis of assessment data will trigger additional FTE if warranted. ➤ By utilizing more timely data to focus instruction for English Learners, Low Income Students and Foster Youth we will by improving services for these students. 	<ul style="list-style-type: none"> ◆Anderson 1.5 FTE ◆Tremont 1.0 FTE ◆Gretchen Higgins 1.5 FTE 	<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>FUND 01 - UNRESTRICTED – 11XX = \$276,005 3XXX = \$85,257</p>

<p>1.5 The Destination College Advisory Corp is a University of California based college readiness program that targets under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. Dixon High School utilized this service in 2013-14 and saw the number of under-represented students enrolling in college increase. Students receive both individual and group services centered on college readiness, application, and enrollment.</p> <ul style="list-style-type: none"> ➤ Continue to contract with the Destination College Advisory Corp to provide a college readiness program targeting unduplicated count students at Dixon High School. ➤ There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. 	Dixon High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED – 5XXX = \$40,000
<p>1.6 Advanced Placement Classes at DHS will be supported by funding:</p> <ul style="list-style-type: none"> ➤ Required summer trainings for teachers who are assigned to a new AP class for the first time. ➤ Substitute teachers for administration of AP testing ➤ AP Test Fees for Low Income (free reduced lunch) students will be covered except for a \$5 fee ➤ Supporting test will help to increase the number of Low Income students taking AP classes. Training for AP Courses is both required and will include strategies on helping to support targeted pupils. 	Dixon High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 11XX = \$5,200 3XXX = \$8,00 5XXX = \$20,000
<p>1.7 Advancement Via Individual Determination (AVID) Classes at DHS will be supported to help prepare first generation students for college. Low income students and EL/REP students will be targeted.</p> <ul style="list-style-type: none"> ➤ Annual AVID Site Membership Fee (\$3700) ➤ AVID Weekly Subscription (\$525) ➤ AVID Summer Institutes for 5 staff members (\$3600) ➤ 4 College field trips (\$5500) ➤ AVID Planners (\$550) ➤ 3 teachers to attend UC and CSU Counselor Conferences (\$1125) ➤ AVID Senior Night Certificates, Food, Sashes (\$1000) ➤ Extra Duty compensation to AVID District Director and Coordinator for planning activities (\$1000) ➤ Expanding the AVID classes will increase services to English Learners, Low Income Students and Foster Youth by providing more support for these targeted students to prepare for college. <p>Create a committee to explore the feasibility of starting an AVID program at CA Jacobs in 2016-17 (\$1000)</p>	Dixon High	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED – 11XX = \$850 3XXX = \$150 4XXX = \$1,550 58XX = \$14,450
<p>1.8 Support the opening and ongoing costs associated with a Learning Center at the Migrant Ed Center:</p> <ul style="list-style-type: none"> ➤ Fund installation of equipment to extend DUSD network to Migrant Ed Center ➤ Partner with Yolo Housing Authority to oversee the center ➤ Fund minor other ongoing costs ➤ Opening this Learning Center at the Migrant Center will increase services to English Learners, Low Income 	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	FUND 01 - UNRESTRICTED – 43XX = \$3,500 58XX = \$6,500

<p>Students and Redesignated students by giving them access to academic resources that they have not been available in this remote location.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Migrant Ed Students</u></p>	
<p>1.9 Support an ongoing Common Core Summer Math Academy for students with low Math grades entering 7th, 8th and 9th grade.</p> <ul style="list-style-type: none"> ➤ Curriculum focuses on filling gaps needed in preparation for the next level of math. ➤ Uses adopted text, MARS Tasks and IXL Math Software program ➤ Give a Pre and Post Assessment and then track grades to assess impact on students. ➤ Supports teachers and tutors for 4 classes ➤ Redesigning the curriculum will increase and improve services to English Learners, Low Income Students and Foster Youth by making sure that the more demanding Common Core curriculum is more accessible to historically underperforming groups. 	<p>◆CAJ ◆DHS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$8,658 3XXX = \$1,346</p>
<p>1.10 Expand Credit Recovery options for students to impact graduation rates</p> <ul style="list-style-type: none"> ➤ Increase access to Credit Recovery by purchasing additional Odysseyware Licenses used during the day at Maine Prairie and after school at DHS. ➤ Support compensation for the after school credit recovery program at Dixon High School ➤ Expanding the number of licenses available will increase services to English Learners, Low Income Students and Foster Youth by making sure that there are enough licenses for these students. 	<p>◆DHS ◆Maine Prairie</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$6,000 3XXX = \$932 58XX = \$20,000 (part of Goal 6 – technology budget)</p>
<p>1.11 Maine Prairie Counseling</p> <ul style="list-style-type: none"> ➤ .5 of an existing Maine Prairie Counselor will continue to be funded to provide support to students at risk of not graduating and becoming College and Career Ready. ➤ This Counselor will increase services to English Learners, Low Income Students and Foster Youth by being available to more of these targeted students and as a result of revised strategies for outreach. 	<p>Maine Prairie</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$30,455 3XXX = \$10,905</p>

LCAP Year 2: 2016-2017

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 7: Course Access</p> <ul style="list-style-type: none"> • Pupil Access and Enrollment in all required areas of study: <ul style="list-style-type: none"> ○ CTE Course enrollment rate: increase by 3% from 15-16 ○ AP Course enrollment rate: increase by 3% from 15-16 ○ A-G Course enrollment rate: increase by 3% from 15-16 <p>Additional: Credit Recovery units earned: determine based on 14-15 baseline</p>
--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Dixon High will continue to operate an after-school tutoring program known as <u>The Learning Center</u> three days per week.</p> <ul style="list-style-type: none"> • .25 FTE position will oversee the operation of The Learning Center three days per week to provide students after-school access to tutoring support. • Target recruitment of students to be served after-school • There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. 	Dixon High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED - 2XXX = \$7,500 3XXX = \$1,700
<p>1.2 Implementation of <u>STEM, CTE and VAPA Task Force recommendations</u> shall be monitored and progress toward completing recommendations shall be reviewed by the Board annually.</p> <p>VAPA:</p> <ul style="list-style-type: none"> ➤ Fund supplies/equipment to replace existing donation request funds (up to \$30,000) ➤ Continue to meet to explore recommendations <p>CTE:</p> <ul style="list-style-type: none"> ➤ Fund Multimedia Lab miscellaneous accessories (\$1,000) ➤ Fund Adobe Certification (\$2500) ➤ Increase funding to other programs (\$2000 combined) ➤ Release Days to explore funding (\$1000) <p>STEM</p> <ul style="list-style-type: none"> ➤ Robotics kits and software (\$4000) ➤ Release time to visit other schools (\$1000) 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED - 4XXX = \$30,000 FUND 01- UNRESTRICTED - 11XX = \$ 850 3XXX = \$ 150 4XXX = \$5,500 FUND 01 - UNRESTRICTED -

<p>Additionally fund a 20% FTE for a I-STAR Coordinator who will work with I-STAR and the local business community to improve teacher access to STEM and implementation of all STEM initiatives</p>			<p>11XX = \$13,837 3XXX = \$2,163 5XXX = \$4,000</p>
<p>1.3 <u>Secondary Strategic and Intensive Intervention classes</u> will be redesigned to increase services for targeted students.</p> <ul style="list-style-type: none"> ➤ Administrative Staff shall analyze assessment results to determine the need for support classes ➤ Master Schedules shall be designed to include the necessary number of classes. ➤ Teacher committees will further refine Curriculum for Support classes, including new Intensive Intervention options for 9th grade. As needed these revisions will be defined in new Course Descriptions 	<ul style="list-style-type: none"> ◆School Wide ◆Dixon High School ◆C.A. Jacobs 	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>FUND 01 - RESTRICTED – 11XX = \$850 3XXX = \$150</p>
<p>1.4 <u>Elementary Intervention teaching positions</u> will be continued to provide targeted support through small group instruction. Sheltered strategies for core subjects will be provided for English Learners. Ongoing monitoring will be provided through EL support staff. Interventions and/or support given services will be to students not meeting grade level standards.</p> <ul style="list-style-type: none"> ➤ Intervention teachers totaling 4.0 FTE will be assigned to the elementary sites, with higher staffing at Anderson and Gretchen Higgins due to larger unduplicated student populations. ➤ All three sites are combining these resources with Title I funds to maximize support for these students.. ➤ Analysis of assessment data will trigger additional FTE if warranted. ➤ By utilizing more timely data to focus instruction for English Learners, Low Income Students and Foster Youth we will be improving services for these students. 	<ul style="list-style-type: none"> ◆Anderson 1.5 FTE ◆Tremont 1.0 FTE ◆Gretchen Higgins 1.5 FTE 	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$276,005 3XXX = \$85,257</p>
<p>1.5 <u>The Destination College Advisory Corp</u> is a University of California based college readiness program that targets under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. Dixon High School utilized this service in 2013-14 and saw the number of under-represented students enrolling in college increase. Students receive both individual and group services centered on college readiness, application, and enrollment.</p> <ul style="list-style-type: none"> ➤ Continue to contract with the Destination College Advisory Corp to provide a college readiness program targeting unduplicated count students at Dixon High School. ➤ There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. 	<p>Dixon High School</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 58XX = \$40,000</p>

<p>1.6 <u>Advanced Placement Classes</u> at DHS will be supported by funding:</p> <ul style="list-style-type: none"> ➤ Required summer trainings for teachers who are assigned to a new AP class for the first time. ➤ Substitute teachers for administration of AP testing ➤ AP Test Fees for Low Income (free reduced lunch) students will be covered except for a \$5 fee ➤ Supporting test will help to increase the number of Low Income students taking AP classes. Training for AP Courses is both required and will include strategies on helping to support targeted pupils. 	Dixon High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 11XX = \$5,200 3XXX = \$8,00 5XXX = \$20,000
<p>1.7 <u>Advancement Via Individual Determination (AVID) Classes</u> at DHS will be supported to help prepare first generation students for college. Low income students and EL/REP students will be targeted.</p> <ul style="list-style-type: none"> ➤ Annual AVID Site Membership Fee (\$3695) ➤ AVID Weekly Subscription (\$525) ➤ AVID Summer Institutes for 5 staff members (\$3595) ➤ 4 College field trips (\$5500) ➤ AVID Planners (\$550) ➤ 3 teachers to attend UC and CSU Counselor Conferences (\$1125) ➤ AVID Senior Night Certificates, Food, Sashes (\$1000) ➤ Extra Duty compensation to AVID District Director and Coordinator for planning activities (\$1000) ➤ Expanding the AVID classes will increase services to English Learners, Low Income Students and Foster Youth by providing more support for these targeted students to prepare for college. <p>Create a committee to explore the feasibility of starting an AVID program at CA Jacobs in 2016-17</p>	Dixon High	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED – 11XX = \$850 3XXX = \$150 4XXX = \$1,550 58XX = \$14,450
<p>1.8 Support the opening and ongoing costs associated with a <u>Learning Center at the Migrant Ed Center:</u></p> <ul style="list-style-type: none"> ➤ Fund installation of equipment to extend DUSD network to Migrant Ed Center ➤ Partner with Yolo Housing Authority to oversee the center ➤ Fund minor other ongoing costs ➤ Opening this Learning Center at the Migrant Center will increase services to English Learners, Low Income Students and Redesignated students by giving them access to academic resources that they have not been available in this remote location. 	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant Ed Students</u>	FUND 01 - UNRESTRICTED – 43XX = \$500 58XX = \$6,500

<p>1.9 Support an ongoing Common Core Summer Math Academy for students with low Math grades entering 7th, 8th and 9th grade.</p> <ul style="list-style-type: none"> ➤ Curriculum focuses on filling gaps needed in preparation for the next level of math. ➤ Uses adopted text, MARS Tasks and IXL Math Software program ➤ Give a Pre and Post Assessment and then track grades to assess impact on students. ➤ Supports teachers and tutors for 4 classes ➤ Redesigning the curriculum will increase and improve services to English Learners, Low Income Students and Foster Youth by making sure that the more demanding Common Core curriculum is more accessible to historically underperforming groups. 	<ul style="list-style-type: none"> ◆CAJ ◆DHS 	<p>__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$23,850 3XXX = \$4,150</p>
<p>1.10 Expand Credit Recovery options for students to impact graduation rates</p> <ul style="list-style-type: none"> ➤ Increase access to Credit Recovery by purchasing additional Odysseyware Licenses used during the day at Maine Prairie and after school at DHS. ➤ Support compensation for the after school credit recovery program at Dixon High School ➤ Expanding the number of licenses available will increase services to English Learners, Low Income Students and Foster Youth by making sure that there are enough licenses for these students. 	<ul style="list-style-type: none"> ◆DHS ◆Maine Prairie 	<p>__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$6,000 3XXX = \$932 58XX = \$20,000 (part of Goal 6 – technology budget)</p>
<p>1.11 Maine Prairie Counseling</p> <ul style="list-style-type: none"> ➤ .5 of an existing Maine Prairie Counselor will continue to be funded to provide support to students at risk of not graduating and becoming College and Career Ready. ➤ This Counselor will increase services to English Learners, Low Income Students and Foster Youth by being available to more of these targeted students and as a result of revised strategies for outreach. 	<p>Maine Prairie</p>	<p>__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$30,455 3XXX = \$10,905</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 7: Course Access</p> <ul style="list-style-type: none"> ● Pupil Access and Enrollment in all required areas of study: <ul style="list-style-type: none"> ○ CTE Course enrollment rate: increase by 3% from 16-17 ○ AP Course enrollment rate: increase by 3% from 16-17
---	---

- **A-G Course** enrollment rate: increase by 3% from 16-17

Additional:

Credit Recovery units earned: determine based on 14-15 baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Dixon High will continue to operate an after-school tutoring program known as <u>The Learning Center</u> three days per week.</p> <ul style="list-style-type: none"> • .25 FTE position will oversee the operation of The Learning Center three days per week to provide students after-school access to tutoring support. • Target recruitment of students to be served after-school <p>There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. Nick Girimonte</p>	Dixon High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED - 2XXX = \$7,500 3XXX = \$1,700
<p>1.2 Implementation of <u>STEM, CTE and VAPA Task Force recommendations</u> shall be monitored and progress toward completing recommendations shall be reviewed by the Board annually.</p> <p>VAPA:</p> <ul style="list-style-type: none"> ➤ Fund supplies/equipment to replace existing donation request funds (up to \$30,000) ➤ Continue to meet to explore recommendations <p>CTE:</p> <ul style="list-style-type: none"> ➤ Fund Multimedia Lab miscellaneous accessories (\$1,000) ➤ Fund Adobe Certification (\$2500) ➤ Increase funding to other programs (\$2000 combined) ➤ Release Days to explore funding (\$1000) <p>STEM</p> <ul style="list-style-type: none"> ➤ Robotics kits and software (\$4000) ➤ Release time to visit other schools (\$1000) <p>Additionally fund a 20% FTE for a I-STAR Coordinator who will work with I-STAR and the local business community to improve teacher access to STEM and implementation of all STEM initiatives</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED - 4XXX = \$30,000 FUND 01- UNRESTRICTED - 11XX = \$ 850 3XXX = \$ 150 4XXX = \$5,500 FUND 01 - UNRESTRICTED - 11XX = \$13,837 3XXX = \$2,163 5XXX = \$4,000

<p>1.3 Secondary Strategic and Intensive Intervention classes will be redesigned to increase services for targeted students.</p> <ul style="list-style-type: none"> ➤ Administrative Staff shall analyze assessment results to determine the need for support classes ➤ Master Schedules shall be designed to include the necessary number of classes. ➤ Teacher committees will further refine Curriculum for Support classes, including new Intensive Intervention options for 9th grade. As needed these revisions will be defined in new Course Descriptions 	<ul style="list-style-type: none"> ◆School Wide ◆Dixon High School ◆C.A. Jacobs 	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - RESTRICTED – 11XX = \$850 3XXX = \$150
<p>1.4 Elementary Intervention teaching positions will be continued to provide targeted support through small group instruction. Sheltered strategies for core subjects will be provided for English Learners. Ongoing monitoring will be provided through EL support staff. Interventions and/or support given services will be to students not meeting grade level standards.</p> <ul style="list-style-type: none"> ◆Intervention teachers totaling 4.0 FTE will be assigned to the elementary sites, with higher staffing at Anderson and Gretchen Higgins due to larger unduplicated student populations. All three sites are combining these resources with Title I funds to maximize support for these students.. ◆Analysis of assessment data will trigger additional FTE if warranted. 	<ul style="list-style-type: none"> ◆Anderson 1.5 FTE ◆Tremont 1.0 FTE ◆Gretchen Higgins 1.5 FTE 	<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) _____	FUND 01 - UNRESTRICTED – 11XX = \$276,005 3XXX = \$85,257
<p>1.5 The Destination College Advisory Corp is a University of California based college readiness program that targets under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. Dixon High School utilized this service in 2013-14 and saw the number of under-represented students enrolling in college increase. Students receive both individual and group services centered on college readiness, application, and enrollment.</p> <ul style="list-style-type: none"> ➤ Continue to contract with the Destination College Advisory Corp to provide a college readiness program targeting unduplicated count students at Dixon High School. ➤ There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. 	Dixon High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED – 58XX = \$40,000
<p>1.6 Advanced Placement Classes at DHS will be supported by funding:</p> <ul style="list-style-type: none"> ➤ Required summer trainings for teachers who are assigned to a new AP class for the first time. ➤ Substitute teachers for administration of AP testing ➤ AP Test Fees for Low Income (free reduced lunch) students will be covered except for a \$5 fee ➤ Supporting test will help to increase the number of Low Income students taking AP classes. Training for AP Courses is both required and will include strategies on helping to support targeted pupils. 	Dixon High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 11XX = \$5,200 3XXX = \$8,00 5XXX = \$20,000

<p>1.7 <u>Advancement Via Individual Determination (AVID) Classes</u> at DHS will be supported to help prepare first generation students for college. Low income students and EL/REP students will be targeted.</p> <ul style="list-style-type: none"> ➤ Annual AVID Site Membership Fee (\$3695) ➤ AVID Weekly Subscription (\$525) ➤ AVID Summer Institutes for 5 staff members (\$3595) ➤ 4 College field trips (\$5500) ➤ AVID Planners (\$550) ➤ 3 teachers to attend UC and CSU Counselor Conferences (\$1125) ➤ AVID Senior Night Certificates, Food, Sashes (\$1000) ➤ Extra Duty compensation to AVID District Director and Coordinator for planning activities (\$1000) ➤ Expanding the AVID classes will increase services to English Learners, Low Income Students and Foster Youth by providing more support for these targeted students to prepare for college. <p>Create a committee to explore the feasibility of starting an AVID program at CA Jacobs in 2016-17</p> <p>DHS Principal Mike Walbridge</p>	Dixon High	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$850 3XXX = \$150 4XXX = \$1,550 58XX = \$14,450</p>
<p>1.8 Support the opening and ongoing costs associated with a <u>Learning Center at the Migrant Ed Center:</u></p> <ul style="list-style-type: none"> ➤ Fund installation of equipment to extend DUSD network to Migrant Ed Center ➤ Partner with Yolo Housing Authority to oversee the center ➤ Fund minor other ongoing costs ➤ Opening this Learning Center at the Migrant Center will increase services to English Learners, Low Income Students and Redesignated students by giving them access to academic resources that they have not been available in this remote location. 	All Schools	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant Ed Students</u></p>	<p>FUND 01 - UNRESTRICTED – 43XX = \$500 58XX = \$6,500</p>
<p>1.9 Support an ongoing <u>Common Core Summer Math Academy</u> for students with low Math grades entering 7th, 8th and 9th grade.</p> <ul style="list-style-type: none"> ➤ Curriculum focuses on filling gaps needed in preparation for the next level of math. ➤ Uses adopted text, MARS Tasks and IXL Math Software program ➤ Give a Pre and Post Assessment and then track grades to assess impact on students. ➤ Supports teachers and tutors for 4 classes ➤ Redesigning the curriculum will increase and improve services to English Learners, Low Income Students and Foster Youth by making sure that the more demanding Common Core curriculum is more accessible to historically underperforming groups. 	<p>◆CAJ ◆DHS</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$23,850 3XXX = \$4,150</p>

<p>1.10 Expand Credit Recovery options for students to impact graduation rates</p> <ul style="list-style-type: none"> ➤ Increase access to <u>Credit Recovery</u> by purchasing additional Odysseyware Licenses used during the day at Maine Prairie and after school at DHS. ➤ Support compensation for the after school credit recovery program at Dixon High School ➤ Expanding the number of licenses available will increase services to English Learners, Low Income Students and Foster Youth by making sure that there are enough licenses for these students. 	<ul style="list-style-type: none"> ◆DHS ◆Maine Prairie 	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$6,000 3XXX = \$932 58XX = \$20,000 (part of Goal 6 – technology budget)</p>
<p>1.11 <u>Maine Prairie Counseling</u></p> <ul style="list-style-type: none"> ➤ .5 of an existing Maine Prairie Counselor will continue to be funded to provide support to students at risk of not graduating and becoming College and Career Ready. ➤ This Counselor will increase services to English Learners, Low Income Students and Foster Youth by being available to more of these targeted students and as a result of revised strategies for outreach. 	<p>Maine Prairie</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$30,455 3XXX = \$10,905</p>

GOAL:	2) Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards	Related State and/or Local Priorities: 1_ 2_ X 3__ 4_ X 5_ 6_ 7_ 8_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	More than half of all students fail to show proficiency in state & local assessments, with significantly lower performance among students in the unduplicated count.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students including unduplicated pupils and students with disabilities
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	<p>Required:</p> <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> ● Performance on statewide Standardized Test (STAR/CAASPP): <ul style="list-style-type: none"> ○ SBAC ELA % Proficient: Increase by 3% from 14-15 baseline ○ SBAC Math % Proficient: Increase by 3% from 14-15 baseline ○ CST Science % Proficient: Increase 5th, 8th and 10th Grade by 3% from 14-15 baseline ● Scores on Academic Performance Index (API)----NO LONGER AVAILABLE STATEWIDE ● Share of pupils that meet the required entrance to UC and CSU or complete career technical education (CTE) sequences or programs <ul style="list-style-type: none"> ○ % of Grads meeting UC/CSU: Increase by 2% from 14-15 baseline ○ % completing CTE sequence: Increase by 2% from 14-15 baseline ● Share of ELs that become English Proficient (AMAO 2) <ul style="list-style-type: none"> ○ ELs more than 5 years in US: increase by 2% from 14-15 baseline ○ ELs less than 5 years in US: increase by 2% from 14-15 baseline ● English learner reclassification rate: Increase by 3% from 2013-14 baseline ● Share of pupils that pass Advance Placement (AP) Exams with 3 or higher: Increase by 3% from 14-15 baseline ● Share of pupils determine prepared for college by Early Assessment Program (EAP) <ul style="list-style-type: none"> ○ ELA % Prepared: Increase by 3% from 14-15 baseline ○ Math % Prepared: Increase by 3% from 14-15 baseline <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> ● Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English Learners <ul style="list-style-type: none"> ○ % of teachers displaying and teaching to the grade level standard during principal’s classroom visits: Increase by 10% from Spring 2015 <p>Additional:</p> <ul style="list-style-type: none"> ● Local assessment data 	

- Learning Walk tool data on teacher use of engagement strategies and small group instruction
- Successfully meeting all EL compliance requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue to strengthen implementation of <u>Instructional Coach positions</u> for each elementary school site in order to improve “first instruction” for all students in every classroom.</p> <ul style="list-style-type: none"> ➤ Coaching responsibilities will include, but not be limited to, working with classroom teachers on: <ul style="list-style-type: none"> ◆ Engagement strategies ◆ Differentiation through Small group instruction ◆ EL Strategies during ELD Time ◆ Implementation of new Assessments ◆ Use of technology ◆ Implementation of new ELD, Math and ELA Professional development ➤ 3 FTE Instructional Coaching positions will continue to be provided for the elementary schools. ➤ Coaches will receive professional development and administrative support ➤ The Instructional Coaches will improve services to English Learners, Low Income Students and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize their lessons so that differentiated small group instruction will ensure that these targeted students’ academic needs are addressed. 	<p>School Wide</p> <ul style="list-style-type: none"> ◆ Anderson ◆ Tremont ◆ Gretchen Higgins 	<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 11XX = \$198,669 3XXX = \$42,777</p>
<p>2.2 <u>Provide Common Core coaching to Secondary teachers</u> to ensure implementation of new approaches to provide increased access to Common Core Standards. These include:</p> <ul style="list-style-type: none"> ➤ Differentiation through <ul style="list-style-type: none"> ○ Engagement Strategies ○ Technology ○ EL Strategies ➤ creating and analyzing formative assessments ➤ teaching practices in line with common core (i.e Math Practices,) ➤ organization of support and other intervention classes ➤ classroom organization ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the coaching focusing on how to differentiate instruction in a way that will enable teachers to better address the needs of these targeted students. Coaching will focus on not just differentiating within the core class but in intervention classes. New Intervention options were added for math this year and they will be prioritized in 	<p>CAJ, DHS and CAJ</p>	<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>FUND 01 - UNRESTRICTED – 58XX = \$76,000</p>

the coaching support.			
<p>2.3 Continue to <u>support implementation of Common Core State Standards:</u></p> <ul style="list-style-type: none"> ◆ Provide focused, differentiated Professional Development: <ul style="list-style-type: none"> ➤ TK-6th 3 cohorts will be formed to deepen implementation on ELA, ELD and Math <ul style="list-style-type: none"> ○ ELA: Focus on evaluating current use of materials and either Curriculum Guide development or new adoptions ○ ELD: Implement new ELD program with training and coaching ○ Math: Focus on Math Practices and new textbook implementation ➤ 7th-12th Subject Specific work on literacy and science/math practices <ul style="list-style-type: none"> ◆ Complete standard’s alignment of report card (K-6) ◆ Refine pacing guides (K-12) as needed ◆ Training on administering, scoring and analyzing new assessments with CCSS to accurately gauge and report student progress ◆ Integrate Technology into every classroom. ➤ Extend one CCSS-funded TOSA position to continue to support the implementation of Common Core, Next Generation Science Standards, ELD Standards and other related work. ➤ Convert a CCSS-funded TOSA position to a “Coordinator of Services for Unduplicated Count Students”. Coordinator will focus on ensuring the effective implementation of key action steps aimed at ensuring that Common Core is made accessible to targeted low income, English Learners, Foster Youth and low-achieving students. This includes, but is not limited to: <ul style="list-style-type: none"> ○ K-12 English Learner Programs and Personnel (see Action Step in Goal 2) ○ K-6 Intervention Programs (see Action Step in Goal 1) ○ Secondary Intervention Classes and CAHSEE Intervention (see Action Step in Goal 2) ○ Parent Liaisons (see Action Step in Goal 5) ○ Migrant Education Programs (see Action Step in Goal 2) ➤ Provide 2 extra days of Professional development to our teachers. Each grade level and/or department focuses on an aspect of common core and how to increase access for unduplicated count pupils <p>After two years focusing on general understanding basic implementation of Common Core, our work is now shifting to ensuring that we are teaching in a way that makes Common Core accessible to historically underperforming groups. We will improve services to English Learners, Low Income Students and Foster Youth by ensuring that the focused professional development and other supports are targeting these targeted groups.</p> 	LEA	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	<p>FUND 01 - UNRESTRICTED – 11XX = \$70,125 3XXX = \$22,050 (TOSA)</p> <p>FUND 01 - UNRESTRICTED – 11XX = \$93,500 3XXX = \$16,500 (COORDINATOR)</p> <p>FUND 01 - UNRESTRICTED – 11XX = \$119,000 3XXX = \$18,479 (2 EXTRA PROFESSION DEVELOPMENT DAYS)</p>

<p>2.4 Provide students with <u>CCSS aligned instructional materials</u> and provide professional development for all staff to support use of these materials</p> <ul style="list-style-type: none"> ➤ Common Core-aligned Assessment materials/licenses ➤ Other Board-adopted Instructional materials will also be purchased ➤ Ensure that there is a robust system to create assessments, retrieve data from multiple sources and to enable teachers and administrators to analyze data to inform instruction. <ul style="list-style-type: none"> ○ Fund current <u>Data Director system</u> ○ Explore other systems that might better meet our needs 	LEA	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FUND 01 - UNRESTRICTED – 4XXX = \$250,000 (maximum budget available)
<p>2.5 Each grade level/ core area department shall <u>administer benchmark assessments</u> to be given three or more times annually. Results from the assessments will be analyzed at CPT to inform the next cycle of instruction and to determine next steps. Elementary sites will assess in ELA and Math only.</p> <ul style="list-style-type: none"> ◆Using CPT and/or release days, grade levels and/or core departments will adopt a calendar for administration and schedule meetings to analyze results and plan further instruction. 	LEA	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Additional Costs
<p>2.6 <u>CPT sessions</u> will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.</p> <ul style="list-style-type: none"> ◆Analyze student performance on Smarter Balanced Assessments from previous Spring and assessments to determine if on track in current year *Explore possibility of funding further training in PLCs 	LEA	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Additional Costs
<p>2.7 The District shall implement <u>Learning Walks</u> 3 times annually at each school with focus on use of Engagement Strategies as listed on new Learning Walk Tool</p> <p>Explore further use of the tool by site administrators, peer teachers and coaches during classroom visits.</p> <p>Evaluate the tool and protocol annually and modify as needed</p>	LEA	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	◆Site funds for releasing teachers to participate in Learning Walks

<p>2.8 Provide a <u>.2 FTE English Language Development Coordinator</u> to assist in monitoring student progress, provide support to classroom teachers through a variety of methods, and offer professional development to staff. Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	Dixon High School	<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) _____	FUND 01 – RESTRICTED – 1XXX = \$14,927 3XXX = \$4,549
<p>2.9 Ensure that all students who should receive <u>ELD instruction</u> receive high quality services on a daily basis.</p> <ul style="list-style-type: none"> ➤ Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ Analyze instructional schedules and student placements to ensure students receive services. ➤ Provide professional development and support TOSAs or instructional coaches to maximize effectiveness of classroom instruction. ➤ Provide on-going monitoring of student progress, including for RFEP students. ➤ Provide Professional Development including follow up coaching on high quality designated ELD instruction to a cohort of teachers 	LEA	<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) _____	FUND 01 – RESTRICTED – 58XX = \$80,000
<p>2.10 <u>Instructional Assistant Positions</u></p> <ul style="list-style-type: none"> ➤ An existing Instructional Assistant position at Maine Prairie will be continued to provide push-in support to English Learners in core classes. Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ An existing 1.0 FTE Instructional Assistant position at Community Day School (CDS) will be funded to provide support to ELs, low income pupils and others in the class ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through IAs primarily addressing the needs of these targeted students while helping other students when time permits. 	Maine Prairie High School .5 FTE CDS 1.0 FTE	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 2XXX = \$17,092 3XXX = \$11,600 FUND 01 – UNRESTRICTED – 2XXX = \$26,290 3XXX = \$18,251

<p>2.11 The District shall continue with the established committee to study and report to the Board on the desired model for delivery of <u>Library-Media Center Services</u>.</p> <ul style="list-style-type: none"> ➤ The District will commence implementation of the Library-Media Center model, including enhancements in staffing, access, technology, and resources, as recommended by the Library-Media Center Task Force, pending approval of additional expenditures by the Governing Board. ➤ The Library-Media Center Task Force will meet to research and consider District-wide Library-Media Center facilities needs and develop facilities recommendations. ➤ The Library-Media Center Task Force will also reexamine the ongoing recommendations through 2018 and made revisions to these recommendations as necessary. These new and amended recommendations will be presented to the Governing Board in April of 2016. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$10,000 58XX = \$20,000 (part of Goal 6, tech budget)
<p>2.12 Continue funding for existing “<u>Compliance Specialist, State and Federal Requirements, English Learner Emphasis</u>”. Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Title I, English Learners; and to do related work as required.</p> <p>Duties targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • Organizes and complies with District English Learner identification procedures to properly process paperwork and enter data in the District’s student data and information systems. • Coordinates the District-wide identification of English Learners via the California English Language Development Test (CELDT) • Coordinates Spanish-language Language Assessment Scales (LAS) Testing. • Provides assistance to site principals and staff in addressing all mandated English Language Advisory Committee (ELAC) topics and maintaining compliant ELAC documentation. • Supports the District English Language Advisory Committee (DELAC) • Works as a liaison for the District to heighten the parental involvement of English Learner (i.e. coordinates EL parent notifications, oversees EL parent waiver process, etc.). • Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. • Coordinates District-wide reclassification of English Learners. • Provides teachers with the necessary curricula and materials for District-coordinated professional development, grade level changes, and summer school instruction. • Assists with state and federal reporting and self-assessment processes (i.e. English Learner Subgroup Self-Assessment (ELSSA), R-30 Language Census, etc.). • Collaborates with and supports site personnel designated to coordinate English Learner programs and services. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing</p>	Ed Services 1.0 FTE	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 2XXX = \$52,930 3XXX = \$12,980

<p>teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students.</p>			
<p>2.13 Continue funding for existing "<u><i>Compliance Specialist, State and Federal Requirements, Data Facilitator Emphasis</i></u>". Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Low Income Pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient (RFEP) students</p> <p>Duties targeting these pupils includes:</p> <ul style="list-style-type: none"> • Uses the district’s data systems to generate, compile and distribute pertinent student achievement data to support the development, implementation, and evaluation of schools’ support systems to improve student achievement. • Coordinates with principals, certificated, and technical staff to import, store, and retrieve student assessment and achievement data to inform instruction. • Creates and updates year-end K-6 student placement data files. • Supports sites in keeping compliant documentation of programs serving Educationally Disadvantaged Youth (Title I, English Learners, Cal-SAFE, etc.). • Manages K-12 online curriculum content and passwords (i.e. Treasures, Go Math, curriculum pilots, etc.). • Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students</p>	<p>Ed Services 1.0 FTE</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 01 – UNRESTRICTED – 2XXX = \$54,907 3XXX = \$13,521</p>
<p>2.14 Add a .5 FTE <u>ELD teachers</u> to each elementary site to support the implementation of high quality ELD in leveled groups. The extra funding will allow for sites to better target the needs of our English Learners and maintain smaller class size for the ELs during a 45 minute “Language Time” block. The ELD teacher will also coordinate the grouping of EL students and the implementation of the board-approved ELD program.</p> <p>Services to English Learners will be increased and improved by adding this extra .5 to each school. The extra person will enable smaller and more leveled groups of English Learners during Designated ELD.</p>	<p>Elementary</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 – UNRESTRICTED – 11XX = \$79,000 3XXX = \$31,000</p>
<p>2.15 <u>Increase EL Clerical Support</u> to ensure compliance with state and federal requirements governing the services provided to English Learners</p> <p>Areas of work targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • CELDT testing and possibly LAS Testing • Reclassification and RFEP Monitoring 	<p>.25 CAJ and .25 DHS (MP and Elem served by</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>FUND 01 – UNRESTRICTED – 2XXX = \$24,200 3XXX = \$5,531</p>

<ul style="list-style-type: none"> • EL Intervention monitoring • EL Database management for site • Support for ELAC Committees run by a certificated staff member • EL-related filing and data entry • Other EL related clerical duties <p>Services to English Learners will be increased and improved by providing timely EL/RFEP data and by freeing up certificated staff to focus on using the data to utilize appropriate EL strategies to meet students' needs at different levels.</p>	<i>Compliance Specialist, EL Emphasis)</i>	<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
<p>2.16 Support ongoing <u>state required assessments</u> and costs related to benchmark. Includes:</p> <ul style="list-style-type: none"> • CELDT testers, mailings and supplies • CAHSEE subs, mailings and supplies • SBAC subs, mailing and supplies • Benchmark Testing copies and costs associated with the elementary <i>Renaissance Learning "Early Literacy and Reading"</i> online assessment system. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 1XXX = \$10,000 2XXX = \$10,000 3XXX = \$3,488 4XXX = 11,000 5XXX = 512

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on statewide Standardized Test (STAR/CAASPP): <ul style="list-style-type: none"> ○ SBAC ELA % Proficient: Increase by 3% from 15-16 ○ SBAC Math % Proficient: Increase by 3% from 15-16 ○ CST Science % Proficient: Increase 5th, 8th and 10th Grade by 3% from 15-16 • Scores on Academic Performance Index (API)----NO LONGER AVAILABLE STATEWIDE • Share of pupils that meet the required entrance to UC and CSU or complete career technical education (CTE sequences or programs <ul style="list-style-type: none"> ○ % of Grads meeting UC/CSU: Increase by 2% from 15-16 ○ % completing CTE sequence: Increase by 2% from 15-16 • Share of ELs that become English Proficient (AMAO 2) <ul style="list-style-type: none"> ○ ELs more than 5 years in US: increase by 2% from 15-16 ○ ELs less than 5 years in US: increase by 2% from 15-16 • English learner reclassification rate: Increase by 3% from 15-16 • Share of pupils that pass Advance Placement (AP) Exams with 3 or higher: Increase by 3% from 15-16 • Share of pupils determine prepared for college by Early Assessment Program (EAP) <ul style="list-style-type: none"> ○ ELA % Prepared: Increase by 3% from 15-16
---	--

- Math % Prepared: Increase by 3% from 15-16

Priority 2: Implementation of State Standards

- **Implementation of State Board of Education-adopted academic content and performance standards** for all pupils, including English Learners
 - % of teachers displaying and teaching to the grade level standard during principal’s classroom visits: Increase by 10% from 2015-16

Additional:

- Local assessment data
 - Learning Walk tool data on teacher use of engagement strategies and small group instruction
- Successfully meeting all EL compliance requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue to strengthen implementation of <u>Instructional Coach positions</u> for each elementary school site in order to improve “first instruction” for all students in every classroom.</p> <ul style="list-style-type: none"> ➤ Coaching responsibilities will include, but not be limited to, working with classroom teachers on: <ul style="list-style-type: none"> ◆Engagement strategies ◆Differentiation through Small group instruction ◆EL Strategies during ELD Time ◆ Implementation of new Assessments ◆Use of technology ◆Implementation of new ELD, Math and ELA Professional development ➤ 3 FTE Instructional Coaching positions will continue to be provided for the elementary schools. ➤ Coaches will receive professional development and administrative support ➤ The Instructional Coaches will improve services to English Learners, Low Income Students and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize their lessons so that differentiated small group instruction will ensure that these targeted students’ academic needs are addressed. 	<p>School Wide</p> <ul style="list-style-type: none"> ◆Anderson ◆Tremont ◆Gretchen Higgins 	<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 01 - UNRESTRICTED – 11XX = \$198,669 3XXX = \$42,777</p>

<p>2.2 <u>Provide Common Core coaching to Secondary teachers</u> to ensure implementation of new approaches to provide increased access to Common Core Standards. These include:</p> <ul style="list-style-type: none"> ➤ Differentiation through <ul style="list-style-type: none"> ○ Engagement Strategies ○ Technology ○ EL Strategies ➤ creating and analyzing formative assessments ➤ teaching practices in line with common core (i.e Math Practices,) ➤ organization of support and other intervention classes ➤ classroom organization ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the coaching focusing on how to differentiate instruction in a way that will enable teachers to better address the needs of these targeted students. Coaching will focus on not just differentiating within the core class but in intervention classes. New Intervention options were added for math this year and they will be prioritized in the coaching support. 	CAJ, DHS and CAJ	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 58XX = \$76,000
<p>2.3 Continue to <u>support implementation of Common Core State Standards:</u></p> <ul style="list-style-type: none"> ◆ Provide focused, differentiated Professional Development: <ul style="list-style-type: none"> ➤ TK-6th 3 cohorts will be formed to deepen implementation on ELA, ELD and Math <ul style="list-style-type: none"> ○ ELA: Focus on evaluating current use of materials and either Curriculum Guide development or new adoptions ○ ELD: Implement new ELD program with training and coaching ○ Math: Focus on Math Practices and new textbook implementation ➤ 7th-12th Subject Specific work on literacy and science/math practices <ul style="list-style-type: none"> ◆ Complete standard’s alignment of report card (K-6) ◆ Refine pacing guides (K-12) as needed ◆ Training on administering, scoring and analyzing new assessments with CCSS to accurately gauge and report student progress ◆ Integrate Technology into every classroom. ➤ Extend one CCSS-funded TOSA position to continue to support the implementation of Common Core, Next Generation Science Standards, ELD Standards and other related work. ➤ Convert a CCSS-funded TOSA position to a “Coordinator of Services for Unduplicated Count Students”. Coordinator will focus on ensuring the effective implementation of key action steps aimed at ensuring that Common Core is made accessible to targeted low income, English Learners, Foster Youth and low-achieving students. This includes, but is not limited to: <ul style="list-style-type: none"> ○ K-12 English Learner Programs and Personnel (see Action Step in Goal 2) ○ K-6 Intervention Programs (see Action Step in Goal 1) ○ Secondary Intervention Classes and CAHSEE Intervention (see Action Step in Goal 2) 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 11XX = \$70,125 3XXX = \$22,050 (TOSA) FUND 01 - UNRESTRICTED – 11XX = \$93,500 3XXX = \$16,500 (COORDINATOR) FUND 01 - UNRESTRICTED –

<ul style="list-style-type: none"> ○ Parent Liaisons (see Action Step in Goal 5) ○ Migrant Education Programs (see Action Step in Goal 2) <p>➤ Provide 2 extra days of Professional development to our teachers. Each grade level and/or department focuses on an aspect of common core and how to increase access for unduplicated count pupils</p> <p>After two years focusing on general understanding basic implementation of Common Core, our work is now shifting to ensuring that we are teaching in a way that makes Common Core accessible to historically underperforming groups. We will improve services to English Learners, Low Income Students and Foster Youth by ensuring that the focused professional development and other supports are targeting these targeted groups.</p>			11XX = \$119,000 3XXX = \$18,479 (2 EXTRA PROFESSION DEVELOPMENT DAYS)
<p>2.4 Provide students with <u>CCSS aligned instructional materials</u> and provide professional development for all staff to support use of these materials</p> <ul style="list-style-type: none"> ➤ Common Core-aligned Assessment materials/licenses ➤ Other Board-adopted Instructional materials will also be purchased ➤ Ensure that there is a robust system to create assessments, retrieve data from multiple sources and to enable teachers and administrators to analyze data to inform instruction. <ul style="list-style-type: none"> ○ Fund current <u>Data Director system</u> ○ Explore other systems that might better meet our needs 	LEA	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	FUND 01 - UNRESTRICTED – 4XXX = \$250,000 (maximum budget available)
<p>2.5 Each grade level/ core area department shall <u>administer benchmark assessments</u> to be given three or more times annually. Results from the assessments will be analyzed at CPT to inform the next cycle of instruction and to determine next steps. Elementary sites will assess in ELA and Math only.</p> <ul style="list-style-type: none"> ◆ Using CPT and/or release days, grade levels and/or core departments will adopt a calendar for administration and schedule meetings to analyze results and plan further instruction. 	LEA	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No Additional Costs
<p>2.6 <u>CPT sessions</u> will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.</p> <ul style="list-style-type: none"> ◆ Analyze student performance on Smarter Balanced Assessments from previous Spring and assessments to determine if on track in current year *Explore possibility of funding further training in PLCs 	LEA	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No Additional Costs

<p>2.7 The District shall implement <u>Learning Walks</u> 3 times annually at each school with focus on use of Engagement Strategies as listed on new Learning Walk Tool</p> <p>Explore further use of the tool by site administrators, peer teachers and coaches during classroom visits.</p> <p>Evaluate the tool and protocol annually and modify as needed</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	♦Site funds for releasing teachers to participate in Learning Walks
<p>2.8 Provide a <u>.2 FTE English Language Development Coordinator</u> to assist in monitoring student progress, provide support to classroom teachers through a variety of methods, and offer professional development to staff.</p> <p>Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	Dixon High School	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____	FUND 01 – RESTRICTED – 1XXX = \$14,927 3XXX = \$4,549
<p>2.9 Ensure that all students who should receive <u>ELD instruction</u> receive high quality services on a daily basis.</p> <ul style="list-style-type: none"> ➤ Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ Analyze instructional schedules and student placements to ensure students receive services. ➤ Provide professional development and support TOSAs or instructional coaches to maximize effectiveness of classroom instruction. ➤ Provide on-going monitoring of student progress, including for RFEP students. ➤ Provide Professional Development including follow up coaching on high quality designated ELD instruction to a cohort of teachers 	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____	FUND 01 – RESTRICTED – 58XX = \$80,000

<p>2.10 Instructional Assistant Positions</p> <ul style="list-style-type: none"> ➤ An existing Instructional Assistant position at Maine Prairie will be continued to provide push-in support to English Learners in core classes. Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ An existing 1.0 FTE Instructional Assistant position at Community Day School (CDS) will be funded to provide support to ELs, low income pupils and others in the class ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through IAs primarily addressing the needs of these targeted students while helping other students when time permits. 	<p>Maine Prairie High School .5 FTE</p> <p>CDS 1.0 FTE</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>FUND 01 – RESTRICTED –</p> <p>2XXX = \$17,092</p> <p>3XXX = \$11,600</p> <p>FUND 01 – UNRESTRICTED –</p> <p>2XXX = \$26,290</p> <p>3XXX = \$18,251</p>
<p>2.11 The District shall continue with the established committee to study and report to the Board on the desired model for delivery of <u>Library-Media Center Services</u>.</p> <ul style="list-style-type: none"> ➤ The District will commence implementation of the Library-Media Center model, including enhancements in staffing, access, technology, and resources, as recommended by the Library-Media Center Task Force, pending approval of additional expenditures by the Governing Board. ➤ The Library-Media Center Task Force will meet to research and consider District-wide Library-Media Center facilities needs and develop facilities recommendations. <p>The Library-Media Center Task Force will also reexamine the ongoing recommendations through 2018 and made revisions to these recommendations as necessary. These new and amended recommendations will be presented to the Governing Board in April of 2016.</p>	<p>LEA</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>FUND 01 – UNRESTRICTED –</p> <p>43XX = \$10,000</p> <p>58XX = \$20,000 (part of Goal 6, tech budget)</p>
<p>2.12 Continue funding for existing <u>“Compliance Specialist, State and Federal Requirements, English Learner Emphasis”</u>. Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Title I, English Learners; and to do related work as required.</p> <p>Duties targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • Organizes and complies with District English Learner identification procedures to properly process paperwork and enter data in the District’s student data and information systems. • Coordinates the District-wide identification of English Learners via the California English Language Development Test (CELDT) • Coordinates Spanish-language Language Assessment Scales (LAS) Testing. • Provides assistance to site principals and staff in addressing all mandated English Language Advisory Committee (ELAC) topics and maintaining compliant ELAC documentation. • Supports the District English Language Advisory Committee (DELAC) • Works as a liaison for the District to heighten the parental involvement of English Learner (i.e. coordinates EL parent notifications, oversees EL parent waiver process, etc.). • Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. 	<p>Ed Services</p> <p>1.0 FTE</p>	<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 checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 – UNRESTRICTED –</p> <p>2XXX = \$52,930</p> <p>3XXX = \$12,980</p>

<ul style="list-style-type: none"> Coordinates District-wide reclassification of English Learners. Provides teachers with the necessary curricula and materials for District-coordinated professional development, grade level changes, and summer school instruction. Assists with state and federal reporting and self-assessment processes (i.e. English Learner Subgroup Self-Assessment (ELSSA), R-30 Language Census, etc.). Collaborates with and supports site personnel designated to coordinate English Learner programs and services. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students</p>			
<p>2.13 Continue funding for existing "<u><i>Compliance Specialist, State and Federal Requirements, Data Facilitator Emphasis</i></u>". Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Low Income Pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient (RFEP) students</p> <p>Duties targeting these pupils includes:</p> <ul style="list-style-type: none"> Uses the district's data systems to generate, compile and distribute pertinent student achievement data to support the development, implementation, and evaluation of schools' support systems to improve student achievement. Coordinates with principals, certificated, and technical staff to import, store, and retrieve student assessment and achievement data to inform instruction. Creates and updates year-end K-6 student placement data files. Supports sites in keeping compliant documentation of programs serving Educationally Disadvantaged Youth (Title I, English Learners, Cal-SAFE, etc.). Manages K-12 online curriculum content and passwords (i.e. Treasures, Go Math, curriculum pilots, etc.). Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students</p>	<p>Ed Services 1.0 FTE</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 01 – UNRESTRICTED – 2XXX = \$54,907 3XXX = \$13,521</p>

<p>2.14 Add a .5 FTE <u>ELD teachers</u> to each elementary site to support the implementation of high quality ELD in leveled groups. The extra funding will allow for sites to better target the needs of our English Learners and maintain smaller class size for the ELs during a 45 minute “Language Time” block. The ELD teacher will also coordinate the grouping of EL students and the implementation of the board-approved ELD program.</p>	Elementary	<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) _____	FUND 01 – UNRESTRICTED – 11XX = \$79,000 3XXX = \$31,000
<p>2.15 <u>Increase EL Clerical Support</u> to ensure compliance with state and federal requirements governing the services provided to English Learners</p> <p>Areas of work targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • CELDT testing and possibly LAS Testing • Reclassification and RFEP Monitoring • EL Intervention monitoring • EL Database management for site • Support for ELAC Committees run by a certificated staff member • EL-related filing and data entry • Other EL related clerical duties <p>Services to English Learners will be increased and improved by providing timely EL/RFEP data and by freeing up certificated staff to focus on using the data to utilize appropriate EL strategies to meet students’ needs at different levels.</p>	.25 CAJ and .25 DHS (MP and Elem served by <i>Compliance Specialist, EL Emphasis</i>)	<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) _____	FUND 01 – UNRESTRICTED – 2XXX = \$24,200 3XXX = \$5,531
<p>2.16 Support ongoing <u>state required assessments</u> and costs related to benchmark. Includes:</p> <ul style="list-style-type: none"> • CELDT testers, mailings and supplies • CAHSEE subs, mailings and supplies • SBAC subs, mailing and supplies • Benchmark Testing copies and costs associated with the elementary <i>Renaissance Learning “Early Literacy and Reading”</i> online assessment system. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 1XXX = \$10,000 2XXX = \$10,000 3XXX = \$3,488 4XXX = \$11,000 5XXX = \$512
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Required: Priority 4: Pupil Achievement <ul style="list-style-type: none"> • Performance on statewide Standardized Test (STAR/CAASPP): 		

- SBAC ELA % Proficient: Increase by 3% from 16-17
 - SBAC Math % Proficient: Increase by 3% from 16-17
 - CST Science % Proficient: Increase 5th, 8th and 10th Grade by 3% from 16-17
 - Scores on Academic Performance Index **(API)-----NO LONGER AVAILABLE STATEWIDE**
 - Share of pupils that meet the **required entrance to UC and CSU** or complete career technical education **(CTE) sequences** or programs
 - % of Grads meeting UC/CSU: Increase by 2% from 16-17
 - % completing CTE sequence: Increase by 2% from 16-17
 - Share of ELs that become English Proficient **(AMAO 2)**
 - ELs more than 5 years in US: increase by 2% from 16-17
 - ELs less than 5 years in US: increase by 2% from 16-17
 - English learner **reclassification rate**: Increase by 3% from 16-17
 - Share of pupils that **pass** Advance Placement **(AP)** Exams with 3 or higher: Increase by 3% from 16-17
 - Share of pupils determine prepared for college by Early Assessment Program **(EAP)**
 - ELA % Prepared: Increase by 3% from 16-17
 - Math % Prepared: Increase by 3% from 16-17
- Priority 2: Implementation of State Standards**
- **Implementation of** State Board of Education-adopted academic **content and performance standards** for all pupils, including English Learners
 - % of teachers displaying and teaching to the grade level standard during principal’s classroom visits: Increase by 10% from 2015-16
- Additional:**
- [Local assessment data](#)
 - [Learning Walk tool data on teacher use of engagement strategies and small group instruction](#)
 - [Successfully meeting all EL compliance requirements](#)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>2.1 Continue to strengthen implementation of <u>Instructional Coach positions</u> for each elementary school site in order to improve “first instruction” for all students in every classroom.</p> <ul style="list-style-type: none"> ➤ Coaching responsibilities will include, but not be limited to, working with classroom teachers on: <ul style="list-style-type: none"> ◆Engagement strategies ◆Differentiation through Small group instruction ◆EL Strategies during ELD Time ◆ Implementation of new Assessments ◆Use of technology ◆Implementation of new ELD, Math and ELA Professional development ➤ 3 FTE Instructional Coaching positions will continue to be provided for the elementary schools. ➤ Coaches will receive professional development and administrative support ➤ The Instructional Coaches will improve services to English Learners, Low Income Students and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize their lessons so that differentiated small group instruction will ensure that these targeted students’ academic needs are addressed. 	<p>School Wide</p> <ul style="list-style-type: none"> ◆Anderson ◆Tremont ◆Gretchen Higgins 	<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>FUND 01 - UNRESTRICTED –</p> <p>11XX = \$198,669</p> <p>3XXX = \$42,777</p>
<p>2.2 <u>Provide Common Core coaching to Secondary teachers</u> to ensure implementation of new approaches to provide increased access to Common Core Standards. These include:</p> <ul style="list-style-type: none"> ➤ Differentiation through <ul style="list-style-type: none"> ○ Engagement Strategies ○ Technology ○ EL Strategies ➤ creating and analyzing formative assessments ➤ teaching practices in line with common core (i.e Math Practices,) ➤ organization of support and other intervention classes ➤ classroom organization ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the coaching focusing on how to differentiate instruction in a way that will enable teachers to better address the needs of these targeted students. Coaching will focus on not just differentiating within the core class but in intervention classes. New Intervention options were added for math this year and they will be prioritized in the coaching support. 	<p>CAJ, DHS and CAJ</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>FUND 01 - UNRESTRICTED –</p> <p>58XX = \$76,000</p>

2.3 Continue to support implementation of Common Core State Standards:

◆ Provide focused, differentiated Professional Development:

- TK-6th 3 cohorts will be formed to deepen implementation on ELA, ELD and Math
 - ELA: Focus on evaluating current use of materials and either Curriculum Guide development or new adoptions
 - ELD: Implement new ELD program with training and coaching
 - Math: Focus on Math Practices and new textbook implementation
- 7th-12th Subject Specific work on literacy and science/math practices
 - ◆ Complete standard’s alignment of report card (K-6)
 - ◆ Refine pacing guides (K-12) as needed
 - ◆ Training on administering, scoring and analyzing new assessments with CCSS to accurately gauge and report student progress
 - ◆ Integrate Technology into every classroom.
- Extend one CCSS-funded TOSA position to continue to support the implementation of Common Core, Next Generation Science Standards, ELD Standards and other related work.
- Convert a CCSS-funded TOSA position to a “Coordinator of Services for Unduplicated Count Students”. Coordinator will focus on ensuring the effective implementation of key action steps aimed at ensuring that Common Core is made accessible to targeted low income, English Learners, Foster Youth and low-achieving students. This includes, but is not limited to:
 - K-12 English Learner Programs and Personnel (see Action Step in Goal 2)
 - K-6 Intervention Programs (see Action Step in Goal 1)
 - Secondary Intervention Classes and CAHSEE Intervention (see Action Step in Goal 2)
 - Parent Liaisons (see Action Step in Goal 5)
 - Migrant Education Programs (see Action Step in Goal 2)
- Provide 2 extra days of Professional development to our teachers. Each grade level and/or department focuses on an aspect of common core and how to increase access for unduplicated count pupils

After two years focusing on general understanding basic implementation of Common Core, our work is now shifting to ensuring that we are teaching in a way that makes Common Core accessible to historically underperforming groups. We will improve services to English Learners, Low Income Students and Foster Youth by ensuring that the focused professional development and other supports are targeting these targeted groups.

LEA

ALL

OR:

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

FUND 01 -
UNRESTRICTED –
11XX = \$70,125
3XXX = \$22,050
(TOSA)

FUND 01 -
UNRESTRICTED –
11XX = \$93,500
3XXX = \$16,500
(COORDINATOR)

FUND 01 -
UNRESTRICTED –
11XX = \$119,000
3XXX = \$18,479
(2 EXTRA
PROFESSION
DEVELOPMENT
DAYS)

<p>2.4 Provide students with CCSS aligned instructional materials and provide professional development for all staff to support use of these materials</p> <ul style="list-style-type: none"> ➤ Common Core-aligned Assessment materials/licenses ➤ Other Board-adopted Instructional materials will also be purchased ➤ Ensure that there is a robust system to create assessments, retrieve data from multiple sources and to enable teachers and administrators to analyze data to inform instruction. <ul style="list-style-type: none"> ○ Fund current Data Director system ○ Explore other systems that might better meet our needs 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 - UNRESTRICTED – 4XXX = \$250,000 (maximum budget available)
<p>2.5 Each grade level/ core area department shall administer benchmark assessments to be given three or more times annually. Results from the assessments will be analyzed at CPT to inform the next cycle of instruction and to determine next steps. Elementary sites will assess in ELA and Math only.</p> <ul style="list-style-type: none"> ◆Using CPT and/or release days, grade levels and/or core departments will adopt a calendar for administration and schedule meetings to analyze results and plan further instruction. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>2.6 CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.</p> <ul style="list-style-type: none"> ◆Analyze student performance on Smarter Balanced Assessments from previous Spring and assessments to determine if on track in current year *Explore possibility of funding further training in PLCs 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>2.7 The District shall implement Learning Walks 3 times annually at each school with focus on use of Engagement Strategies as listed on new Learning Walk Tool</p> <p>Explore further use of the tool by site administrators, peer teachers and coaches during classroom visits.</p> <p>Evaluate the tool and protocol annually and modify as needed</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	◆Site funds for releasing teachers to participate in Learning Walks

<p>2.8 Provide a <u>.2 FTE English Language Development Coordinator</u> to assist in monitoring student progress, provide support to classroom teachers through a variety of methods, and offer professional development to staff. Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed.</p>	Dixon High School	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____	FUND 01 – RESTRICTED – 1XXX = \$14,927 3XXX = \$4,549
<p>2.9 Ensure that all students who should receive <u>ELD instruction</u> receive high quality services on a daily basis.</p> <ul style="list-style-type: none"> ➤ Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ Analyze instructional schedules and student placements to ensure students receive services. ➤ Provide professional development and support TOSAs or instructional coaches to maximize effectiveness of classroom instruction. ➤ Provide on-going monitoring of student progress, including for RFEP students. ➤ Provide Professional Development including follow up coaching on high quality designated ELD instruction to a cohort of teachers 	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____	FUND 01 – RESTRICTED – 58XX = \$80,000
<p>2.10 <u>Instructional Assistant Positions</u></p> <ul style="list-style-type: none"> ➤ An existing Instructional Assistant position at Maine Prairie will be continued to provide push-in support to English Learners in core classes. Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ➤ An existing 1.0 FTE Instructional Assistant position at Community Day School (CDS) will be funded to provide support to ELs, low income pupils and others in the class ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through IAs primarily addressing the needs of these targeted students while helping other students when time permits. 	Maine Prairie High School .5 FTE CDS 1.0 FTE	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 2XXX = \$17,092 3XXX = \$11,600 FUND 01 – UNRESTRICTED – 2XXX = \$26,290 3XXX = \$18,251

<p>2.11 The District shall continue with the established committee to study and report to the Board on the desired model for delivery of <u>Library-Media Center Services</u>.</p> <ul style="list-style-type: none"> ➤ The District will commence implementation of the Library-Media Center model, including enhancements in staffing, access, technology, and resources, as recommended by the Library-Media Center Task Force, pending approval of additional expenditures by the Governing Board. ➤ The Library-Media Center Task Force will meet to research and consider District-wide Library-Media Center facilities needs and develop facilities recommendations. <p>The Library-Media Center Task Force will also reexamine the ongoing recommendations through 2018 and made revisions to these recommendations as necessary. These new and amended recommendations will be presented to the Governing Board in April of 2016.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$10,000 58XX = \$20,000 (part of Goal 6, tech budget)
<p>2.12 Continue funding for existing “<u>Compliance Specialist, State and Federal Requirements, English Learner Emphasis</u>”. Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Title I, English Learners; and to do related work as required.</p> <p>Duties targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • Organizes and complies with District English Learner identification procedures to properly process paperwork and enter data in the District’s student data and information systems. • Coordinates the District-wide identification of English Learners via the California English Language Development Test (CELDT) • Coordinates Spanish-language Language Assessment Scales (LAS) Testing. • Provides assistance to site principals and staff in addressing all mandated English Language Advisory Committee (ELAC) topics and maintaining compliant ELAC documentation. • Supports the District English Language Advisory Committee (DELAC) • Works as a liaison for the District to heighten the parental involvement of English Learner (i.e. coordinates EL parent notifications, oversees EL parent waiver process, etc.). • Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. • Coordinates District-wide reclassification of English Learners. • Provides teachers with the necessary curricula and materials for District-coordinated professional development, grade level changes, and summer school instruction. • Assists with state and federal reporting and self-assessment processes (i.e. English Learner Subgroup Self-Assessment (ELSSA), R-30 Language Census, etc.). • Collaborates with and supports site personnel designated to coordinate English Learner programs and services. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing</p>	Ed Services 1.0 FTE	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 2XXX = \$52,930 3XXX = \$12,980

<p>teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students</p>			
<p>2.13 Continue funding for existing "<u><i>Compliance Specialist, State and Federal Requirements, Data Facilitator Emphasis</i></u>". Under general supervision, coordinates and facilitates compliance with state and federal requirements governing the services provided to categorically funded target populations, including Low Income Pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient (RFEP) students</p> <p>Duties targeting these pupils includes:</p> <ul style="list-style-type: none"> • Uses the district's data systems to generate, compile and distribute pertinent student achievement data to support the development, implementation, and evaluation of schools' support systems to improve student achievement. • Coordinates with principals, certificated, and technical staff to import, store, and retrieve student assessment and achievement data to inform instruction. • Creates and updates year-end K-6 student placement data files. • Supports sites in keeping compliant documentation of programs serving Educationally Disadvantaged Youth (Title I, English Learners, Cal-SAFE, etc.). • Manages K-12 online curriculum content and passwords (i.e. Treasures, Go Math, curriculum pilots, etc.). • Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations. <p>(Pending Board approval of revised Job Description).</p> <p>Services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students.</p>	<p>Ed Services 1.0 FTE</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 01 – UNRESTRICTED – 2XXX = \$54,907 3XXX = \$13,521</p>
<p>2.14 Add a .5 FTE <u>ELD teachers</u> to each elementary site to support the implementation of high quality ELD in leveled groups. The extra funding will allow for sites to better target the needs of our English Learners and maintain smaller class size for the ELs during a 45 minute "Language Time" block. The ELD teacher will also coordinate the grouping of EL students and the implementation of the board-approved ELD program.</p>	<p>Elementary</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 – UNRESTRICTED – 11XX = \$79,000 3XXX = \$31,000</p>

<p>2.15 <u>Increase EL Clerical Support</u> to ensure compliance with state and federal requirements governing the services provided to English Learners</p> <p>Areas of work targeting English Learners and Redesignated English Proficient Pupils include:</p> <ul style="list-style-type: none"> • CELDT testing and possibly LAS Testing • Reclassification and RFEP Monitoring • EL Intervention monitoring • EL Database management for site • Support for ELAC Committees run by a certificated staff member • EL-related filing and data entry • Other EL related clerical duties <p>Services to English Learners will be increased and improved by providing timely EL/RFEP data and by freeing up certificated staff to focus on using the data to utilize appropriate EL strategies to meet students needs at different levels.</p>	<p>.25 CAJ and .25 DHS (MP and Elem served by <i>Compliance Specialist, EL Emphasis</i>)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 – UNRESTRICTED – 2XXX = \$24,200 3XXX = \$5,531</p>
<p>2.16 Support ongoing <u>state required assessments</u> and costs related to benchmark. Includes:</p> <ul style="list-style-type: none"> • CELDT testers, mailings and supplies • CAHSEE subs, mailings and supplies • SBAC subs, mailing and supplies • Benchmark Testing copies and costs associated with the elementary <i>Renaissance Learning “Early Literacy and Reading”</i> online assessment system. 		<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 01 – UNRESTRICTED – 1XXX = \$10,000 2XXX = \$10,000 3XXX = \$3,488 4XXX = \$11,000 5XXX = \$512</p>

GOAL:	3) Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ X 6_ X 7_ 8_ COE only: 9_ 10_ Local : Specify _____		
Identified Need :	Student engagement connectedness and positive behaviors are lower than desirable. The physical environment is in need of additional attention and resources.				
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	All Subgroups including unduplicated pupils and students with disabilities			
LCAP Year 1: 2015-2016					
Expected Annual Measurable Outcomes:	<p>Required:</p> <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • School Attendance Rates: Increase by 1% over 14-15 baseline • Chronic Absenteeism Rate: Decrease by 1% over 14-15 baseline • Middle School Dropout Rates: Decrease by 1% over 14-15 baseline • High School Dropout Rate: Decrease by 1% over 14-15 baseline • High School Graduation Rates: Increase by 1% over 14-15 baseline <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Pupil Suspension Rates: Decrease by 1% over 14-15 baseline • Pupil Expulsion Rates: Decrease to 0% • Other School Measures—Truancy Rate: Decrease by 3% over 14-15 baseline • Other School Measures— Sense of School Safety: California Healthy Kids Survey: Establish: % change on select CHKS questions <p>Additional:</p> <ul style="list-style-type: none"> ♦Library Media Center Services number of books per student and hours open per week ♦Custodial/Maintenance/Grounds Staffing Levels meet CASBO Staffing Formula ♦Facilities Inspection Tool –Overall Ratings % 				
Actions/Services			Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>3.1 All schools sites identified a need to enhance or establish <u>Positive Behavior Intervention and Supports (PBIS)</u>, <u>Anti-Bullying</u>, and other efforts to create safe and engaging school environments.</p> <ul style="list-style-type: none"> ➤ School sites will be given a block grant to utilize in accordance with their Single Site Plans or WASC Action Plans to support training, awareness, implementation, and/or incentives for students. ➤ MPHS will be participating in the PBIS Cohort through Solano County Office of Education. Training will be provided District wide for staff in how to increase student engagement to school. Director of Special Ed/Pupil Services in collaboration with site administrators will develop a plan to provide centralized and integrated PBIS services throughout the district. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students. 	LEA - Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$20,000 58XX = \$15,000
<p>3.2 Each school site shall operate an <u>attendance incentive program</u> for students in order to promote and ensure improved attendance. Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency</p>	LEA	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$5,000
<p>3.3 <u>Class Size Reduction</u> (CSR) will be implemented for grades TK – 3 at a ratio of 25 to 1. The District will operate CSR at grades TK – 3 at 24 to 1 to provide greater opportunity to use a variety of instructional strategies.</p>	TK – 3 rd Grade at Anderson, Tremont, and Gretchen Higgins	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 11XX = \$304,000 3XXX = \$116,000

<p>3.4 District Staff shall design and administer a survey related to Food Services. Survey results shall be used as one component of an evaluation for the potential redesign of the Food Service model.</p> <ul style="list-style-type: none"> ◆The District postponed survey due to moving from food services management consulting company, Sodexo, to self-operation beginning July 1, 2015. The District plans on implementing a Health & Wellness Committee where the food services menu and program will be discussed and evaluated as it moves into the first year of self-operation. The plan is to meet quarterly and updates will be given at least twice a year to Board in January 2016 and May 2016. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$500
<p>3.5 The District shall work to implement a Restorative Justice model for school discipline at all sites with the goals of:</p> <ul style="list-style-type: none"> ◆Fostering positive school climate. ◆Building student empathy. ◆Involving all stakeholders in equitable resolutions to student misconduct. ◆Reducing suspension and lost instruction time. <ul style="list-style-type: none"> ➤ School sites shall establish teams to learn and develop research based practices that promote empathy and desired behavior. ➤ District Administration shall work with the Board to revise Board Policy related to discipline to reflect the Restorative Justice model. All activities shall be complete by May 1, 2016. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of this program that primarily addresses the needs of these at-risk student groups. These subgroups have been historically overrepresented in our suspension and expulsion data. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$4,000 5XXX = \$6,000
<p>3.6 Utilize school psychologists to provide individual and group social-emotional counseling at sites. Hire personnel to coordinate mental health services for students.</p> <ul style="list-style-type: none"> ➤ Psychologists will run a variety of counseling programs at the school sites to assist any student with social-emotional issues. ➤ In addition, we are contracting with Children’s Nurturing Project to provide licensed therapists to provide services with an emphasis on K-8 unduplicated count pupils ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students. Students in these subgroups will be among the main students who are benefitting from these services. 	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – RESTRICTED – 12XX = \$118,892 3XXX = \$29,358 FUND 01 – UNRESTRICTED – 58XX = \$100,000

<p>3.7 Review <u>custodial, maintenance, and grounds staffing</u> levels to ensure equitable staffing between sites and to facilitate staffing adjustments as necessary if funding is available.</p> <ul style="list-style-type: none"> ♦ In August of 2015, the District will convene a meeting of a joint SEIU/Employers/Maintenance/Grounds/Custodial Task Force to share the initial outcomes of the CASBO staffing formula. The District will meet and confer with the union to refine the staffing formula as needed. With this input, the District will adjust staffing between sites as needed by September 15th, 2015. This joint task force will meet quarterly and will review the CASBO staffing formula on an annual basis. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 additional costs unless staffing is added.
<p>3.8 The District will complete a <u>feasibility study related to a General Obligation Bond</u> for facility repairs, upgrades, and/or replacements.</p> <ul style="list-style-type: none"> ♦The District put out a “Request for Proposal” for a Facilities Master Plan in June 2015. The District also plans on posting “Request for Proposals” for consulting services related to pursuing a bond in June or November, 2016. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 58XX = \$15,000

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Required:</p> <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • School Attendance Rates: Increase by 1% from 15-16 • Chronic Absenteeism Rate: Decrease by 1% from 15-16 • Middle School Dropout Rates: Decrease by 1% from 15-16 • High School Dropout Rate: Decrease by 1% from 15-16 • High School Graduation Rates: Increase by 1% from 15-16 <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Pupil Suspension Rates: Decrease by 1% from 15-16 • Pupil Expulsion Rates: Decrease to 0% • Other School Measures—Truancy Rate: Decrease by 3% from 15-16 • Other School Measures— Sense of School Safety: California Healthy Kids Survey: 1% change (decrease or increase based on questions) from 15-16 <p>Additional:</p> <ul style="list-style-type: none"> ♦Library Media Center Services number of books per student and hours open per week
---	--

- ◆Custodial/Maintenance/Grounds Staffing Levels meet CASBO Staffing Formula
- ◆Facilities Inspection Tool –Overall Ratings %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 All schools sites identified a need to enhance or establish <u>Positive Behavior Intervention and Supports (PBIS), Anti-Bullying</u>, and other efforts to create safe and engaging school environments.</p> <ul style="list-style-type: none"> ➤ School sites will be given a block grant to utilize in accordance with their Single Site Plans or WASC Action Plans to support training, awareness, implementation, and/or incentives for students. ➤ MPHS will be participating in the PBIS Cohort through Solano County Office of Education. Training will be provided District wide for staff in how to increase student engagement to school. Director of Special Ed/Pupil Services in collaboration with site administrators will develop a plan to provide centralized and integrated PBIS services throughout the district. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students. 	LEA - Wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 43XX = \$20,000 58XX = \$15,000
<p>3.2 Each school site shall operate an <u>attendance incentive program</u> for students in order to promote and ensure improved attendance.</p> <p>Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency</p>	LEA	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 43XX = \$5,000
<p>3.3 Class Size Reduction (CSR) will be continued for grades TK – 3 at a ratio of 24 to 1.</p>	TK – 3 rd Grade at Anderson, Tremont, and Gretchen Higgins	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 11XX = \$304,000 3XXX = \$116,000

<p>3.4 District Staff shall design and administer an annual survey related to Food Services. The survey will be developed by the Health and Wellness committee established in 2015-16.</p> <ul style="list-style-type: none"> ◆Implementation of recommendations as provided through the Health and Wellness committee that will be established in 2015-16. The recommendations and feedback from annual survey will be used as a cycle of continuous learning and improvement for the self-operated food services model that commenced on July 1, 2015. 	LEA	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 43XX = \$500
<p>3.5 The District shall work to implement a Restorative Justice model for school discipline at all sites with the goals of:</p> <ul style="list-style-type: none"> ◆Fostering positive school climate. ◆Building student empathy. ◆Involving all stakeholders in equitable resolutions to student misconduct. ◆Reducing suspension and lost instruction time. <ul style="list-style-type: none"> ➤ School sites shall establish teams to learn and develop research based practices that promote empathy and desired behavior. ➤ District Administration shall work with the Board to revise Board Policy related to discipline to reflect the Restorative Justice model. All activities shall be complete by May 1, 2016. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of this program that primarily addresses the needs of these at-risk student groups. These subgroups have been historically overrepresented in our suspension and expulsion data. 	LEA	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 43XX = \$4,000 5XXX = \$6,000
<p>3.6 Utilize school psychologists to provide individual and group social-emotional counseling at sites. Hire personnel to coordinate mental health services for students.</p> <ul style="list-style-type: none"> ➤ Psychologists will run a variety of counseling programs at the school sites to assist any student with social-emotional issues. ➤ In addition, we are contracting with Children’s Nurturing Project to provide licensed therapists to provide services with an emphasis on K-8 unduplicated count pupils ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students. Students in these subgroups will be among the main students who are benefitting from these services. 	LEA	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	FUND 01 – RESTRICTED – 12XX = \$118,892 3XXX = \$29,358 FUND 01 – UNRESTRICTED – 58XX = \$100,000

<p>3.7 Review custodial, maintenance, and grounds staffing levels to ensure equitable staffing between sites and to facilitate staffing adjustments as necessary if funding is available.</p> <p>The joint SEIU/Employers/Maintenance/Grounds/Custodial Task Force will reconvene in August of 2016 to conduct an annual review CASBO staffing formula. Adjustments to staffing between sites will be made as needed by September 15th, 2016.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 additional costs unless staffing is added.
<p>3.8 The District will complete a feasibility study related to a General Obligation Bond for facility repairs, upgrades, and/or replacements.</p> <p>Respond appropriately to a general obligation bond being on the November 2016 ballot for consideration by the community.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No cost to the district.

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Required:</p> <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • School Attendance Rates: Increase by 1% from 16-17 • Chronic Absenteeism Rate: Decrease by 1% from 16-17 • Middle School Dropout Rates: Decrease by 1% from 16-17 • High School Dropout Rate: Decrease by 1% from 16-17 • High School Graduation Rates: Increase by 1% from 16-17 <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Pupil Suspension Rates: Decrease by 1% from 16-17 • Pupil Expulsion Rates: Decrease to 0% • Other School Measures—Truancy Rate: Decrease by 3% from 16-17 • Other School Measures— Sense of School Safety: California Healthy Kids Survey: 1% change (decrease or increase based on questions) from 16-17 <p>Additional:</p> <ul style="list-style-type: none"> ♦Library Media Center Services number of books per student and hours open per week
---	--

◆Custodial/Maintenance/Grounds Staffing Levels meet CASBO Staffing Formula

◆Facilities Inspection Tool –Overall Ratings %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 All schools sites identified a need to enhance or establish <u>Positive Behavior Intervention and Supports (PBIS), Anti-Bullying</u>, and other efforts to create safe and engaging school environments.</p> <ul style="list-style-type: none"> ➤ School sites will be given a block grant to utilize in accordance with their Single Site Plans or WASC Action Plans to support training, awareness, implementation, and/or incentives for students. ➤ MPHS will be participating in the PBIS Cohort through Solano County Office of Education. Training will be provided District wide for staff in how to increase student engagement to school. Director of Special Ed/Pupil Services in collaboration with site administrators will develop a plan to provide centralized and integrated PBIS services throughout the district. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted 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)_____	FUND 01 – UNRESTRICTED – 43XX = \$20,000 58XX = \$15,000
<p>3.2 Each school site shall operate an <u>attendance incentive program</u> for students in order to promote and ensure improved attendance.</p> <p>Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$5,000
<p>3.3 Class Size Reduction (CSR) will be continued for grades TK – 3 at a ratio of 24 to 1.</p>	TK – 3 rd Grade at Anderson, Tremont, and Gretchen Higgins	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 11XX = \$304,000 3XXX = \$116,000

<p>3.4 District Staff shall design and administer an annual survey related to Food Services. The survey will be developed by the Health and Wellness committee established in 2015-16.</p> <ul style="list-style-type: none"> ◆Continue the work of the Health & Wellness committee and its involvement with the food services menu and program. Explore other opportunities in expanding food services program into the classroom utilizing community resources. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$500
<p>3.5 The District shall work to implement a Restorative Justice model for school discipline at all sites with the goals of:</p> <ul style="list-style-type: none"> ◆Fostering positive school climate. ◆Building student empathy. ◆Involving all stakeholders in equitable resolutions to student misconduct. ◆Reducing suspension and lost instruction time. <ul style="list-style-type: none"> ➤ School sites shall establish teams to learn and develop research based practices that promote empathy and desired behavior. ➤ District Administration shall work with the Board to revise Board Policy related to discipline to reflect the Restorative Justice model. All activities shall be complete by May 1, 2016. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of this program that primarily addresses the needs of these at-risk student groups. These subgroups have been historically overrepresented in our suspension and expulsion data. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$4,000 5XXX = \$6,000
<p>3.6 Utilize school psychologists to provide individual and group social-emotional counseling at sites. Hire personnel to coordinate mental health services for students.</p> <ul style="list-style-type: none"> ➤ Psychologists will run a variety of counseling programs at the school sites to assist any student with social-emotional issues. ➤ In addition, we are contracting with Children’s Nurturing Project to provide licensed therapists to provide services with an emphasis on K-8 unduplicated count pupils ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students. Students in these subgroups will be among the main students who are benefitting from these services. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 12XX = \$118,892 3XXX = \$29,358 FUND 01 – UNRESTRICTED – 58XX = \$100,000

<p>3.7 Review custodial, maintenance, and grounds staffing levels to ensure equitable staffing between sites and to facilitate staffing adjustments as necessary if funding is available.</p> <p>The joint SEIU/Employers/Maintenance/Grounds/Custodial Task Force will reconvene in August of 2017 to conduct an annual review of the CASBO staffing formula. Adjustments to staffing between sites will be made as needed by September 15th, 2017.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 additional costs unless staffing is added.
<p>3.8 The District will complete a feasibility study related to a General Obligation Bond for facility repairs, upgrades, and/or replacements.</p> <p>Respond appropriately to the results of a general obligation bond being on the ballot in the November 2016 election cycle.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost to the district.

GOAL:	4) Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's goals	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
--------------	---	--

Identified Need :	A well-trained, high quality staff is essential for the District to be able to implement services that will effectively support student learning.
--------------------------	---

Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups including unduplicated pupils and students with disabilities
-------------------------	-----------------------------	---

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Required:</p> <p>Priority 1: Basic Services (Williams Settlement Items)</p> <ul style="list-style-type: none"> • Rate of Teachers Appropriately Assigned and Fully Credentialed: Decrease Teacher Misassignment rate to 0 • Facilities maintained in good repair: All schools will meet Williams Facilities requirements • Pupil Access to standards-aligned instructional materials : All schools will meet Williams Instructional Materials requirements <p>Additional:</p> <ul style="list-style-type: none"> ◆ Completion of employee evaluations ◆ BTSA--% completing all requirements
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Recruitment, hiring, and retention of quality teachers relies on attractive wages and support. The District will fund the cost of the <u>Beginning Teacher Support and Assessment (BTSA) program</u> for all teachers in need of clearing their credentials.</p> <ul style="list-style-type: none"> ➤ The District shall continue to pay the full cost of participation in BTSA for each teacher requiring credential clearance in an effort to provide students with high quality teachers. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the BTSA components that address the needs of these historically underperforming students. Also, these targeted students will benefit most from attracting and retaining the highest quality 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)_____	FUND 01 – UNRESTRICTED – 11XX = \$30,000 3XXX = \$4,638 58XX = \$40,342

<p>4.2 Continue with Human Resources Coordinator with an increase to a.61 FTE. Focus will be on updating confidential, certificated and management job description, professional development planning, ongoing classified evaluation cycle revision and other personnel related duties.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 11XX = \$52,589 3XXX = \$14,541
<p>4.3 Complete a comprehensive, multi-year Professional Development Plan for classified, certificated, and administrative staff.</p> <p>♦A comprehensive Professional Development Plan for K-12 certificated teachers shall be drafted in July of 2015 and presented to the Governing Board for input and approval in August of 2015. A joint employer/classified bargaining unit task force shall convene in September of 2015 to create a Professional Development plan aligned with the essential duties in the updated job descriptions. In September of 2015, the Leadership Council will convene to draft a Professional Development plan for all administrative positions. These draft plans will be presented to the Governing Board for review and adoption no later than March 1, 2015.</p> <p>Full implementation of the plan with monitoring of progress.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>4.4 All classified, certificated, and administrative job descriptions shall be reviewed and revised as necessary. The District shall implement all revised Classified and Confidential job descriptions and develop a cycle for ongoing monitoring and revision of these documents. District staff shall conduct a process of review and revision of Certificated job descriptions in consultation with DTA. The District shall engage in this same review and revision process for all Administrative job descriptions as well. This work shall commence in September of 2015.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>4.5 Revise all classified evaluation documents to align with updated job descriptions.</p> <p>District staff shall further revise all classified evaluation documents in consultation with the bargaining group to align with updated job descriptions. The District shall convene a joint employer/union committee to enhance the evaluation cycle to include goals and objectives to guide the process, a specific professional development plan for all employees, a structure for supporting employees who receive an unsatisfactory assessment, and an employee appraisal of management component.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>4.6 The District shall complete <u>comparability studies</u> for classified, certificated, and administrative positions to help determine the competitiveness of salary and benefit packages.</p> <p>District staff, in negotiation with the classified bargaining group, shall use the comparability study developed in 2014-15 to inform salary schedule placement for all positions and address disparities as identified. The District shall continue to engage in work with the certificated bargaining group to develop a comparability study focusing on total compensation packages. This same model will be implemented for developing an administrative comparability study. Comparability studies for all groups shall be completed by November of 2015 and will be used to monitor competitiveness and address discrepancies.</p>	LEA	<input checked="" type="checkbox"/> _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No Additional Costs
---	-----	--	---------------------

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 1: Basic Services (Williams Settlement Items)</p> <ul style="list-style-type: none"> • Rate of Teachers Appropriately Assigned and Fully Credentialed: Decrease Teacher Misassignment rate to 0 • Facilities maintained in good repair: All schools will meet Williams Facilities requirements • Pupil Access to standards-aligned instructional materials : All schools will meet Williams Instructional Materials requirements <p>Additional:</p> <ul style="list-style-type: none"> ◆Completion of employee evaluations ◆BTSA--% completing all requirements
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Recruitment, hiring, and retention of quality teachers relies on attractive wages and support. The District will fund the cost of the <u>Beginning Teacher Support and Assessment (BTSA) program</u> for all teachers in need of clearing their credentials.</p> <ul style="list-style-type: none"> ➤ The District shall continue to pay the full cost of participation in BTSA for each teacher requiring credential clearance in an effort to provide students with high quality teachers. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the BTSA components that address the needs of these historically underperforming students. Also, these targeted students will benefit most from attracting and retaining the highest quality teachers. 	LEA – Wide	<input checked="" type="checkbox"/> _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 11XX = \$30,000 3XXX = \$4,638 58XX = \$40,342

<p>4.2 Continue with Human Resources Coordinator with an increase to a.61 FTE. Focus will be on updating confidential, certificated and management job description, professional development planning, ongoing classified evaluation cycle revision and other personnel related duties.</p>	<p>LEA</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 01 – UNRESTRICTED – 11XX = \$52,589 3XXX = \$14,541</p>
<p>4.3 The District will continue to implement the Professional Development plans for certificated and classified staff created and refined in 2015-16. The District will fully implement the Professional Development plan for all confidential and administrative positions approved by the Governing Board in early 2016.</p>	<p>LEA</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 Additional Costs</p>
<p>4.4 The District will fully implement the revised job descriptions for all bargaining units and employee groups with on-going monitoring.</p>	<p>LEA</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 Additional Costs</p>
<p>4.5 The District will fully implement and monitor the revised evaluation protocol developed in conjunction with the classified bargaining unit during the 2015-16 school year.</p>	<p>LEA</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 Additional Costs</p>

<p>4.6 The District will continue to monitor comparability studies and total compensation competitiveness for all bargaining units and employee groups. The District will continue to address any discrepancies through negotiations as needed.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
---	-----	---	---------------------

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 1: Basic Services (Williams Settlement Items)</p> <ul style="list-style-type: none"> • Rate of Teachers Appropriately Assigned and Fully Credentialed: Decrease Teacher Misassignment rate to 0 • Facilities maintained in good repair: All schools will meet Williams Facilities requirements • Pupil Access to standards-aligned instructional materials : All schools will meet Williams Instructional Materials requirements <p>Additional: ♦Completion of employee evaluations ♦BTSA--% completing all requirements</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Recruitment, hiring, and retention of quality teachers relies on attractive wages and support. The District will fund the cost of the <u>Beginning Teacher Support and Assessment (BTSA) program</u> for all teachers in need of clearing their credentials.</p> <ul style="list-style-type: none"> ➤ The District shall continue to pay the full cost of participation in BTSA for each teacher requiring credential clearance in an effort to provide students with high quality teachers. ➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the BTSA components that address the needs of these historically underperforming students. Also, these targeted students will benefit most from attracting and retaining the highest quality 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) _____	FUND 01 – UNRESTRICTED – 11XX = \$30,000 3XXX = \$4,638 58XX = \$40,342

<p>4.2 Continue with Human Resources Coordinator with an increase to a.61 FTE. Focus will be on updating confidential, certificated and management job description, professional development planning, ongoing classified evaluation cycle revision and other personnel related duties.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 11XX = \$52,589 3XXX = \$14,541
<p>4.3 Complete a comprehensive, multi-year Professional Development Plan for classified, certificated, and administrative staff.</p> <p>The District will revisit, revise, and implement the Professional Development plans for all bargaining units and employee groups.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>4.4 All classified, certificated, and administrative job descriptions shall be reviewed and revised as necessary. The District will fully implement the revised job descriptions for all units and groups with on-going monitoring.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>4.5 Revise all classified evaluation documents to align with updated job descriptions.</p> <p>The District will continue to implement the revised classified employee evaluation protocol.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>4.6 The District shall complete comparability studies for classified, certificated, and administrative positions to help determine the competitiveness of salary and benefit packages.</p> <p>The District will continue to monitor total compensation competitiveness for all bargaining units and employee groups. The District will continue to address any discrepancies through negotiations as needed.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
---	-----	---	---------------------

GOAL:	5) Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5_ 6_ 7__ 8_ COE only: 9__ 10__ Local : Specify _____
--------------	---	---

Identified Need :	All students benefit from high levels of participation and support from their parents and community. Many parents and guardians are not fully involved in and/or knowledgeable about of their child’s learning and social growth.
--------------------------	---

Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All Schools</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All Subgroups including unduplicated pupils and students with disabilities</td> </tr> </table>	Schools:	All Schools	Applicable Pupil Subgroups:	All Subgroups including unduplicated pupils and students with disabilities
Schools:	All Schools				
Applicable Pupil Subgroups:	All Subgroups including unduplicated pupils and students with disabilities				

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Required:</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> Efforts to Seek Parent Input (in making decisions for the district): Increase parent participation in any district and school surveys by 10% over 14-15 baseline Promotion of Parental Participation: Increase parent attendance at school and district meetings by 10% over 14-15 baseline <p>Additional:</p> <ul style="list-style-type: none"> Documentation of business outreach efforts
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 The District shall schedule no fewer than two <u>"2x2" meetings with the City of Dixon</u> to improve communication and identify areas of potential partnership. A 2x2 Meeting includes 2 Board Members, 2 City Council Members, and administration staff.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.2 The Governing <u>Board shall hold three of its meetings in the 2015-16 school year at school sites</u> to provide heightened outreach, access, and communication for community members and parents</p> <ul style="list-style-type: none"> ♦ Governing Board meetings in October, February, and April will be conducted at school sites. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.3 The Superintendent shall form a <u>Parent Advisory Committee</u> to meet on a bimonthly basis for the purpose of communication and input-gathering with a cross-section of parents from the District. Translation will be provided at each meeting.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.4 The Superintendent shall publish a monthly District newsletter update on the District website and through local media to better inform parents and the community about the District and its operations beginning August 2015</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.5 Continue to participate in the <u>Dixon Chamber of Commerce Education Sub-Committee</u>. Two annual committee reports will be included on Board meeting agendas to promote communication and participation. One senior staff member will be designated as the District representative for the sub-committee. She/he will participate in all committee activities and coordinate the two Board reports each year.</p> <ul style="list-style-type: none"> ➤ Additional support will come from the iSTAR .2 FTE Coordinator 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.6 Design and administer an annual survey for parents to provide input about the District in general, and for the revision of the LCAP. A survey will be drafted and administered by March of each year. It shall be available electronically and on paper in both English and Spanish.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.7 Analyze parent survey data to determine content and need for Common Core Parent Information Nights to help parents better understand the Common Core State Standards (CCSS) and support their students during the transition to full implementation.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$1,000
<p>5.8 The District will continue with established social media accounts (e.g. Facebook, Twitter, etc.) to provide accessible and current information to parents and community members regarding District activities and events. Updates will occur on at least a weekly basis.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.9 Each site will be provided with a .375 FTE (3 hour) Bilingual Parent Liaison to assist in communication and parental involvement activities with all parents and the greater community. Families of EL students and those receiving free or reduced lunch will be targeted for support.</p> <ul style="list-style-type: none"> ➤ Evaluation of services and effectiveness led to a decision to increase this from 2 hours to 3 hours per day per school ➤ Services to English Learners, Latino students, Low Income Students and Foster Youth will be increased through the addition of 1 hour a day at each school compared to 14-15. The Bilingual Parent Liaison will increase two-way communication with parents of Spanish-speaking parents so they can better support their students. 	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino</u>	FUND 01 – UNRESTRICTED – 2XXX = \$94,809 3XXX = \$27,260
<p>5.10 Ensure that all communication and documentation from the District is available in Spanish.</p> <ul style="list-style-type: none"> ➤ The District will maintain the recently developed position of Interpreter/Translator to translate all written documents into Spanish for Spanish-speaking parents including but not limited to IEPs, discipline forms, report cards, hand-books, and newsletters. This position primarily supports the Special Education department. ➤ The District will also hire another Interpreter/Translator to improve districtwide communication and documentation for all Spanish-Speaking parents ➤ Services to English Learners, RFEPs, and Students with Disabilities will be improved by ensuring we have a staff person always available to translate/interpret for Spanish-speaking parents of these targeted students. 	LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	FUND 01 – RESTRICTED – 2XXX = \$26,000 3XXX = \$4,000 FUND 01 – UNRESTRICTED – 2XXX = \$25,097 3XXX = \$6,818
<p>5.11 Sites will provide parent education/ training sessions on a variety of topics targeted to parents of ELs, low socio-economic students, and foster youth.</p> <ul style="list-style-type: none"> ➤ Education/training sessions related to parent involvement and student success ➤ Sites will conduct an analysis to determine specific topics that will meet parent needs and interests. ➤ Parent Liaisons will participate in the planning and implementation of trainings. ➤ Services to English Learners, Redesignated Students, Low Income Students and Foster Youth will be improved by ensuring that their parents receive support that teaches tools that have been effective in ensuring academic success among these targeted students 	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$5,000 5XXX = \$5,000

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • Efforts to Seek Parent Input (in making decisions for the district):: Increase parent participation in any district and school surveys by 10% from 15-16 • Promotion of Parental Participation: Increase parent attendance at school and district meetings by 10% from 15-16
---	--

Additional:

- ◆ Documentation of business outreach efforts

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 The District shall continue to schedule no fewer than two “2x2” meetings with the City of Dixon to improve communication and identify areas of potential partnership. A 2x2 Meeting includes 2 Board Members, 2 City Council Members, and administration staff.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.2 The Governing Board shall hold three of its meetings in the 2016-17 school year at school sites to provide heightened outreach, access, and communication for community members and parents</p> <p>Governing Board meeting in October, February, and April will be conducted at school sites.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.3 The Superintendent shall continue with a Parent Advisory Committee to meet on a bimonthly basis for the purpose of communication and input-gathering with a cross-section of parents from the District.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.4 The Superintendent shall continue to publish a monthly District newsletter update on the District website and through local media to better inform parents and the community about the District and its operations</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.5 Continue to participate in the Dixon Chamber of Commerce Education Sub-Committee. Two annual committee reports will be included on Board meeting agendas to promote communication and participation. One senior staff member will be designated as the District representative for the sub-committee. She/he will participate in all committee activities and coordinate the two Board reports each year.</p> <p>➤ Additional support will come from the iSTAR .2 FTE Coordinator</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.6 Continue to design and administer an annual survey for parents to provide input about the District in general, and for the revision of the LCAP.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.7 Conduct 3-5 Common Core Parent Information Nights to help parents better understand the Common Core State Standards (CCSS) and support their students during the transition to full implementation.</p> <p>Analyze parent survey data to determine if the need and interest continues to exist. Funding would come from Base Funding if needed.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 43XX = \$2,000

<p>5.8 The District will continue with social media accounts (e.g. Facebook, Twitter, etc.) to provide accessible and current information to parents and community members regarding District activities and events.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.9 Each site will be provided with a .375 FTE (3 hour) Bilingual Parent Liaison to assist in communication and parental involvement activities with all parents and the greater community. Families of EL students and those receiving free or reduced lunch will be targeted for support.</p> <ul style="list-style-type: none"> ➤ Evaluation of services and effectiveness led to a decision to increase this from 2 hours to 3 hours per day per school ➤ Services to English Learners, Latino students, Low Income Students and Foster Youth will be increased through the addition of 1 hour a day at each school compared to 14-15. The Bilingual Parent Liaison will increase two-way communication with parents of Spanish-speaking parents so they can better support their students. 	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino</u>	FUND 01 – UNRESTRICTED – 2XXX = \$94,809 3XXX = \$27,260
<p>5.10 Ensure that all communication and documentation from the District is available in Spanish.</p> <ul style="list-style-type: none"> ➤ The District will maintain the recently developed position of Interpreter/Translator to translate all written documents into Spanish for Spanish-speaking parents including but not limited to IEPs, discipline forms, report cards, hand-books, and newsletters. This position primarily supports the Special Education department. ➤ The District will also hire another Interpreter/Translator to improve districtwide communication and documentation for all Spanish-Speaking parents ➤ Services to English Learners, RFEPs, and Students with Disabilities will be improved by ensuring we have a staff person always available to translate/interpret for Spanish-speaking parents of these targeted students. 	LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	FUND 01 – RESTRICTED – 2XXX = \$26,000 3XXX = \$4,000 FUND 01 – UNRESTRICTED – 2XXX = \$25,097 3XXX = \$6,818

<p>5.11 Sites will provide parent education/ training sessions on a variety of topics targeted to parents of ELs, low socio-economic students, and foster youth.</p> <ul style="list-style-type: none"> ➤ Education/training sessions related to parent involvement and student success ➤ Sites will conduct an analysis to determine specific topics that will meet parent needs and interests. ➤ Parent Liaisons will participate in the planning and implementation of trainings. ➤ Services to English Learners, Redesignated Students, Low Income Students and Foster Youth will be improved by ensuring that their parents receive support that teaches tools that have been effective in ensuring academic success among these targeted students. 	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$5,000 5XXX = \$5,000
---	-----	--	---

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • Efforts to Seek Parent Input (in making decisions for the district):: Increase parent participation in any district and school surveys by 10% from 16-17 • Promotion of Parental Participation: Increase parent attendance at school and district meetings by 10% from 16-17 <p>Additional:</p> <ul style="list-style-type: none"> ♦ Documentation of business outreach efforts
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 The District shall continue to schedule no fewer than two “2x2” meetings with the City of Dixon to improve communication and identify areas of potential partnership. A 2x2 Meeting includes 2 Board Members, 2 City Council Members, and administration staff.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.2 The Governing Board shall hold three of its meetings in the 2016-17 school year at school sites to provide heightened outreach, access, and communication for community members and parents</p> <p>Governing Board meeting in October, February, and April will be conducted at school sites.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.3 The Superintendent shall continue with a Parent Advisory Committee to meet on a bimonthly basis for the purpose of communication and input-gathering with a cross-section of parents from the District.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.4 The Superintendent shall continue to publish a monthly District newsletter update on the District website and through local media to better inform parents and the community about the District and its operations</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.5 Continue to participate in the Dixon Chamber of Commerce Education Sub-Committee. Two annual committee reports will be included on Board meeting agendas to promote communication and participation. One senior staff member will be designated as the District representative for the sub-committee. She/he will participate in all committee activities and coordinate the two Board reports each year.</p> <p>➤ Additional support will come from the iSTAR .2 FTE Coordinator</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs

<p>5.6 Continue to design and administer an annual survey for parents to provide input about the District in general, and for the revision of the LCAP.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.7 Conduct 3-5 Common Core Parent Information Nights to help parents better understand the Common Core State Standards (CCSS) and support their students during the transition to full implementation.</p> <p>Analyze parent survey data to determine if the need and interest continues to exist. Funding would come from Base Funding if needed.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 43XX = \$2,000
<p>5.8 The District will continue with social media accounts (e.g. Facebook, Twitter, etc.) to provide accessible and current information to parents and community members regarding District activities and events.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 Additional Costs
<p>5.9 Each site will be provided with a .375 FTE (3 hour) Bilingual Parent Liaison to assist in communication and parental involvement activities with all parents and the greater community. Families of EL students and those receiving free or reduced lunch will be targeted for support.</p> <ul style="list-style-type: none"> ➤ Evaluation of services and effectiveness led to a decision to increase this from 2 hours to 3 hours per day per school ➤ Services to English Learners, Latino students, Low Income Students and Foster Youth will be increased through the addition of 1 hour a day at each school compared to 14-15. The Bilingual Parent Liaison will increase two-way communication with parents of Spanish-speaking parents so they can better support their students. 	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Latino</u>	FUND 01 – UNRESTRICTED – 2XXX = \$94,809 3XXX = \$27,260

<p>5.10 Ensure that all communication and documentation from the District is available in Spanish.</p> <ul style="list-style-type: none"> ➤ The District will maintain the recently developed position of <u>Interpreter/Translator</u> to translate all written documents into Spanish for Spanish-speaking parents including but not limited to IEPs, discipline forms, report cards, hand-books, and newsletters. This position primarily supports the Special Education department. ➤ The District will also hire another Interpreter/Translator to improve districtwide communication and documentation for all Spanish-Speaking parents ➤ Services to English Learners, RFEPs, and Students with Disabilities will be improved by ensuring we have a staff person always available to translate/interpret for Spanish-speaking parents of these targeted students. 	LEA	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input checked="" type="checkbox"/> _X Other Subgroups: (Specify) <u> SWD </u>	FUND 01 – RESTRICTED – 2XXX = \$26,000 3XXX = \$4,000 FUND 01 – UNRESTRICTED – 2XXX = \$25,097 3XXX = \$6,818
<p>5.11 Sites will provide parent education/ training sessions on a variety of topics targeted to parents of ELs, low socio-economic students, and foster youth.</p> <ul style="list-style-type: none"> ➤ Education/training sessions related to parent involvement and student success ➤ Sites will conduct an analysis to determine specific topics that will meet parent needs and interests. ➤ Parent Liaisons will participate in the planning and implementation of trainings. ➤ Services to English Learners, Redesignated Students, Low Income Students and Foster Youth will be improved by ensuring that their parents receive support that teaches tools that have been effective in ensuring academic success among these targeted students 	LEA	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input checked="" type="checkbox"/> _X Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$5,000 5XXX = \$5,000

GOAL:	6) Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
--------------	--	---

Identified Need :	Students and teachers lack the necessary technology and associated skills to ensure learning is occurring at the highest levels possible.
--------------------------	---

Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups including unduplicated pupils and students with disabilities
-------------------------	----------------------	--

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Required: Priority 8: Other Pupil Outcomes <ul style="list-style-type: none"> • Other indicators of Pupil Performance in required Areas of Study <ul style="list-style-type: none"> ○ Student Technology use as determine by existing Learning Walks: Increase by 10% over 14-15 Additional: <ul style="list-style-type: none"> ◆ Training & user data from ITS department ◆ Computer to student ratio
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures										
<p>6.1 Provide increased <u>technology access to students and teachers</u> for the purpose of improving student learning and increasing readiness for on-line testing beginning in spring 2015. Heighten student access to CCSS curricular programs through the acquisition and daily use of netbooks/computers.</p> <ul style="list-style-type: none"> ◆ Identify and provide hardware and software to students and teachers with a focus on closing the “technology gap” experienced by students in the unduplicated count. ◆ Provide professional development in technology for staff. ◆ Replacement if equipment to meet minimum technology classroom standards: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Laptop 15@ \$900</td> <td>\$13,500</td> </tr> <tr> <td>LCD 35 @ \$500</td> <td>\$17,500</td> </tr> <tr> <td>Doc Cameras 30@ \$350</td> <td>\$10,500</td> </tr> <tr> <td>Syrge 25@\$20</td> <td>\$500</td> </tr> <tr> <td>Cord Concealer 20@ \$50</td> <td>\$1,000</td> </tr> </table>	Laptop 15@ \$900	\$13,500	LCD 35 @ \$500	\$17,500	Doc Cameras 30@ \$350	\$10,500	Syrge 25@\$20	\$500	Cord Concealer 20@ \$50	\$1,000	LEA-Wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FUND 01 – UNRESTRICTED – 4XXX = \$113,900 58XX = \$30,000
Laptop 15@ \$900	\$13,500												
LCD 35 @ \$500	\$17,500												
Doc Cameras 30@ \$350	\$10,500												
Syrge 25@\$20	\$500												
Cord Concealer 20@ \$50	\$1,000												

- ♦Continued support through providing hardware and software to students and teachers.
- ♦Analyze outcomes to determine progress in access for all students with emphasis on those on the unduplicated count.
- ♦Continue to use software that allows students to become more proficient at using technology.
- ♦Student Access to Technology Student Ratio 9-12 if 3:1:

66 Netbooks @ \$300	\$19,800
Replace 5 year old Lab 70@ \$270	\$18,900
Laptop Carts 4 @ \$1,800	\$7,200
Internet Upgrade Speed 12 @ \$500	\$6,000

♦Educational Software

Alexandria Library Automation hardware and software (see Goal 2 for details)	\$20,000
Raz Kids	\$1,500
Acc. Reader	\$3,000
SRI	\$4,500
Odysseyware (see Goal 1 for details)	\$20,000

♦ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved in several ways. First, these students disproportionately have limited access to technology at home so this helps to bridge the technology divide. Also, a number of our other initiatives for these targeted students are enhanced through the availability of computers. For instance, small group intervention targeting these groups can be run more effectively when there are computers in the room to help engage the rest of the class and our diagnostic assessments that provide data for teachers to address these targeted students' gaps are all online starting next year.

<p>6.2 Provide parent training on technology use in the following areas:</p> <ul style="list-style-type: none"> ◆Parent Portal (HomeLink) at Back To School Night ◆Use of District website and social media ◆Resources tied to adopted instructional materials ◆Provide technology training sessions at each school site at a variety of times to maximize participation. Trainings shall be held on both English and Spanish. ◆Do Some presentations at Elementary & Secondary Back to School Nights. ◆Conduct Parent Internet Safety Training (4) ◆Develop classes for 2015-16 to be delivered in both English & Spanish during the school year. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
<p>6.3 Develop a 5-year plan for replacement and/or upgrading of technology used by students and teachers for learning and teaching. The primary goal of the plan is to ensure that adequate hardware for uses is available in an on-going basis.</p> <ul style="list-style-type: none"> ◆Continuation of implementation of the plan and consider revisions in LCAP update. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
<p>6.4 Develop a 5-year plan for maintaining and/or expanding the network and other components of the technological infrastructure of the District. The primary goal is to ensure that a reliable functioning infrastructure is available to allow all technological use desired by staff and students.</p> <ul style="list-style-type: none"> ◆The plan shall be developed prior to budget adoption for expenditure to be included in the budget. ◆Continuation of plan and consider revisions in annual LCAP update. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
<p>6.5 The District will revisit the specific technology skills outlined in updated classified job descriptions and consult with the bargaining unit to determine what training will benefit employees in the various classifications. The District will consult confidential, certificated, and administrative employees regarding job-specific technology skills during the job description review process. This information will be used to inform the development of the technology expectations for all staff and the plan to provide the necessary training and support. Most of the professional development will be implemented by Dixon USD Technology Department</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935

<p>6.6 The Leadership Council will convene in September of 2015 to review proposed <u>service models to assist students and staff in learning and mastering technology standards</u>. The District will consult with bargaining groups and draft job description(s) for potential specialist position(s) to provide on-site support to students and staff in the development of technology skills.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$50,000 3XXX = \$25,000
<p>6.7 The District shall continue to develop <u>grade-level expectations for technology use for students</u> and develop a plan to ensure that students are taught the identified standards.</p> <ul style="list-style-type: none"> ♦ ITS staff will work with a committee at grade level representatives to identify essential skills for students and plan for their inclusion in daily learning activities. ♦ Share out plan to be implemented in 15-16 during weekly Elementary 45 minute computer time and in identified classes at secondary level. ♦ Develop plan for grade level expectation during the summer of 2015 and implement during the 2015-16 school year. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 11XX = \$850 3XXX = \$150
<p>6.8 The District shall develop job-specific <u>technology skills for all positions</u> in the District and create a plan to assist staff in learning or developing the identified expectations. District provided strategies will be the primary vehicle for professional development.</p> <p>The District will continue to offer professional development in job-specific technology skills to employees from all bargaining units and groups.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935
<p>6.9 <u>Explore the creation of specialist positions</u> to assist students and staffing in learning and mastering technology expectations for their grade level.</p> <p>The District will monitor, revise, and implement the agreed-upon service model to assist students and staff in learning and mastering technology standards via on-site specialist positions.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	SEE 6.6 ABOVE

<p>6.10 Establish computer access to hardware and the network for students and parents through after-school lab hours.</p> <p>Develop a plan, including staffing components, to provide students and parents without computer or network access at home, after school lab hours at their school sites.</p> <p>Equitable Access: Afterhours lab 3 hrs./day, 4 days/week to extend computer labs for students and parents to use after school from 4 – 7 p.m. at the following sites:</p> <ul style="list-style-type: none"> • Anderson • Gretchen Higgins • C.A. Jacobs • Tremont <p>♦ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved because these students disproportionately have limited access to technology at home so this helps to bridge the technology divide.</p>	LEA	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	FUND 01 – UNRESTRICTED – 43XX = \$6,100
---	-----	---	---

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • Other indicators of Pupil Performance in required Areas of Study <ul style="list-style-type: none"> ○ Student Technology use as determine by existing Learning Walks: Increase by 10% from 15-16 <p>Additional:</p> <ul style="list-style-type: none"> ♦ Training & user data from ITS department ♦ Computer to student ratio 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>6.1 Provide increased technology access to students and teachers for the purpose of improving student learning and increasing readiness for on-line testing beginning in spring 2015. Heighten student access to CCSS curricular programs through the acquisition and daily use of netbooks/computers.</p> <ul style="list-style-type: none"> ◆Continued support through providing hardware and software to students and teachers. ◆Analyze outcomes to determine progress in access for all students with emphasis on those on the unduplicated count. <p>◆ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved in several ways. First, these students disproportionately have limited access to technology at home so this helps to bridge the technology divide. Also, a number of our other initiatives for these targeted students are enhanced through the availability of computers. For instance, small group intervention targeting these groups can be run more effectively when there are computers in the room to help engage the rest of the class and our diagnostic assessments that provide data for teachers to address these targeted students' gaps are all online starting next year.</p>	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 01 – UNRESTRICTED – 4XXX = \$85,000 5XXX = \$15,000
<p>6.2 Provide parent training on technology use in the following areas:</p> <ul style="list-style-type: none"> ◆Parent Portal ◆Use of District website and social media ◆Resources tied to adopted instructional materials <p>Continued support through ongoing parent training in technology.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$3,000
<p>6.3 Develop a 5-year plan for replacement and/or upgrading of technology used by students and teachers for learning and teaching. The primary goal of the plan is to ensure that adequate hardware for uses is available in an on-going basis.</p> <p>Implement the plan and consider revisions in LCAP update. Continue with 5 year plan to keep technology current for both students and staff.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 44XX = 115,000

<p>6.4 Develop a 5-year plan for maintaining and/or expanding the network and other components of the technological infrastructure of the District. The primary goal is to ensure that a reliable functioning infrastructure is available to allow all technological use desired by staff and students. Implement the plan and consider revisions in annual LCAP update. Continue with 5 year plan.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 5XXX = 50,000
<p>6.5 The District will revisit the specific technology skills outlined in updated classified job descriptions and consult with the bargaining unit to determine what training will benefit employees in the various classifications. The District will consult confidential, certificated, and administrative employees regarding job-specific technology skills during the job description review process. This information will be used to inform the development of the technology expectations for all staff and the plan to provide the necessary training and support. Most of the professional development will be implemented by Dixon USD Technology Department</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935
<p>6.6 The Leadership Council will convene in September of 2015 to review proposed service models to assist students and staff in learning and mastering technology standards. The District will consult with bargaining groups and draft job description(s) for potential specialist position(s) to provide on-site support to students and staff in the development of technology skills.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$50,000 3XXX = \$25,000
<p>6.7 The District shall continue to develop grade-level expectations for technology use for students and develop a plan to ensure that students are taught the identified standards.</p> <ul style="list-style-type: none"> ♦ ITS staff will work with a committee at grade level representatives to identify essential skills for students and plan for their inclusion in daily learning activities. ♦ Share out plan to be implemented in 15-16 during weekly Elementary 45 minute computer time and in identified classes at secondary level. ♦ Develop plan for grade level expectation during the summer of 2015 and implement during the 2015-16 school year. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 11XX = \$850 3XXX = \$150

<p>6.8 The District shall develop job-specific technology skills for all positions in the District and create a plan to assist staff in learning or developing the identified expectations. District provided strategies will be the primary vehicle for professional development.</p> <p>The District will continue to offer professional development in job-specific technology skills to employees from all bargaining units and groups.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935
<p>6.9 Explore the creation of specialist positions to assist students and staffing in learning and mastering technology expectations for their grade level.</p> <p>The District will implement the agreed-upon service model to assist students and staff in learning and mastering technology standards via on-site specialist positions.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	SEE 6.6 ABOVE
<p>6.10 Establish computer access to hardware and the network for students and parents through after-school lab hours.</p> <p>Develop a plan, including staffing components, to provide students and parents without computer or network access at home, after school lab hours at their school sites.</p> <p>Equitable Access: Afterhours lab 3 hrs./day, 4 days/week to extend computer labs for students and parents to use after school from 4 – 7 p.m. at the following sites:</p> <ul style="list-style-type: none"> • Anderson • Gretchen Higgins • C.A. Jacobs • Tremont <p>♦ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved because these students disproportionately have limited access to technology at home so this helps to bridge the technology divide.</p>	LEA	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 43XX = \$6,100

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Required: Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • Other indicators of Pupil Performance in required Areas of Study <ul style="list-style-type: none"> ○ Student Technology use as determine by existing Learning Walks: Increase by 10% from 16-17
---	---

	Additional: ♦ Training & user data from ITS department ♦ Computer to student ratio		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>6.1 Provide increased technology access to students and teachers for the purpose of improving student learning and increasing readiness for on-line testing beginning in spring 2015. Heighten student access to CCSS curricular programs through the acquisition and daily use of netbooks/computers.</p> <ul style="list-style-type: none"> ♦ Continued support through providing hardware and software to students and teachers. ♦ Analyze outcomes to determine progress in access for all students with emphasis on those on the unduplicated count. ♦ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved in several ways. First, these students disproportionately have limited access to technology at home so this helps to bridge the technology divide. Also, a number of our other initiatives for these targeted students are enhanced through the availability of computers. For instance, small group intervention targeting these groups can be run more effectively when there are computers in the room to help engage the rest of the class and our diagnostic assessments that provide data for teachers to address these targeted students' gaps are all online starting next year. 	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	FUND 01 – UNRESTRICTED – 4XXX = \$85,000 5XXX = \$15,000
<p>6.2 Provide parent training on technology use in the following areas:</p> <ul style="list-style-type: none"> ♦ Parent Portal ♦ Use of District website and social media ♦ Resources tied to adopted instructional materials <p>Continued support through ongoing parent training in technology.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 43XX = \$3,000

<p>6.3 Develop a 5-year plan for replacement and/or upgrading of technology used by students and teachers for learning and teaching. The primary goal of the plan is to ensure that adequate hardware for uses is available in an on-going basis.</p> <p>Implement the plan and consider revisions in LCAP update. Continue with 5 year plan to keep technology current for both students and staff.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 44XX = 115,000
<p>6.4 Develop a 5-year plan for maintaining and/or expanding the network and other components of the technological infrastructure of the District. The primary goal is to ensure that a reliable functioning infrastructure is available to allow all technological use desired by staff and students.</p> <p>Implement the plan and consider revisions in annual LCAP update. Continue with 5 year plan.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 5XXX = 50,000
<p>6.5 The District will revisit the specific technology skills outlined in updated classified job descriptions and consult with the bargaining unit to determine what training will benefit employees in the various classifications. The District will consult confidential, certificated, and administrative employees regarding job-specific technology skills during the job description review process. This information will be used to inform the development of the technology expectations for all staff and the plan to provide the necessary training and support. Most of the professional development will be implemented by Dixon USD Technology Department</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935
<p>6.6 The Leadership Council will convene in September of 2015 to review proposed service models to assist students and staff in learning and mastering technology standards. The District will consult with bargaining groups and draft job description(s) for potential specialist position(s) to provide on-site support to students and staff in the development of technology skills.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$50,000 3XXX = \$25,000

<p>6.7 The District shall continue to develop <u>grade-level expectations for technology use for students</u> and develop a plan to ensure that students are taught the identified standards.</p> <ul style="list-style-type: none"> ◆ ITS staff will work with a committee at grade level representatives to identify essential skills for students and plan for their inclusion in daily learning activities. ◆ Share out plan to be implemented in 15-16 during weekly Elementary 45 minute computer time and in identified classes at secondary level. ◆ Develop plan for grade level expectation during the summer of 2015 and implement during the 2015-16 school year. 	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – RESTRICTED – 11XX = \$850 3XXX = \$150
<p>6.8 The District shall develop job-specific technology skills for all positions in the District and create a plan to assist staff in learning or developing the identified expectations. District provided strategies will be the primary vehicle for professional development.</p> <p>The District will continue to offer professional development in job-specific technology skills to employees from all bargaining units and groups.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 01 – UNRESTRICTED – 2XXX = \$8,065 3XXX = \$1,935
<p>6.9 Explore the creation of specialist positions to assist students and staffing in learning and mastering technology expectations for their grade level.</p> <p>The District will implement the agreed-upon service model to assist students and staff in learning and mastering technology standards via on-site specialist positions.</p>	LEA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	SEE 6.6 ABOVE

<p>6.10 Establish computer access to hardware and the network for students and parents through after-school lab hours.</p> <p>Develop a plan, including staffing components, to provide students and parents without computer or network access at home, after school lab hours at their school sites.</p> <p>Equitable Access: Afterhours lab 3 hrs./day, 4 days/week to extend computer labs for students and parents to use after school from 4 – 7 p.m. at the following sites:</p> <ul style="list-style-type: none"> • Anderson • Gretchen Higgins • C.A. Jacobs • Tremont <p>♦ While this will benefit all students, services to English Learners, Low Income Students and Foster Youth will be increased and improved because these students disproportionately have limited access to technology at home so this helps to bridge the technology divide.</p>	<p>LEA</p>	<p><input type="checkbox"/>_ALL OR: <input checked="" type="checkbox"/>_X Low Income pupils <input checked="" type="checkbox"/>_X English Learners <input checked="" type="checkbox"/>_X Foster Youth <input checked="" type="checkbox"/>_X Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>FUND 01 – UNRESTRICTED – 43XX = \$6,100</p>
---	------------	--	--

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 from prior year LCAP:	1) Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities	Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students
------------------	----------------------	--

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Master schedules/ instructional schedules • appropriate courses and staffing • appropriate instructional materials, including supplementary items. <p>→Modified master/instructional schedules →Additional Intervention teachers & classes →Additional Support classes →Improved access to technology →Appropriate core & supplemental materials →Establishment of baseline data regarding the metrics identified in Column 1.</p>	Actual Annual Measurable Outcomes:	<p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • Pupil Access and Enrollment in all required areas of study: <ul style="list-style-type: none"> ○ CTE Course enrollment rate(at least 1 course) <ul style="list-style-type: none"> ▪ 14-15 = 28.6% ○ AP Course enrollment rate: (at least 1 course) <ul style="list-style-type: none"> ▪ 14-15 = 41.6% ○ A-G Course enrollment rate: all Freshman were enrolled in English, Science and Math A-G courses <p>Others:</p> <ul style="list-style-type: none"> • Master Schedules/Inst Schedules: Secondary ELA and Math support classes increased from 13 sections to 14 sections • Instructional Materials: Williams schools passed the Instructional Materials component and all other schools had required textbooks. • Additional Intervention teachers & classes: 4.0 FTE new elementary intervention teachers were added • Additional Support classes: support classes increased from 13 to 14 sections • Improved access to technology: See Goal 6 below • Appropriate core & supplemental materials: \$220,000 in LCAP funds were used and Williams materials visit confirmed access to appropriate core materials. The instructional materials needs analysis was presented to the board as part of an ongoing update on LCAP Goal 2. • Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard
--------------------------------------	---	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Dixon High will operate an after-school tutoring program known as The Learning Center three days per week. A .25 FTE position will oversee the operation of The Learning Center three days per week to provide students after-school access to tutoring support.		\$14,000 Supplemental grant	Position was vacant and a substitute was hired to keep the center up and running.	\$8,979.37
Scope of service:	Dixon High School		Scope of service:	Dixon High School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
The College Advancement Program (CAP) shall be supported by a coordinator (with additional duties for other programs) to maximize student access and participation in Solano Community College classes offered on the Dixon High School campus. A position with multiple program responsibilities shall oversee the CAP program, including the Special Admissions process. Participation and completion rate and learning data shall be monitored to determine effectiveness.		From Base Funding in the amount of \$24,000 to \$37,500	This position was subject to negotiations with DTA. In the end it was decided to not hire someone in the position	\$0
Scope of service:	9-12		Scope of service:	9-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
The District shall form a Task Force to study access to STEM, VAPA, and CTE courses of study for all students. ♦A K-12 Task Force will be formed to quantify student access to STEM, VAPA, and CTE courses of study by February 15, 2015. ♦The Task Force shall report to the Board on its findings prior to June 2015. ♦The Board shall consider implementation of recommendations through the LCAP revision process.		\$2,000 for materials and release time from Base Funding	A separate task force was created for STEM, VAPA and CTE. Each met 2 hours after school hours to document current access, develop a vision for increasing future access, and consider obstacles to increased access and to summarize LCAP recommendations to increase access. A presentation was made to the Board on April 2 and the general direction from the board was presented to the LCAP Parent and Community Advisory committee during review of this item. The presentation included these recommendation for consideration: STEM: ▪ Visit other schools (including elementary and middle) to see	\$600.41

		<p>how they are overcoming implementation obstacles.</p> <ul style="list-style-type: none"> ▪ Fund current courses (Computer courses with robotics equipment and software). ▪ Recruit for C-STEM PRISM Grant ▪ Increase access to internet outside of school (such as at Migrant Center) ▪ Set concrete goals for different grade spans <p>CTE</p> <ul style="list-style-type: none"> ▪ Explore outside funding opportunities for supporting and enhancing programs with up to date equipment and materials. ▪ Add an LCAP action step to increase funding using LCFF funds. ▪ Continue with development of farm proposals and integrate with other CTE and STEM initiatives/programs. ▪ Explore or visit other districts to determine how to better connect with industry. ▪ Fund Professional Development of staff including PD allowing for issuing certificates to students. ▪ Explore CTE options for MP with goal of having one pathway accessible to MP students. <p>VAPA</p> <ul style="list-style-type: none"> ▪ Staffing: By 16-17 fund 2+ additional arts FTE. ▪ Funding: Establish dedicated budget for each VAPA program at each grade span to eliminate donation requests. Figure should be based on replacing the donation requests 	
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Student progress in ELA and Math shall be closely monitored in grades 7-12 to determine the necessary number of support classes to include in the Master Schedule.</p> <ul style="list-style-type: none"> ♦Teachers shall analyze assessment results to determine the need for support classes. ♦Master Schedules shall be designed to include the necessary number of classes. 	No additional expense in 2014-15.	<p>Support classes were monitored at CAJ and Dixon throughout the year through classroom visits and by analyzing grades and assessment practices.</p> <p>Math teachers discussed how to improve classes during release days and this resulted in the creation of two new options for struggling students to be included in the master schedule in 15-16. At DHS this includes a double block Int Math 1 class for two groups of students requiring Intensive Intervention as well as a</p>	\$0

		<p>two year Int Math I class for students with math goals in their IEP. We are also hiring UC Davis Math Project to help with the development of these classes as well as the Support classes and both schools with a focus on using newly adopted curriculum resources.</p> <p>The master schedule is being revised based on this new configuration.</p> <p>For ELA, we have finished the core ELA Curriculum Guide with West Ed's assistance and teachers will be looking at what Support classes can do to support the core standards. We have also examined the CELDT assessment results to determine which English Learners should be placed in ELA Support classes next year.</p>	
<p>Scope of service:</p> <p>School Wide Dixon High School C.A. Jacobs</p>		<p>Scope of service:</p> <p>School Wide Dixon High School C.A. Jacobs</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income 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>For low income pupils: For English learners: For foster youth: Intervention teaching positions will be created to provide targeted support through small group instruction. Sheltered strategies for core subjects will be provided for English Learners. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff.</p> <p>Interventions and/or support given services will be to students not meeting grade level standards. Intervention teachers totaling 4.0 FTE will be assigned to the elementary sites, with higher staffing at Anderson and Gretchen Higgins due to larger unduplicated student populations.</p> <p>All three sites are combining these resources with Title I funds to maximize support for these students.</p>	<p>\$360,000 from Supplemental/Concentration grants</p>	<p>Intervention teachers were hired though there were some gaps in funding when teachers were being hired. At each site Title I was used to supplement these services by hiring an additional .5 FTE teacher. Each elementary school implemented different models, often varied by grade level within a school based on needs. Each site developed their own means of measuring success but this created problems with measuring the effectiveness of programs piloted at each site. As a result we will have common assessments in place for 2015-16 to better evaluate the effectiveness of different approaches on the targeted pupils.</p>	<p>\$338,647.57</p>
<p>Scope of service:</p> <p>Anderson 1.5 FTE Tremont 1.0 FTE Gretchen Higgins 1.5 FTE</p>		<p>Scope of service:</p> <p>Anderson 1.5 FTE Tremont 1.0 FTE Gretchen Higgins 1.5 FTE</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils: For English learners: For foster youth: An existing Instructional Assistant position will be continued to provide push-in support to English Learners in core classes. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. One .5 FTE Instructional Assistant will be assigned to work with English Learners in core classes at the continuation high school.	\$25,000 from Supplemental/Concentration grants	Maine Prairie has been able to continue with the Instructional Assistant position from previous years. The IA's main duties are pushing in and helping EL in core classrooms and after school. She was assigned to multiple classrooms where lowest ELs were located. <i>This position was shifted to Title III (federal EL) funding instead of LCFF. Title III funds previously used to partially fund two Compliance specialists were shifted to this funding source.</i>	\$27,104.71 <i>(Title III)</i> \$81,372.60 <i>(Compliance Specialists)</i>
Scope of service:	Maine Prairie High School .5 FTE	Scope of service:	Maine Prairie High School .5 FTE
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing this annual update we decided to make a number of changes. First, we decided to be more systematic about hiring for our Learning Center and expanding access to the Migrant Ed Center itself. We also decided that we would not pursue a College Advancement Program Coordinator but instead reallocate some of that funding to meet other needs. Our STEM, VAPA and CTE Task Forces were successful in identifying new actions and we identified what we could realistically accomplish as first steps in each of these areas. The action step on Support classes triggered a much wider discussion about intervention and as a result we will be offering other intervention options for secondary math. Furthermore we added an expanded Summer Math Academy program with a new focus exclusively on struggling students. We also noticed in the annual update that our Odysseyware Credit Recovery program was being overtaxed so we included it in Goal 1 and extended the allocation to purchase more licenses.		

Original GOAL from prior year LCAP:	2) Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards		Related State and/or Local Priorities: 1_ 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 _____
Goal Applies to:	Schools:	All Schools	Applicable Pupil Subgroups: All Students

<p>Expected Annual Measurable Outcomes:</p>	<p>Full range of assessment data including formative, benchmark, and all state mandated assessments; classroom grades, reclassification rates of ELs.</p> <ul style="list-style-type: none"> →Professional development →Implementation of Instructional Coaching model, →Enhanced Intervention programs, →Integration of technology, and →Reduced class sizes will result in improved academic performance for all students 	<p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> ● Performance on statewide Standardized Test (CAASPP): <ul style="list-style-type: none"> ○ SBAC ELA % Proficient: Data available in August ○ SBAC Math % Proficient: Data available in August ○ CST Science % Proficient: <ul style="list-style-type: none"> ▪ 14-15 data available in August ▪ 13-14 Data: 5th = 36%; 8th = 63%; 10th = 53% ● Scores on Academic Performance Index (API)----NO LONGER AVAILABLE STATEWIDE ● Share of pupils that meet the required entrance to UC and CSU or complete career technical education (CTE) sequences or programs <ul style="list-style-type: none"> ○ % of Grads meeting UC/CSU: <ul style="list-style-type: none"> ▪ 14-15 data not available ▪ 13-14 = 52.6% ○ % completing CTE sequence: <ul style="list-style-type: none"> ▪ 14-15 data not available ▪ 13-14 = ____% ● Share of ELs that become English Proficient (AMAO 2) <ul style="list-style-type: none"> ○ ELs more than 5 years in US: <ul style="list-style-type: none"> ▪ 14-15 data available in Spring 2016 ▪ 13-14 = 51.1% ○ ELs less than 5 years in US: <ul style="list-style-type: none"> ▪ 14-15 data available in Spring 2016 ▪ 13-14 = 17.5% ● English learner reclassification rate <ul style="list-style-type: none"> ○ 14-15 (est 18.0%) data available in October ○ 13-14 = 8.6% ● Share of pupils that pass Advance Placement (AP) Exams with 3 or higher: Increase by 3% from 14-15 baseline <ul style="list-style-type: none"> ○ 14-15 data available in September ○ 13-14 = 60.3% ● Share of pupils determine prepared for college by Early Assessment Program (EAP) <ul style="list-style-type: none"> ○ ELA % Prepared: <ul style="list-style-type: none"> ▪ 14-15 data available in August ▪ 13-14 = 25% ○ Math % Prepared: <ul style="list-style-type: none"> ▪ 14-15 data available in August ▪ 13-14 = 9%
---	--	--

Priority 2: Implementation of State Standards

- **Implementation of** State Board of Education-adopted academic **content and performance standards** for all pupils, including English Learners
 - % of teachers displaying and teaching to the grade level standard during principal’s classroom visits: No data from 14-15; 2015-16 will be the baseline year for this

ADDITIONAL

- **Classroom Grades:** 14-15 to be a baseline. Focus on % D/F rate

D/F Rate in Core Classes

DHS	Fall Sem	Sp Sem
Biology (mostly 9 th)	28.4%	31.8%
English 9	27.9%	28.9%
Int Math* (9th-11th)	46.8%*	49.6%
World History (mostly 10th)	32.5%	26.8%

*Fall Sem isolated 9th grade rate = 38.5%

CAJ	Tri 1	Tri 2	Tri 3
LA 7	12.4%	13.3%	15.2%
LA 8	10.3%	23.9%	10.8%
Math CC 7	12.0%	19.5%	20.5%
Math CC 8	37.6%	38.5%	29.5%
Science 7	10.5%	8.5%	10.2%
Science 8	17.1%	20.7%	20.2%
Soc Sci 7	21.0%	19.4%	18.5%
Soc Sci 8	17.1%	17.2%	9.0%

→**Professional development:** Our 2014-15 Common Core Implementation plan was accomplished this year thanks to the funding left over from the CCSS funds. Two Common Core TOSAs were in place at the beginning of the year but one needed to reduce hours to half time. This resulted in the need to change the nature of the Secondary Math Coach position to focus more on the implementation of the CCSS math adoption pilots.

The TOSAs led the work at the elementary level largely through a series of four grade level specific release days and presentations

during districtwide Common Planning Time (CPT). See more details in Action Step below.

→**Implementation of Instructional Coaching model:** 3 elementary Instructional Coaches were hired at the beginning of the year. They attended weekly half day trainings focused on developing coaching skills consistent with Jim Knight’s Instructional Coaching Partnership model. These sessions were led by the Assistant Superintendent for Ed Services and included the common core TOSAs and a Common Core Math coach.

Throughout the year, coaches met with every teacher at their sites to collaboratively develop a specific goal in one of three focus areas:

- Student Engagement Strategies
- Differentiation through small group instruction
- EL Strategies during ELD Time

See more details in Coaching Action Step below

→**Enhanced Intervention programs:** 4 Intervention teachers were hired though there were some gaps in funding when teachers were being hired. At each site Title I was used to supplement these services by hiring an additional .5 FTE teacher. See more details in Intervention Action Step in Goal 1

→**Integration of technology:** See Goal 6 section below

→**Reduced class sizes will result in improved academic performance for all students:** A review of class size data from Transitional Kindergarten through Grade 3 for 2014-15 actually shows that the District implemented a class size average of less than 24 to 1. So, at this time we are able to report that we have reached the full LCFF target of 24 to 1. Impact on academic performance will be reflected in the 3rd grade SBAC scores.

Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
		Budgeted Expenditures			
<p>An Instructional Coach position will be created for each elementary school site in order to improve “first instruction” for all students in every classroom. Coaching responsibilities will include, but not be limited to, working with classroom teachers on:</p> <ul style="list-style-type: none"> ◆Engagement strategies ◆Differentiation ◆Assessment ◆Data analysis ◆Use of technology ◆ELD Strategies ◆3FTE Instructional Coaching positions will be provided for the elementary schools. ◆Coaches will receive professional development and administrative support 		\$270,000 from Supplemental/Concentration grants	<p>3 elementary Instructional Coaches were hired at the beginning of the year. They attended weekly half day trainings focused on developing coaching skills consistent with Jim Knight’s Instructional Coaching Partnership model. These sessions were led by the Assistant Superintendent for Ed Services and included the common core TOSAs and a Common Core Math coach. Throughout the year, coaches met with every teacher at their sites to collaboratively develop a specific goal in one of three focus areas:</p> <ul style="list-style-type: none"> • Student Engagement Strategies • Differentiation through small group instruction • EL Strategies during ELD Time <p>Coaches also provided the Assistant Superintendent for Ed Services a weekly update detailing how many teachers were participating, professional development that was being planned or delivered and success and challenges with coaching at their sites.</p> <p>A total of 74 teachers are engaged in elementary coaching. 2 have met with the coach one time, 34 have met twice and 38 have met three or more times to work on their agreed goal. The coaches have been modeling instructions, creating data forms to analyze progress, visiting classrooms and debriefing afterwards as part of a cycle of inquiry around specific practices.</p> <p>The coaches have also helped teachers with initiatives that we have rolled out or are planning including preparation for SBAC assessments, Learning Walks, ELD adoptions and evaluation of assessment options for 2015-16.</p>		\$229,601.35
Scope of service:	School Wide at Anderson Tremont Gretchen Higgins		Scope of service:	School Wide at Anderson Tremont Gretchen Higgins	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

<p>Continue implementation of CCSS Implementation Plan including:</p> <ul style="list-style-type: none"> ◆Professional Development (ELD, Technology, and Core subjects) ◆Release days for planning & collaboration on new standards and practices ◆Complete standard’s alignment of report card (K-6) ◆Refine pacing guides (K-12) ◆Identify & align assessments with CCSS to accurately gauge and report student progress ◆Complete the Board adopted CCSS Implementation Plan with an emphasis on professional development via two Teachers on Special Assignment (TOSA) positions. ◆Integrate Technology into every classroom. ◆Purchase additional instructional materials aligned with essential CCSS. ◆Provide an instructional coach for mathematics in grades 6-12. 	<p>\$300,000 CCSS Funding</p>	<p>Our 2014-15 Common Core Implementation plan was accomplished this year thanks to the funding left over from the CCSS funds. Two Common Core TOSAs were in place at the beginning of the year but one needed to reduce hours to half time. This resulted in the need to change the nature of the Secondary Math Coach position to focus more on the implementation of the CCSS math adoption pilots. The TOSAs led the work at the elementary level largely through a series of four grade level specific release days and presentations during districtwide Common Planning Time (CPT). Some of the topics addressed at the elementary meetings are</p> <ul style="list-style-type: none"> • Standards-Based Grading <ul style="list-style-type: none"> ○ Developed Proficiency Scale Descriptors ○ Finalized Standards-Based Report Cards ○ Explored Aeries Electronic Report Cards ○ Grading/Scoring Assessments ○ Redesigning Unit Plans • Assessments <ul style="list-style-type: none"> ○ Designed and/or Modified Current Grade-Level Tests ○ Selecting CCSS-aligned common assessments for 2015-16 • Focus Teaching Practices <ul style="list-style-type: none"> ○ Examined available strategies and resources to assist in the transition to CCSS – aligned teaching and learning ○ Development of Learning Walk Tool and Protocol <p>There were also a series of 3 CCSS parent nights focused on understanding the new report cards based on these standards. At the secondary level the CCSS Plan implementation focused on next steps specific to each department. A series of release days were scheduled to meet their unique needs.</p> <p>English teachers focused on developing a comprehensive ELA Curriculum Guide at each grade level that focused on:</p> <ul style="list-style-type: none"> • ELA shifts and what they look like in practice • Anchor Standards, including exploration of the progressions within the Standards and their importance • Choosing “Focus” and “Embedded” Standards and clustering in 8 units • Examining <i>Text Complexity</i> level of current and potential 	<p>\$207,111.56</p>
--	-------------------------------	--	---------------------

		<p>materials</p> <ul style="list-style-type: none"> • Building Modules for each unit • Deciding on potential core materials • Building End of Unit Assessments drawing from SBAC Interim Assessments <p>Math teachers focused on training and collaboration related to the adoptions of new math programs. The meetings focused on:</p> <ul style="list-style-type: none"> • Reviewing Math Adoption Plan and Progress • Determining Pros/Cons of Each Program So Far • Evaluation of Program Needs and Data • Publisher Updates • A training by math expert Dr. Patrick Callahan focused on defining CCSS math proficiency and applying this to heterogeneous Classes <p>A sequence of 3 Math Parent Night were held to educate parents about:</p> <ul style="list-style-type: none"> • Graduation requirements and credits • New course offerings • Acceleration options for advanced students • Preview of CCSS adoption materials 	
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide students with CCSS aligned instructional materials and provide professional development for all staff to support use of these materials. Administration will complete a full needs analysis and create a plan for adoption by November 2014.	Up to \$250,000 from Base Funding	The instructional materials needs analysis was presented to the board as part of an ongoing update on LCAP Goal 2. We determined that based on projected adoptions for 6th-12 th grade Math materials in 2014-15 and parts of ELA in 2016-17 the annual LCAP budget for materials along with restricted lottery funds should provide adequate funding for our needs through 2016-17. We will present an update to the board next year when CDE releases new timelines for release of state-recommended programs for each subject area.	\$220,658.55
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Each grade level/ core area department shall identify/ develop and administer benchmark assessments to be given three times annually. Results from the assessments will be analyzed at CPT to inform the next cycle of instruction. Elementary sites will assess in ELA and Math only. ♦Using CPT and/or release days, grade levels and/or core departments will select benchmark assessments, adopt a calendar for administration, and schedule meetings to analyze results and plan further instruction. ♦Prepare students for Smarter Balance Testing Assessment.	Up to \$10,000 for purchase of assessments from Base Funding.	Throughout the year Ed Services has been collaborating with teachers to rebuild our Common Core Assessment System. ELA <ul style="list-style-type: none"> • K-2: Drawing from the vetted list provided by CDE, Ed Services invited 5 companies to present their assessment programs to a group of Coaches, Administrators and TOSAS. From these 5 we narrowed down to the two most promising ones and those then presented to the K-2 teachers. At the end of the meeting we decided to recommend using the online programs from Renaissance Learning known as STAR Early Learning and STAR Reading. • 3-12: In January, SBAC released Interim ELA Assessments. Each grade level decided which of these assessments fit best with their curriculum and developed a calendar for administering them. This will require further training in handscoring and calibrating scoring. Math <ul style="list-style-type: none"> • K-5: teachers are using the benchmark assessments that came with the newly adopted Go Math! Program pending a future decision on other assessments to parallel the ELA assessments • 6-8: teachers decided on a sequence of the newly release SBAC Interim Assessments for Math. • 9-12: teachers are using the new CPM assessments pending a further discussion on use of the SBAC Interim Assessments. History, Science and CTE (Common Core Literacy) <ul style="list-style-type: none"> • These departments have been developing their own common assessments We are beginning the process of deciding which SBAC interims would fit best in the history department	\$10,000
Scope of service: <input checked="" type="checkbox"/> ALL	LEA	Scope of service: <input type="checkbox"/> ALL	LEA
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Collaborative Planning Time (CPT) will be utilized to continue the development of Professional Learning Communities (PLCs) at each grade level or department at each site in the District for the purpose of improving student learning. CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.		No Additional Costs	The step was partially implemented. CPT sessions twice a month focused on a cycle of inquiry approach. Implementation varied based on levels of Professional Learning Community (PLC) training and other factors. Principals organized the CPT work differently at each site. There is a need for expanded training and a more coherent cross-school approach to CPT PLCs.	\$0
Scope of service:	LEA		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
The District shall develop learning walk/instructional rounds protocols for all grade level configurations for use by administration and instructional coaches while conducting classroom walk-throughs and observations The administration and instructional coaches will develop a learning walk/instructional rounds protocol for each grade level configuration by August 15, 2014 and begin its use by September 15, 2014.		No Additional Costs	In order to collaboratively develop a new learning walk tool and process, we decided to implement this more slowly than the LCAP recommendation. In the Fall we met with teachers in each grade span to co-construct a new process as well as a tool focused on Student Engagement strategies that could be seen during a brief classroom visit. The purpose of Learning Walks that were developed are: <ul style="list-style-type: none"> • Learn from each other's schools/classrooms • Identify dept/grade/schoolwide trends in implementing instructional strategies • Help inform next steps in coaching, professional development and CPT work as part of an ongoing cycle focused on improving instruction: From March to May each school was visited once and trend data on schoolwide use of engagement strategies was shared afterwards with each school's staff. Each school then decided on next steps to focus on increasing and improving the use of these strategies.	\$0
Scope of	LEA		Scope of	LEA

service:			service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
For low income pupils: For English learners: For foster youth: Provide an English Language Development Coordinator to assist in monitoring student progress, provide support to classroom teachers through a variety of methods, and offer professional development to staff. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. This .2 FTE ELD Coordinator shall oversee monitoring of EL students at DHS and provide support to classroom teachers.	\$18,000 from EIA carryover for 2014-15 only		The DHS ELD Coordinator was hired. She focused on monitoring EL and reclassified students' progress in classes. The position was impacted by the lack of a clerical support position at DHS (funding expired when EIA was discontinued). <i>This position was shifted to Title III (federal EL) funding instead of LCFF. Title III funds previously used to partially fund two Compliance specialists were shifted to this funding source.</i>	\$18,545.09 <i>(Title III)</i> \$81,372.60 <i>(Compliance Specialists referred to in Goal 1)</i>	
Scope of service:	Dixon High School		Scope of service:	Dixon High School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
For low income pupils: For English learners: For foster youth: Provide an English Learner/At-Risk Coordinator to support student learning and parental involvement. This is an existing position that will be funded in part by Title I site funds. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. This .25 FTE position shall assist in monitoring the progress of EL and At-Risk students with specific focus on low income families. The position will help to coordinate intervention services for targeted students.	\$14,000 from Supplemental/ Concentration grants		The EL/At-Rick Coordinator helped to coordinate targeted services for at-risk and EL students. <i>This position was shifted to Title III (federal EL) funding instead of LCFF. Title III funds previously used to partially fund two Compliance specialists were shifted to this funding source.</i>	\$13,650.72 <i>(Title III)</i> \$81,372.60 <i>(Compliance Specialists referred to in Goal 1)</i>	
Scope of service:	C.A. Jacobs		Scope of service:	C.A. Jacobs	

service:		service:		
__ALL		__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For low income pupils: For English learners: For foster youth: Ensure that all students who should receive ELD instruction receive high quality services on a daily basis. For redesignated fluent English proficient pupils: Ongoing monitoring will be provided through EL support staff. Additional support will be given as needed. ♦Analyze instructional schedules and student placements to ensure students receive services. ♦Provide professional development and support through EL Coordinators TOSAs, or instructional coaches to maximize effectiveness of classroom instruction. ♦Provide on-going monitoring of student progress, including for RFEP students.		No Additional Costs	At the elementary level Coaches and Principals have been supporting ELD through development of explicit ELD Schedules and providing professional development on basic strategies. In January, an ELD Adoption Committee was formed to explore options for a more systematic approach to ELD instruction. As a result we will be recommending a new program with extensive professional development to start next year. We also began a process with principals of establishing a 45 minute block of time for “Language Development” at different levels of proficiency. Principals are analyzing numbers at each level and developing schedules for 15-16. At the secondary level, site administrators are analyzing data on CELDT levels and years in the US to determine the most appropriate courses to provide.	\$0
Scope of service:	LEA	Scope of service:	LEA	
__ALL		__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There were many changes to the actions and services that will be made as a result of the review. While we think that some initiatives such as Instructional Coaching, revised learning walks and purchasing Common Core aligned materials needed more time to be deeply implemented there were others that required retooling. At the elementary level, we realized that the varied ways of implementing intervention and ELD requires more coordination at district level so we will be convert a TOSA position to a Coordinator of Services for Unduplicated Count Pupils. We also found that to adequately address the need for high quality ELD we needed to ensure that we had sufficient funding for EL clerical support so that compliance requirements would not distract from teaching and learning support. We also found that the IA at Maine Prairie was very effective at meeting the in classroom needs of English learners but there was a need to more carefully determine who is better funded out of Title III and LCAP SCG funds. Our assessment and uses of data were also revamped with additional actions related to new		

SBAC-aligned assessments, a common K-2 and intervention assessment for ELA and a Data Director system for creating and housing other assessments and data results.

Original GOAL from prior year LCAP:	3) Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities	Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5_X 6_X 7_ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ◆Attendance rates, suspension & expulsion rates ◆Survey data ◆Drop out/graduation rates ◆Facility Inspection Tool. ◆Positive Behavior Support & Intervention systems at all sites ◆Restorative Justice approach ◆Anti-Bullying programs ◆Clean, well-maintained facilities ◆Improved access to technology ◆Reduced rates of suspensions & expulsions ◆Improved attendance rates ◆General Obligation Bond study program to create a plan and pursue funding for facilities improvements which will provide improved learning environments. 	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • School Attendance Rates: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 =14-15 Anderson = 95.69% ○ 14-15 Gretchen = 95.56% ○ 14.-15 Tremont = 96.39% ○ 14-15 CA Jacobs = 96.53% ○ 14-15 Dixon High = 95.06% • Chronic Absenteeism Rate: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 Anderson = 9.3% ○ 14-15 Gretchen = 11.2% ○ 14.-15 Tremont = 6.1% ○ 14-15 CA Jacobs = 7.6% ○ 14-15 Dixon High = 7.6% ○ 14-15 Maine Prairie = 53.6% • Middle School Dropout Rates: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 = Not available • High School Dropout Rate: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 data available in April ○ 13-14 = 15.8% • High School Graduation Rates: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 data available in April ○ 13-14 = 77.5% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Pupil Suspension Rates: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 = ○ 13-14 = 8.423% • Pupil Expulsion Rates: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 = ○ 13-14 = 0% • Other School Measures—Truancy Rate: baseline will be 14-15 <ul style="list-style-type: none"> ○ 14-15 = ○ 13-14 = 31.37%

			<p>ADDITIONAL:</p> <ul style="list-style-type: none"> • Survey Data: Summary of comments relevant to LCAP is described in Stakeholder Engagement section. 151 stakeholders entered comments related to Goal 3 but need to redesign survey to result in more specific quantifiable results. • Facility Inspection Tool/ Clean, well-maintained facilities: 2013-14 (14-15 still in progress) Anderson = 96.7% (Good) Gretchen = 95.91% (Good) Tremont = 95.26% (Good) CA Jacobs = 97.16% (Good) Dixon High = 74.11% (Poor) Maine Prairie = 83.26% (Fair) • Positive Behavior Support & Intervention systems at all sites: District & Sites Representatives attended Restorative Justice Programs as an initial step. • Restorative Justice approach: No action other than planning with the County for participation in PBIS training for MPHS for 2015-2016 School Year. • Anti-Bullying programs: No formal work happened in this area though existing programs continued • Improved access to technology: See Goal 6 below • General Obligation Bond study program to create a plan and pursue funding for facilities improvements which will provide improved learning environments: The District established a Facilities Needs Committee and held several meetings throughout the year visiting each site to review facility issues. <p>Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard</p>
--	--	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All schools sites identified a need to enhance or establish Positive Behavior Intervention and Supports (PBIS), Anti-Bullying, and other efforts to create safe and engaging school	Total of \$40,000	District & Sites Representatives attended Restorative Justice Programs.	\$16,667.70

<p>environments. School sites will be given a block grant to utilize in accordance with their Single Site Plans or WASC Action Plans to support training, awareness, implementation, and/or incentives for students.</p> <p>♦Sites will be allocated funds as identified to support their initiative on PBIS, bullying, or other climate and engagement issues as identified in their site plans as follows:</p> <p>♦K-6 - \$7,000 ♦7-8 - \$7,000 ♦DHS - \$9,000 MPHS - \$3,000</p>		from Supplemental/Concentration grants		
<p>Scope of service:</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LEA - Wide		<p>Scope of service:</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LEA
<p>Class Size Reduction (CSR) will be implemented for grades TK – 3 at a ratio of 25 to 1.</p> <p>The District will operate CSR at grades TK – 3 at 25 to 1 to provide greater opportunity to use a variety of instructional strategies.</p>		Base funding provides approximately \$420,000	A review of class size data from Transitional Kindergarten through Grade 3 for 2014-15 actually shows that the District implemented a class size average of less than 24 to 1. The District Administration made conscious decisions to avoid any combination classes at any of the three elementary school sites, leading some individual classes to be as small as 21, thus bringing down the overall average. So, at this time we are able to report that we have reached the full LCFF target of 24 to 1.	\$393,982.60 (Based on 5 FTE x avg. instructional salary of \$78,796.52)
<p>Scope of service:</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	TK – 3 rd Grade at Anderson Tremont Gretchen Higgins		<p>Scope of service:</p> <p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	TK – 3 rd Grade at Anderson Tremont Gretchen Higgins
<p>District Staff shall design and administer a survey related to Food Services. Survey results shall be used as one component of</p>		\$200 in materials from Base Funding	The District is transitioning from Sodexo, a food services management consulting company, to self-operation beginning July 1, 2015. Therefore, the survey was put on hold until next	\$0

<p>an evaluation for the potential redesign of the Food Service model.</p> <p>A food service survey will be offered to parents and students by November 15, 2014. The District shall form a committee to review survey results and complete an evaluation of the Food Service program by March 15, 2015.</p>			fiscal year.	
<p>Scope of service:</p>	LEA		<p>Scope of service:</p>	LEA
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The District shall work to implement a Restorative Justice model for school discipline at all sites with the goals of:</p> <ul style="list-style-type: none"> ♦Fostering positive school climate. ♦Building student empathy. ♦Involving all stakeholders in equitable resolutions to student misconduct. ♦Reducing suspension and lost instruction time. <p>♦School sites shall establish teams to learn and develop research based practices that promote empathy and desired behavior.</p> <p>♦District Administration shall work with the Board to revise Board Policy related to discipline to reflect the Restorative Justice model. All activities shall be complete by May 1, 2015.</p>		Up to \$10,000 for training and/or time	No action other than planning with the County for participation in PBIS training for MPHS for 2015-2016 School Year.	\$570.00
<p>Scope of service:</p>	LEA		<p>Scope of service:</p>	LEA
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The District shall establish a committee to study and report to the Board on the desired model for delivery of Library-Media Center Services.</p>		Up to \$5,000 from Base Funding for costs associated	The Library Media Task Force (LMTF) met for a full release day session on Friday, February 27 th , 2015 and included representation from the classified, certificated, and	\$123.13

A committee of a variety of stakeholders shall be formed to review Library-Media Center models. The committee shall make recommendations for a model for DUSD by March 30, 2015.

with completing the study

administrative ranks. Current Library Technicians and a former certificated Teacher Librarian were among its members. The LMTF discussed the history of Dixon USD libraries, reviewed the California “Model School Libraries Standards,” developed a vision for library services in the coming years, and identified potential obstacles to implementing this vision. The LMTF then made recommendations for an updated Library-Media Center model and presented them to the Governing Board on April 16, 2015. Recommendations for staffing, access, and resources were made in a tiered format with yearly increases in services through 2017-18 and a long-term goal.

2014-15	2015-16	2016-17	2017-18	Long-Term
Staffing				Staffing
Teacher Lib = 0	1.0 FTE \$75,000	2.0 FTE \$150,000	3.0 FTE \$225,000	1 Teacher Lib per 1200 students
Lib Tech = 1.4 FTE (1 per 2500 students) \$68,000 (\$48,000 per each 1.0 FTE)	Increase to 3.0 Elem = 1.5 Sec = 1.5 \$144,000 avg.	Increase to 4.0 \$192,000 avg.	Increase to 5.0 \$240,000 avg.	1 Library Tech per 600 students (1 per site, 2 at DHS, MPHS TBD)
Access				Access
Open (avg. per week) Sec = 14 Elem = 8	Sec = 21 Elem = 23?	Sec = 28 Elem = 30?	Sec = 35 Elem = 37?	Open 9 hours per day (45 hours per week)
Database = None supported	\$20,000 (inc new computers)	\$5,000 - \$6000 annual fees	\$5,000 - \$6000 annual fees	Database – Replace Athena and computers needed to run new
Student Comp =	Elem – use netbooks	Misc. = \$1000	\$24,000 for DHS new	# Comps for

		<table border="1"> <tr> <td>Elem – 0 CAJ – 6 very old DHS – 35 old</td> <td>from DHS \$0 CAJ \$6000</td> <td></td> <td>desktops</td> <td>students 10 Elem (each site) 15 CAJ 40 DHS</td> </tr> <tr> <td>Facilities = Elem – varies CAJ – too small</td> <td>Facility needs – committee considers needs</td> <td>TBD</td> <td>TBD</td> <td>Facilities – expand/ Renovate CAJ; combine 2 classrooms at elem.</td> </tr> <tr> <td>Resources</td> <td></td> <td></td> <td></td> <td>Resources</td> </tr> <tr> <td>Print/Dig Books Sec = 10.5 Elem = 16</td> <td>Sec – 11 Elem – 17 \$81,000</td> <td>Sec – 13 Elem – 19 \$216,000</td> <td>Sec – 15 Elem – 21 \$216,000</td> <td>Print/Dig Books (\$30 avg per book) 28:1 Books per student 2/3 less than 15 years old</td> </tr> <tr> <td>Online Research Data Bases = 0</td> <td>1 General Use Database \$1000 est.</td> <td>2 General Use Databases \$2000 est.</td> <td>Add Dept. specific Databases \$6000 est.</td> <td>Online Research databases – at least 2 general and 1 per dept at sec</td> </tr> </table>	Elem – 0 CAJ – 6 very old DHS – 35 old	from DHS \$0 CAJ \$6000		desktops	students 10 Elem (each site) 15 CAJ 40 DHS	Facilities = Elem – varies CAJ – too small	Facility needs – committee considers needs	TBD	TBD	Facilities – expand/ Renovate CAJ; combine 2 classrooms at elem.	Resources				Resources	Print/Dig Books Sec = 10.5 Elem = 16	Sec – 11 Elem – 17 \$81,000	Sec – 13 Elem – 19 \$216,000	Sec – 15 Elem – 21 \$216,000	Print/Dig Books (\$30 avg per book) 28:1 Books per student 2/3 less than 15 years old	Online Research Data Bases = 0	1 General Use Database \$1000 est.	2 General Use Databases \$2000 est.	Add Dept. specific Databases \$6000 est.	Online Research databases – at least 2 general and 1 per dept at sec	
Elem – 0 CAJ – 6 very old DHS – 35 old	from DHS \$0 CAJ \$6000		desktops	students 10 Elem (each site) 15 CAJ 40 DHS																								
Facilities = Elem – varies CAJ – too small	Facility needs – committee considers needs	TBD	TBD	Facilities – expand/ Renovate CAJ; combine 2 classrooms at elem.																								
Resources				Resources																								
Print/Dig Books Sec = 10.5 Elem = 16	Sec – 11 Elem – 17 \$81,000	Sec – 13 Elem – 19 \$216,000	Sec – 15 Elem – 21 \$216,000	Print/Dig Books (\$30 avg per book) 28:1 Books per student 2/3 less than 15 years old																								
Online Research Data Bases = 0	1 General Use Database \$1000 est.	2 General Use Databases \$2000 est.	Add Dept. specific Databases \$6000 est.	Online Research databases – at least 2 general and 1 per dept at sec																								
Scope of service:	LEA	Scope of service:	LEA																									
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																										
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____																										
Utilize school psychologist interns to provide individual and group social-emotional counseling at the elementary sites.	\$60,000 in the Special Education	<ul style="list-style-type: none"> Two School Psychologist Interns were hired. They Provided counseling services to groups of students K -12. 		\$42,049.67																								

Psychology interns will run a variety of counseling programs at the school sites to assist any student with social-emotional issues.	budget																		
<table border="1"> <tr> <td>Scope of service:</td> <td>LEA</td> </tr> <tr> <td><input checked="" type="checkbox"/> ALL</td> <td></td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income 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	<input checked="" type="checkbox"/> ALL		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>LEA</td> </tr> <tr> <td><input type="checkbox"/> ALL</td> <td></td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income 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	<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:	LEA																		
<input checked="" type="checkbox"/> ALL																			
OR:																			
<input type="checkbox"/> Low Income 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																		
<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>Each school site shall operate an attendance incentive program for students in order to promote and ensure improved attendance.</p> <p>Each site shall design and implement an attendance incentive program prior to the start of the school year. Attendance shall be monitored on a monthly basis or with greater frequency.</p>	Up to 20% from within each site's PBIS allocated fund for incentives, activities, and programs. Based on allocations on page 29 in this plan this amount is \$1,750 per site for K-8. \$2,250 for Dixon High, and \$750 for Maine Prairie.	Each of the sites was allocated the funding as specified; however, not all sites utilized the funds. Portions of the budget at the three elementary and one intermediate school were used to purchase the items awarded to students for outstanding or improved attendance. Neither Dixon High nor Maine Prairie utilized the incentive funds. All sites worked to encourage attendance, and it was monitored on a regular basis throughout the year using the student information system.	\$3,333.54 <i>(Based on 20% of total expenditures for this action/service)</i>																
<table border="1"> <tr> <td>Scope of service:</td> <td>LEA</td> </tr> <tr> <td><input checked="" type="checkbox"/> ALL</td> <td></td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income 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	<input checked="" type="checkbox"/> ALL		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>LEA</td> </tr> <tr> <td><input checked="" type="checkbox"/> ALL</td> <td></td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Low Income 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	<input checked="" type="checkbox"/> ALL		OR:		<input type="checkbox"/> Low Income 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																		
<input checked="" type="checkbox"/> ALL																			
OR:																			
<input type="checkbox"/> Low Income 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																		
<input checked="" type="checkbox"/> ALL																			
OR:																			
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																			
Review custodial, maintenance, and grounds staffing levels to ensure equitable staffing between sites and to facilitate staffing adjustments as necessary if funding is available. Complete the CASBO staffing formula and adjust staffing between sites as needed. Review overall staffing by September 15 th to consider necessary staffing.	No additional costs unless staffing is added	Preliminary work on the CASBO staffing formula for custodians was completed in the fall of 2015. This initial work indicated that staffing levels are appropriate. Now that the District has a appointed a Manager of Maintenance and Operations, it will revisit this initial survey to determine if additional information provided by employees impacts the outcome. The District will work collaboratively with SEIU in this process.	\$0																

Scope of service:	LEA		Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
The District will complete a feasibility study related to a General Obligation Bond for facility repairs, upgrades, and/or replacements. The District shall fully explore the potential of pursuing a General Obligation Bond to address long-term, on-going facility issues posed by aging campuses and/or maintenance needs. The study shall be complete by March 2015.	Up to \$10,000 from Base Funding		The District established a Facilities Needs Committee and held several meetings throughout the year visiting each site to review facility issues.		\$0
Scope of service:	LEA		Scope of service:	LEA	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: The Destination College Advisory Corp is a University of California based college readiness program that targets under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. Dixon High School utilized this service in 2013-14 and saw the number of under-represented students enrolling in college increase. Students receive both individual and group services centered on college readiness, application, and enrollment. Contract with the Destination College Advisory Corp to provide a college readiness program targeting unduplicated count students at Dixon High School.	\$40,000 from Supplemental grant		Representative from Destination College Advisory Corp (DCAC) was hired and worked at DHS to recruit students for college, focusing on unduplicated count pupils		\$40,000
Scope of service:	Dixon High School		Scope of service:	Dixon High School	

<p><u> </u> ALL</p> <hr/> <p>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 <u> </u> Other Subgroups:(Specify)_____</p>		<p><u> </u> ALL</p> <hr/> <p>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 <u> </u> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A number of changes are planned based on this analysis. We found that that a couple items were better fits for other Goals. The Library/Media Center Committee decided we needed to focus more on Common Core access so we moved it to Goal 2 while the funding for Destination College counselor made more sense in Goal 1. We also decided that the PBIS implementation at the site level was too sporadic to be effective so we are moving to centralize the funds and find an effective model to roll out at all sites. At the same time we have realized that there is an increased need for socio-emotional support services beyond what we funded this year and so we are expanding that. Finally, we needed to take a new approach with food services to improve in this area and to convene a Facilities Needs Committee to help more systematically address this.</p>		

Original GOAL from prior year LCAP:	4) Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's goals	Related State and/or Local Priorities: 1_ X 2_ X 3__ 4_ X 5_ X 6_ X 7_ X 8_ X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	---

Goal Applies to:	Schools:	All Schools Applicable Pupil Subgroups: All Subgroups
------------------	----------	--

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ◆ Highly Qualified Status ◆ Professional Growth plan implementation ◆ Completion of employee evaluations ◆ Compensation comparability ◆ BTSA completion ◆ Outcome data from instructional coaching program ◆ Survey data <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development and instructional coaching for staff <input type="checkbox"/> Support, monitoring, and feedback for staff on PD implementation <input type="checkbox"/> Opportunities for student input on their learning experiences <input type="checkbox"/> Continue partnership with yolo-Solano BTSA induction program <input type="checkbox"/> Students will benefit from better trained and supported classroom teachers 	Actual Annual Measurable Outcomes:	<p>Priority 1: Basic Services (Williams Settlement Items)</p> <ul style="list-style-type: none"> • Rate of Teachers Appropriately Assigned and Fully Credentialed: <ul style="list-style-type: none"> ○ 14-15 100% Williams compliant • Facilities maintained in good repair: <ul style="list-style-type: none"> ○ 14-15 100% Williams compliant • Pupil Access to standards-aligned instructional materials: <ul style="list-style-type: none"> ○ 14-15 100% Williams compliant <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Highly Qualified Status (please refer to attached Non-Compliant Teacher Action Plan): Two Dixon USD teachers were identified as non-HQT this year. One was reassigned and her non-HQT status was eliminated via an “administrative solution.” The other, the teacher of the Independent Study program, achieved Housse status in English Language Arts and began the VPSS process in Mathematics. She will continue to address her non-HQT status with VPSS courses in science during 2015-16. • Professional Development Plan implementation/ Professional Development and instructional coaching for staff: The LCAP document refers to the “Professional Growth plan implementation” under Expected Annual Measurable Outcomes. The actual action/service refers to the “Professional Development Plan for classified, certificated, and administrative staff.” For classified, 2014-15 was focused on identifying essential duties and skills. Aligned professional development planning will begin in September of 2015. Similarly, the Leadership Team will convene in September of 2015 to draft a professional development plan for administrators. Mike, you are probably more able to provide an update on professional development planning for certificated than I am.
--------------------------------------	--	------------------------------------	--

- **Compensation Comparability:** In November of 2014, the District and classified union jointly identified 13 comparable districts (see attached Classified Salary District Comps spreadsheet). Additionally, in-depth comparability work was completed for two positions in each classification (see attached Copy of Classified Comp Position Salaries). The District and classified union will use this comparability study work to place positions appropriately on the schedule. We also agreed on 10 comparable districts for Certificated Teacher information. Comparability studies for confidential and administrative employees have not yet been completed. They are anticipated by November of 2015.
- **BTSA Completion/ Continue partnership with yolo-Solano BTSA induction program:** 18 teachers participated in BTSA during 2014-15 (9 Year 1 PTs, and 9 Year 2 PTs – see attached BTSA PTs and SPs 14-15). 17 of the 18 Participating Teachers completed their 2014-15 BTSA work with Dixon USD. 1 PT resigned from her position in December of 2014, relocated to another area, and thus did not complete the program with the Yolo-Solano BTSA Consortium.
- **Outcome Data from Instructional Coaching Program:** A total of 74 teachers are engaged in elementary coaching. 2 have met with the coach one time, 34 have met twice and 38 have met three or more times to work on their agreed goal. Outcome data will be linked to the Learning Walks in 14-15. Learning Walks were piloted in 14-15.
- **Survey Data:** All classified employees completed Position Description Questionnaires to collect information regarding essential duties, knowledge, abilities, and educational/physical requirements of their jobs. This same work has been initiated with confidential employees

Support, monitoring, and feedback for staff on PD implementation: This was primarily addressed through our new Learning Walks that were based on implementation of PD. From March to May each school was visited once and trend data on schoolwide use of engagement strategies was shared afterwards with each school's staff. Each school then decided on next steps to focus on increasing and improving the use of these strategies.

Opportunities for student input on their learning experiences: 128 students gave input through an online survey. In addition to the engagement through a survey, student input was

			<p>generated through class projects. Several classes invited Board members to classrooms to hear presentations on student-generated ideas for improving our schools framed in the LCAP goals. Students from one class then presented many of these ideas to the Board at the May 21 Board meeting</p> <p>Students will benefit from better trained and supported classroom teachers: See professional development info above</p> <p>Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard</p>
--	--	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Recruitment, hiring, and retention of quality teachers relies on attractive wages and support. The District will fund the cost of the Beginning Teacher Support and Assessment program (BTSA) for all teachers in need of clearing their credentials.</p> <p>The District shall pay the full cost of participation in BTSA for each teacher requiring credential clearance in an effort to provide students with high quality teachers.</p>	<p>\$75,000 from Supplemental/Concentration grants</p>	<p>The District fully funded the cost of BTSA induction for 18 Participating Teachers (PTs) [Year 1 (nine teachers) and Year 2 (nine teachers)]. The District continued to partner with the Yolo-Solano BTSA Induction Program to provide the following services.</p> <ol style="list-style-type: none"> 1. A Support Provider (SP) for each PT, including a stipend for each PT served (\$2000 for each teacher served, minus employer/employee STRS contribution and regular mandated deductions). 2. Training, materials, facilitation, and presentation services via the Yolo-Solano BTSA Induction Program (\$2,400 per PT per year). 3. SP and PT release time for training and observation (SPs - 4 observations required each year, training for SPs' first and second year; PTs – 2 observations required each year). <p>District-level training and assessment (Special Populations Training, English Learner Training, Professional Growth Presentations – paid via hourly timesheet to certificated presenters and panel members).</p>	<p>\$75,000</p>
<p>Scope of service:</p> <p><u>X</u> ALL</p>	<p>LEA</p>	<p>Scope of service:</p> <p><u>X</u> ALL</p>	<p>LEA</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)_____		OR: <input type="checkbox"/> Low Income 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 a .5 FTE Human Resources Coordinator to assist the Superintendent/HR Director with essential functions of the HR Department with a focus on revising job descriptions and evaluation documents, and evaluation and supervision of all staff. HR Coordinator will begin effective July 1, 2014 and will begin work immediately on updating classified job descriptions and evaluation documents.	\$58,000 from Base Funding	The HR Coordinator position was filled by Phoebe Girimonte, with her work almost exclusively focused on other Goal 4 action steps throughout the year. The largest focus areas were updating the job descriptions for all positions in the Classified service and revising evaluation documents for the same employees. The specifics of that work are included in the Actual Actions/Services update for those goals.	\$62,192.29
Scope of service: <input checked="" type="checkbox"/> ALL	LEA	Scope of service: <input checked="" type="checkbox"/> ALL	LEA
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Complete a comprehensive, multi-year Professional Development Plan for classified, certificated, and administrative staff. The Professional Development Plan shall be developed and adopted by the Governing Board no later than March 1, 2015.	No Additional Costs	Preliminary work on a district-wide professional development plan was initiated in the fall of 2014 and the Governing Board was provided with updates at the November 6, 2014 and February 19, 2015 meetings. Certificated employees will participate in two professional development days added to the 2015-16 calendar paid at current salary schedule rates with additional incentive pay for attendance and participation. Further, at least three release days will be scheduled for professional development. Content for these professional development days is being planned collaboratively with teacher leaders. Elementary teachers will participate in one of three cohorts (Designated ELD Adoption, CCSS ELA Curriculum Guides, CCSS Math Practices). Secondary mathematics educators will engage in professional development focused on implementation of newly adopted curricula (6 th – 8 th – Big Ideas, 9 th – 12 th – CPM). Professional development plans for secondary English Language Arts and other single-subject instructors are under development. Professional development planning for classified employees will commence in August of 2015, pending the negotiation of compensation for and Governing Board approval of revised job	\$0

		descriptions. Development of a comprehensive multi-year professional development plan, including training and professional growth opportunities for administrators, will be begin in the fall of 2015.	
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
All classified, certificated, and administrative job descriptions shall be reviewed and revised as necessary. District staff shall conduct a process of review and revision in consultation with bargaining groups to update all job descriptions as necessary.	No Additional Costs	The District updated all classified job descriptions using the following process: <ol style="list-style-type: none"> 1. Personnel staff drafted and revised a classified employee Position Description Questionnaire with input from Service Employees International Union (SEIU) . 2. Personnel staff and SEIU representatives jointly administered the Position Description Questionnaire at all school sites and the District Office. 3. Personnel staff used feedback from Position Description Questionnaires and supervisors to update all classified job descriptions. 4. Personnel staff and SEIU hosted voluntary review meetings for all members by job and/or class to look at updated job descriptions and provide additional input and feedback. 5. Personnel staff revised job descriptions in accordance with feedback collected at review meetings. 6. Personnel staff provided revised job descriptions to SEIU for additional feedback. 7. Personnel staff and SEIU hosted additional review meetings with representatives from each job/classification to make final revisions to job descriptions as necessary. <p>At present the District and SEIU are finalizing job description content agreement and will negotiate salary schedule compensation and Governing Board approval of all classified job descriptions before the close of the contract year. The process used for the revision and approval of classified job descriptions will serve as a model for ongoing work to revise Confidential, Certificated, and Administrative job descriptions in</p>	\$0

		2015-16.		
Scope of service:	LEA	Scope of service:	LEA	
<u>X</u> ALL		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Revise all classified evaluation documents to align with updated job descriptions. District staff shall revise all classified evaluation documents in consultation with the bargaining group to align with updated job descriptions.		No Additional Costs	<p>During the transitional year (2014-15) while classified job descriptions were being revised and negotiated, personnel staff developed an interim classified evaluation protocol that:</p> <ul style="list-style-type: none"> • Linked the job duties outlined in the existing classified job descriptions with job-specific employee performance evaluation forms. • Maintained a uniform element for all employees focused on standards of professional behavior. • Included written guidelines for rating officers to use as a tool in applying and understanding the classified evaluation process. • Incorporated a revised rating scale paired with detailed rating scale descriptors. <p>The District met and conferred with SEIU in the development of the revised interim protocol. All District administrators and supervisors were offered training in the updated evaluation approach and all forms were made available on the District's website.</p> <p>In 2015-16 the District will convene a committee to further amend the classified evaluation protocol and align it with newly approved job descriptions. The committee will be comprised of SEIU representatives, members from each job class, members of the management team, and Human Resources staff.</p>	\$0
Scope of service:	LEA	Scope of service:	LEA	
<u>X</u> ALL		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
<p>The District shall complete comparability studies for classified, certificated, and administrative positions to help determine the competitiveness of salary and benefit packages.</p> <p>District staff, in consultation with bargaining groups, shall complete comparability studies to help evaluate the District's ability to attract and retain staff. The studies shall be used to help inform negotiations and address disparities as identified.</p>	<p>No costs to complete the study</p>	<p>The District worked collaboratively with SEIU to identify 15 comparable Districts in Solano County and all adjacent counties. District enrollment and total revenues were used as the primary variables for determining comparability. Sample positions (two per classification) were selected and pay at the beginning, middle, and top steps of the salary schedules were compared via median and average differences. Additional factors such as longevity steps/anniversary increments were included in the study. This information, paired with reflection on total compensation including health benefits, will inform ongoing negotiation regarding salary schedule placement for all revised classified job descriptions.</p> <p>The District also began building a comparability study for certificated staff and identified comparable districts following the same process outlined for classified comparisons. This process was deferred in the interest of developing a shared vision of comparability between the District and the certificated bargaining unit. The California Teachers' Association position on comparability studies has shifted with the transition to the Local Control Funding Formula, where districts receive disparate funding in the form of supplemental concentration grants based on their unduplicated student count. The District and union remain committed to comparing total compensation packages for certificated employees including professional growth, health and welfare, and stipends. As such the following additional language is being added to Article XV, Section 3.1.3, Salaries:</p> <p>"DTA and the District recognize the defined benefit model for health and welfare benefits in the agreement, and the on-going fiscal issues it presents for the District, is a factor that shall be considered in the creation of the plan."</p> <p>The District will continue to engage in collaborative comparability study work with DTA in 2015-16. The District will also initiate an administrative comparability study during 2015-16.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income 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>In reviewing past process for this goal two significant changes have been identified and will be implemented. First, Human Resource Coordinator position will be expanded from .5 FTE to .61 FTE in order to facilitate the completion of the other actions. This is a base-funded position. \$160,000 from supplemental and Concentration Grant Funds will be utilized to add two professional development days to the certificated work year calendar and a similar structure for specified classified positions. The professional development activities will align with LCAP goals.</p>		

Original GOAL from prior year LCAP:	5) Develop active partnerships with parents, businesses, and the community in the academic and social growth of students	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ◆Survey data ◆Parent participation in school/District activities ◆Community and business participation in school/District activities ◆Documentation of parent/community/business outreach efforts <ul style="list-style-type: none"> <input type="checkbox"/>More school to home communication & outreach <input type="checkbox"/>Support from parent liaisons <input type="checkbox"/>Establishment of parent advisory committee <input type="checkbox"/>Greater parent and community presence on campuses <input type="checkbox"/>Students will benefit from increased cooperation between parents and the District which will raise expectations and accountability for learning 	<p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • Efforts to Seek Parent Input: <ul style="list-style-type: none"> ○ 14-15 Math Pilot Surveys = 74 Eng, 9 Span ○ 14-15 LCAP Surveys = 35 Eng, 2 Span • Promotion of Parental Participation: <ul style="list-style-type: none"> ○ No data documentation in 14-15 ○ 15-16 will be baseline for this <p>ADDITIONAL</p> <ul style="list-style-type: none"> • Survey Data: 37 parents responded to the LCAP survey. Their responses are incorporated into the Stakeholder Engagement Impact on LCAP section. • Community and business participation in school/District activities: <ul style="list-style-type: none"> ○ DUSD representative participated in all Dixon Chamber Education Subcommittee events. ○ 16 staff members, 3 board members and 10 business representative attended a special Mixer Night on May 21. ○ Supt presented to the Rotary in August and May • Documentation of parent/community/business outreach efforts/ More school to home communication & outreach <ul style="list-style-type: none"> ○ Parent/Community: site data has not been systematically compiled. 14-15 will serve as a baseline for data. <p>Support from parent liaisons: Each site was provided with funding for the .25 Bilingual Parent Liaisons and supported through frequent check ins at principal meetings as well as site visits by the Superintendent.</p> <p>Greater parent and community presence on campuses: See Promotion of Parent Participation above</p> <p>Students will benefit from increased cooperation between parents and the District which will raise expectations and</p>

accountability for learning: Data to be reflected in August statewide testing data

Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<p>The District shall schedule no fewer than two “2x2” meetings with the City of Dixon to improve communication and identify areas of potential partnership. A 2x2 Meeting includes 2 Board Members, 2 City Council Members, and administration staff. One 2x2 meeting will be held in the fall and another in the spring to allow for improved communication, coordination, and partnership between the District and City of Dixon.</p>		No Additional Costs	<p>The Superintendent and two Governing Board Members met with the Mayor of Dixon, a City Council member, and the City Manager on July 28, 2014, December 14, 2014, and April 20, 2014. Topics of discussion included our joint use facilities, housing developments and the impact on the school district, traffic and safety concerns, and ways to improve and maintain clear communication and open dialogue.</p>		\$0
Scope of service:	LEA		Scope of service:	LEA	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income 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>The Governing Board shall hold three of its meetings in the 2014-15 school year at school sites to provide heightened outreach, access, and communication for community members and parents. The Governing Board meetings in October, February, and April will be conducted at school sites.</p>		No Additional Costs	<p>The Governing Board did conduct regular meetings at Anderson Elementary, Tremont Elementary, and C.A. Jacobs Intermediate School on October 16, 2014, February 19, 2015, and April 2, 2015 respectively. Student performances were a component of each meeting, and special efforts to encourage student, parent, and staff member input to the Governing Board were made.</p>		\$0
Scope of service:	LEA		Scope of service:	LEA	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income 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>The Superintendent shall form a Parent Advisory Committee to meet on a monthly basis for the purpose of communication and input-gathering with a cross-section of parents from the District. The Parent Advisory Committee shall meet monthly beginning in September 2014. Translation will be provided at each meeting.</p>	<p>No Additional Costs</p>	<p>The Superintendent did not form the committee outlined in this goal, therefore, no meetings were held. The Superintendent did engage with parents and community members in other venues, including but not limited to Common Core Parent Nights, Facility Needs Committee meetings, Dixon High School Farm Planning meetings, athletic events, band concerts, Governing Board meetings, service club meetings, and others.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income 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>The Superintendent shall publish a monthly District newsletter update on the District website and through local media to better inform parents and the community about the District and its operations. A District newsletter update shall be published monthly, beginning in August 2014.</p>	<p>No Additional Costs</p>	<p>The Superintendent completed and published five newsletters or other formal communications with parents and the community throughout the year. These were made available through the District website, the District Facebook page, and local media. The content included the restructuring of our Certificates of Participation and related financial implications, the implementation of the CCSS, issues around facility needs and the intent of pursuing a General Obligation Bond in 2016, a general State of the District, and school safety issues.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income 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>Continue to participate in the Dixon Chamber of Commerce Education Sub-Committee. Two annual committee reports will be included on Board meeting agendas to promote communication and participation. One senior staff member will be designated as the District representative for the sub-committee. She/he will participate in all committee activities and coordinate the two Board reports</p>	<p>No Additional Costs</p>	<p>There was a Board Report on the Altech Field Trip. Board members attended a Business Education Alliance function to strengthen ties between DUSD and the local business community. Marc Monachello and Katie Anderson served as district liaisons to the Business Community.</p>	<p>\$0</p>

each year.				
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Design and administer an annual survey for parents to provide input about the District in general, and for the revision of the LCAP. A survey will be drafted and administered by March of each year. It shall be available electronically and on paper in both English and Spanish.		No Additional Costs	The annual survey to take input from parents and the community was administered and the input was reviewed by the Cabinet. The survey was not made available in March as originally planned, instead being released in late April 2015.	
				\$0
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Conduct 3-5 Common Core Parent Information Nights to help parents better understand the Common Core State Standards (CCSS) and support their students during the transition to full implementation. The CCSS Teachers on Special Assignment will plan and hold 3-5 sessions assisted by administrative staff. Topics will focus on understanding CCSS and ways in which parents can support their students at home.		\$2,000 CCSS funding	We conducted these Common Core Parent Nights: <ul style="list-style-type: none"> • CCSS Report Card Nights held at each of 3 elementary schools • CCSS Math Information meetings held at CAJ and DHS (2 meetings at DHS) 	
				\$0
Scope of service:	LEA		Scope of service:	LEA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>The District will create social media accounts (e.g. Facebook, Twitter, etc.) to provide accessible and current information to parents and community members regarding District activities and events.</p> <p>Social media accounts will be created and utilized by July 15, 2014 to provide an on-going means of informing parents and the community about District events. Updates will occur on at least a weekly basis.</p>	<p>No Additional Costs</p>	<p>The District created and has used both a Facebook and Twitter account, although the Twitter use has been minimal. Facebook has become a daily conduit for information and as of the writing of this plan has over 740 followers. Content has included daily announcements from sites, weekly newsletters and bulletins, meeting announcements and reminders, communications from the Superintendent, and various press releases on significant developments across the District this year.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income 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>For low income pupils: For English learners: For redesignated fluent English proficient pupils: Establish a Bilingual Parent Liaison at each school site to promote partnerships with parents and assist in outreach to the community and businesses. Each site will be provided with a .25 FTE Bilingual Parent Liaison to assist in communication and parental involvement activities with all parents and the greater community. Families of EL students and those receiving free or reduced lunch will be targeted for support. Principals</p>	<p>\$110,000 from Supplemental/Concentration grants</p>	<p>Each site was provided with funding for the .25 Bilingual Parent Liaisons and supported through frequent check ins at principal meetings as well as site visits by the Superintendent.</p> <p><i>Remaining budget was used to partially fund two Compliance specialists shifted to this funding source.</i></p>	<p>\$67,493.26 \$81,372.60 <i>(Compliance Specialists referred to in Goal 1)</i></p>
<p>Scope of service:</p>	<p>All Schools</p>	<p>Scope of service:</p>	<p>All Schools</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>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)_____</p>		<p>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)_____</p>	
<p>For low income pupils: For English learners: For redesignated fluent English proficient pupils Ensure that all communication and documentation from the</p>	<p>\$30,000 from Supplemental/Concentration grants</p>	<p>The District developed an Interpreter/Translator job description and hired someone to fill the position in April. The Interpreter/Translator provides English/Spanish interpretation services for parents, students, and staff and translates technical,</p>	<p>\$0</p>

District is available in Spanish. Provide staff to translate all written documents into Spanish for Spanish-speaking parents including but not limited to IEPs, discipline forms, report cards, hand-books, and newsletters.			educational, legal, and general materials between English and Spanish. While the Interpreter/Translator currently supports multiple departments, there is a primary emphasis on Special Education services. Due to demand that exceeds the function of a single FTE, the District is considering the inclusion of a second Interpreter/Translator for 2015-16.	
Scope of service:	LEA		Scope of service:	LEA
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: Provide parent education/ training sessions targeted to parents of ELs, low socio-economic students, and foster youth. Education/training sessions related to parent involvement and student success shall be designed and held at a variety of school sites beginning in September 2014.		\$10,000 Supplemental/Concentration grants	No centrally organized meetings happened though some schools did hold their own meetings for parents.	\$0
Scope of service:	LEA		Scope of service:	LEA
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In reviewing past process for this goal two significant changes have been identified and will be implemented. First, the need for additional time for the Parent Liaison positions was clearly identified as a need at each school site. Accordingly these positions will be expanded from two hours daily (.25 FTE) to three hours daily (.375 FTE) for 2015-16. Additionally, added emphasis will be placed on the use of the District's social media accounts and provide more timely and extensive information through the District and School websites. Parent Liaisons will be instrumental in identifying critical content and ensuring it is made accessible.		

Original GOAL from prior year LCAP: 6) Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens

Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5_X 6__ 7_X 8_X
COE only: 9__ 10__
Local : Specify _____

Goal Applies to: Schools: All Schools
Applicable Pupil Subgroups: All Subgroups

Expected Annual Measurable Outcomes:

- ◆ Survey data
- ◆ Training & user data from ITS department
- ◆ Full range of assessment data including formative, benchmark, and all state mandated assessments; classroom grades, reclassification rates of EL's
- Identification of essential skills for students and teachers
- Professional development in use of technology to improve student learning
- Improved access to hardware and software
- Readiness for SBAC testing

Actual Annual Measurable Outcomes:

Priority 8: Other Pupil Outcomes
Other indicators of Pupil Performance in required Areas of Study

- Student Technology Use as determine by existing Learning Walks:
 - 14-15 Learning Walk Pilot
 - Elem 22% of classroom visits
 - Sec 26% of classroom visits

ADDITIONAL

- **Survey data:** 52 teachers responded to the Needs Assessment Survey question on what type of tech training was desired:

	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice	Total
Data Director	26.32% 5	21.05% 4	31.58% 6	5.26% 1	15.79% 3	19
AERIES	20.00% 3	46.67% 7	6.67% 1	6.67% 1	20.00% 3	15
AERIES Report Cards	0.00% 0	37.50% 3	12.50% 1	37.50% 3	12.50% 1	8
AERIES Gradebook	29.41% 5	23.53% 4	23.53% 4	0.00% 0	23.53% 4	17
Phone System	7.69% 1	15.38% 2	15.38% 2	38.46% 5	23.08% 3	13
Sub-finder	0.00% 0	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
Parent Reach/Teleparent	64.29% 18	14.29% 4	7.14% 2	10.71% 3	3.57% 1	28
Microsoft Office (Work, PowerPoint, Excel etc.)	19.23% 5	23.08% 6	26.92% 7	23.08% 6	7.69% 2	26
Adobe Acrobat	14.29% 3	28.57% 6	28.57% 6	19.05% 4	9.52% 2	21
Troubleshooting Common Technical Challenges	33.33% 11	27.27% 9	24.24% 8	0.00% 0	15.15% 5	33

- **Training & user data from ITS department**

- **Training:** 18 teachers participated in Summer 2014 trainings; RazKids Training attended by 22 member staff at Anderson Elementary in Fall 14; All teachers at 6 schools were trained on how to use resources to prepare for the SBAC-type assessments; All elementary teachers (75) were trained on using Type to Learn keyboarding program.
- **User Data:** The most widely implemented program is Type To Learn. Here is user data:

School	Gr	Total Students	TTL4 enrolled
Anderson	2	51	25
	3	85	64
	4	53	53
	5	65	0
	6	64	0
	GH	2	69
3		71	71
4		83	83
5		90	60
6		92	92
Tremont		2	78
	3	91	91
	4	87	87
	5	90	57
	6	98	65

Other User Data:

- All 2-6 graders at Tremont use *SR/ Reading Counts*
- All 3-6 graders at GH use *Accelerated Reader*
- All 2-6 graders use *Raz-Kids* at Anderson.

- **Full range of assessment data including formative, benchmark, and all state mandated assessments; classroom grades, reclassification rates of EL's:** this data is found in the Goal 2 Annual Update above

Identification of essential skills for students and teachers: Plan to be developed during the Summer of 2015 with the help of the Ed

			<p>Services staff.</p> <p>Professional development in use of technology to improve student learning: See above “Training & user data from ITS department”</p> <p>Improved access to hardware and software: The following purchases were made in 14-15</p> <table border="1"> <tr> <td>CAJ – Type to Learn</td> <td>\$700</td> </tr> <tr> <td>DHS, CAJ, GH – New Laptops</td> <td>\$66,000</td> </tr> <tr> <td>DHS – Computer upgrade</td> <td></td> </tr> <tr> <td> • L109</td> <td>\$16,200</td> </tr> <tr> <td> • D204 Lab</td> <td>\$20,520</td> </tr> <tr> <td>Replaced broken LCD projectors</td> <td>\$3,600</td> </tr> <tr> <td>Replaced broken Doc Cameras</td> <td>\$1,500</td> </tr> <tr> <td>Elementary Curriculum Software</td> <td>\$8,500</td> </tr> <tr> <td>Netbooks</td> <td></td> </tr> <tr> <td> • DHS – 66</td> <td></td> </tr> <tr> <td> • CAJ – 33</td> <td></td> </tr> <tr> <td> • Tremont – 100</td> <td></td> </tr> <tr> <td>Brings District Level to 3:1</td> <td>\$56,000</td> </tr> </table> <p>Readiness for SBAC testing: All sites were supplied with sufficient numbers of computers for testing and all sites had 95% completion rates in all subgroups</p> <p>Additional data has been collected and baselines established for all other priorities marked. Please see Data Dashboard</p>	CAJ – Type to Learn	\$700	DHS, CAJ, GH – New Laptops	\$66,000	DHS – Computer upgrade		• L109	\$16,200	• D204 Lab	\$20,520	Replaced broken LCD projectors	\$3,600	Replaced broken Doc Cameras	\$1,500	Elementary Curriculum Software	\$8,500	Netbooks		• DHS – 66		• CAJ – 33		• Tremont – 100		Brings District Level to 3:1	\$56,000
CAJ – Type to Learn	\$700																												
DHS, CAJ, GH – New Laptops	\$66,000																												
DHS – Computer upgrade																													
• L109	\$16,200																												
• D204 Lab	\$20,520																												
Replaced broken LCD projectors	\$3,600																												
Replaced broken Doc Cameras	\$1,500																												
Elementary Curriculum Software	\$8,500																												
Netbooks																													
• DHS – 66																													
• CAJ – 33																													
• Tremont – 100																													
Brings District Level to 3:1	\$56,000																												

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide increased technology access to students and teachers for the purpose of improving student learning and increasing readiness for on-line testing beginning in spring 2015. Heighten student access to CCSS curricular programs through the	\$100,000 from Supplemental/ Concentration grants	Technology classes were given during the summer for any teaching staff to attend. Student technology:	\$99,813.69 from LCAP Supplementary Concentration

<p>acquisition and daily use of netbooks/computers.</p> <ul style="list-style-type: none"> ◆Identify and provide hardware and software to students and teachers with a focus on closing the “technology gap” experienced by students in the unduplicated count. ◆Provide professional development in technology for staff. 		<table border="1"> <tr> <td>CAJ – Type to Learn</td> <td>\$700</td> </tr> <tr> <td>DHS, CAJ, GH – New Laptops</td> <td>\$66,000</td> </tr> <tr> <td>DHS – Computer upgrade <ul style="list-style-type: none"> • L109 • D204 Lab </td> <td>\$16,200 \$20,520</td> </tr> <tr> <td>Replaced broken LCD projectors</td> <td>\$3,600</td> </tr> <tr> <td>Replaced broken Doc Cameras</td> <td>\$1,500</td> </tr> <tr> <td>Elementary Curriculum Software</td> <td>\$8,500</td> </tr> <tr> <td>Netbooks <ul style="list-style-type: none"> • DHS – 66 • CAJ – 33 • Tremont – 100 Brings District Level to 3:1 </td> <td>\$56,000</td> </tr> </table>	CAJ – Type to Learn	\$700	DHS, CAJ, GH – New Laptops	\$66,000	DHS – Computer upgrade <ul style="list-style-type: none"> • L109 • D204 Lab 	\$16,200 \$20,520	Replaced broken LCD projectors	\$3,600	Replaced broken Doc Cameras	\$1,500	Elementary Curriculum Software	\$8,500	Netbooks <ul style="list-style-type: none"> • DHS – 66 • CAJ – 33 • Tremont – 100 Brings District Level to 3:1	\$56,000	<p>Remaining funds covered by Microsoft Voucher</p>
CAJ – Type to Learn	\$700																
DHS, CAJ, GH – New Laptops	\$66,000																
DHS – Computer upgrade <ul style="list-style-type: none"> • L109 • D204 Lab 	\$16,200 \$20,520																
Replaced broken LCD projectors	\$3,600																
Replaced broken Doc Cameras	\$1,500																
Elementary Curriculum Software	\$8,500																
Netbooks <ul style="list-style-type: none"> • DHS – 66 • CAJ – 33 • Tremont – 100 Brings District Level to 3:1	\$56,000																
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	<p>LEA</p>														
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>															
<p>Provide parent training on technology use in the following areas:</p> <ul style="list-style-type: none"> ◆Parent Portal ◆Use of District website and social media ◆Resources tied to adopted instructional materials <p>Provide technology training sessions at each school site at a variety of times to maximize participation. Trainings shall be held on both English and Spanish.</p>	<p>\$3,000 from Supplemental/ Concentration grants</p>	<p>Completed Training Session at Anderson for TK – 2 For Spanish and Non Spanish Speakers</p>	<p>\$0</p>														
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	<p>LEA</p>														
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>															

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>Develop a 5-year plan for replacement and/or upgrading of technology used by students and teachers for learning and teaching. The primary goal of the plan is to ensure that adequate hardware for uses is available in an on-going basis. The plan shall be developed prior to budget adoption for 2015-16 for expenditure to be included in the budget.</p>	<p>No additional costs to develop the plan</p>	<p>Currently the District lacks a plan on replacement of technology for either students or teachers. The new plan utilizes a 5 year lease/refresh rate for student & teacher technology. The teacher's laptops are all now less than 3 years old with 8-% less than 1 ½ years old. The cost of a teacher laptop is \$900.00 including docking station for easy access. The District has approximately 270 laptops deployed for teachers, administration, and support staff. This is a total of \$230,000 for teacher computer technology. We will start replacing these items due to age in the 2017-18 school year for a quantity of 90 a year for 3 years. Cost of leasing 90 computers a year is \$81,000 or about \$20,000/year of 5 year lease. The next school year will add another 90 computers along with the last year of 2020-21 adding the final 90 computers making the yearly lease \$60,000.</p> <p>Student access to current technology 5 year plan. We will utilize leasing to keep our student technology current. We have both laptop and desktop computers in the District. In our elementary schools, we have netbooks and tablets to maintain a 3:1 student to device ratio. This is a total of 1,600 current K-6 students and there are currently 680 devices at these schools. The first 200 devices will need to be replaced in the 2017-18 year then 250 each of the next 2 years. Year 1 lease cost will be \$13,000 with year 2 adding \$16,000 along with year 3 adding \$16,000. Once fully implemented in 2020-21, the yearly expenditures for the K-6 leasing of student technology will be \$45,000 per year for service and support.</p> <p>For 7-12 grades we will implement both netbooks and desktops to meet the needs of our students. Currently there are 260 devices at the middle school. The computer lab is scheduled to be upgrades in 2016-17 with new desktop commuters. The netbooks are now 1 year old and will need to be replaced in 2017-18 on an annual cost of \$15,000.</p> <p>MPHS has 30 netbooks and 40 desktop computers. The netbooks are less than a year old and the lab is over 8 years old.</p>	<p>\$0</p>

		<p>Next year we will purchase 30 more netbooks and ten look at leasing replacements in 2020-21 at annual cost of \$4,000.</p> <p>DHS currently has 100 netbooks and 5 computer labs with 175 computers. Two labs will be replaced with new computers from LCAP funding during the summer of 2015. The other labs are less than 2 years old. In the school year of 2019-20 we will replace 3 labs on a 5 year lease at \$10,000 annually. The high school will need one more mobile lab to be purchased during the summer of 2015 to get to our 3:1 student to computer ratio that will be funded by the LCAP. All netbooks will need to be replaced by leasing in the 2020-21 school year at an annual cost of \$10,000.</p> <p>Currently the District is in year 4 for network servers. These will need to be replaced in the 2016-17 school year. We intend to utilize leasing of new servers and roll service and support into the lease to create an ongoing line item in the budget. District servers and backup will cost approximately \$80,000 which works to be about \$18,000 annually.</p> <p>The network switches are now 3 years old throughout the District except for the high school where they are 7 years old. Network switches have a longer life expectancy than computers. We will evaluate network switches to see if they need to be replaced in the 2017-18 school year. The current District infrastructure costs approximately \$240,000, including wireless access point. An annual rate of \$48,000 for 5 year lease or \$36,000 for seven year lease which is more in line with life expectancy of switches.</p>	
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop a 5-year plan for maintaining and/or expanding the network and other components of the technological infrastructure of the District. The primary goal is to ensure that	No additional costs to develop the plan	Currently the District is in year 4 of a 5 year plan to upgrade infrastructure, both networked wire and wireless devices and servers.	\$0

<p>a reliable functioning infrastructure is available to allow all technological use desired by staff and students. The plan shall be developed prior to budget adoption for 2015-16 for expenditure to be included in the budget.</p>				
<p>Scope of service:</p>	<p>LEA</p>		<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income 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>The District shall develop grade-level expectations for technology use for students and develop a plan to ensure that students are taught the identified standards. ITS staff will work with a committee at grade level representatives to identify essential skills for students and plan for their inclusion in daily learning activities. The plan shall be complete by March 2015.</p>	<p>Up to \$2,000 in Base Funding for release time and materials</p>	<p>Plan to be developed during the Summer of 2015 with the help of the Ed Services staff.</p>	<p>\$0</p>	
<p>Scope of service:</p>	<p>LEA</p>		<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income 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>The District shall develop job-specific technology skills and/or for all positions in the District and create a plan to assist staff in learning or developing the identified expectations. District provided strategies will be the primary vehicle for professional development. Consultation with staff and use of outside resources will help to inform the development of the technology expectations for all staff and the plan to provide the necessary training and support.</p>	<p>No additional costs</p>	<p>Job-specific technology skills required for each position have been outlined for all classified employees through the job description revision process. This same work has not yet been completed for certificated, confidential, or administrative employees. In 2015-16 the District will engage in identifying technology skills pertinent to the positions in these groups and will begin building a plan to provide training for all.</p>	<p>\$0</p>	
<p>Scope of service:</p>	<p>LEA</p>		<p>Scope of service:</p>	<p>LEA</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Explore the creation of specialist positions to assist students and staffing in learning and mastering technology expectations for their grade level. Gather information and draft job description(s) for specialist position(s) to provide on-site support to students and staff in the development of technology skills.	No Additional Costs	At present, the District has not yet determined the most effective framework for implementing site-level technology support to staff and students. Information has been gathered and several service models are being considered. Job description(s) will be drafted in the fall of 2015 once a plan for implementation has been developed.	\$0
Scope of service:	LEA	Scope of service:	LEA
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: Establish computer access to hardware and the network for students and parents through after-school lab hours. Develop a plan, including staffing components, to provide students and parents without computer or network access at home, after school lab hours at their school sites.	No Additional Costs	Rethought this section and will implement next year	\$0
Scope of service:	LEA	Scope of service:	LEA
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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

In reviewing this past year several items have become clearer to us and we will change part of our LCAP with regards to technology. First our students need much more time on the computers to feel more comfortable with the SBAC. Secondly our students need more typing experience before undertaking the essay in SBAC. We will have a plan in place to make sure all of students have access to computers in the classroom and that all students will be place in Type to Learn 4 at the start of school and their progress monitored in monthly report. This will become the cornerstone of our grade level technology expectations for TK through 12 grades which will be completed and implemented in the summer of 2015. We have also increased funding for technology so we can accelerate the purchasing of new technology for our students, particularly in the high school as we will replace 2 very old computer labs with new computers for whole class instruction and by adding 3 more mobile cart labs to augment the existing one at DHS. We will decommission the old desktop lab at MPHS and replace it with a mobile cart lab to go with the current mobile cart they have on campus. We will also implement the after school lab hours in the 2015-2016 school year to give more access to technology to students who do not have access at home.

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> 2,283,472 </u>
<p>Using the calculation tool provided by the state, Dixon Unified has calculated that it will receive \$2,283,472 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in section 2 of this plan and include additional intervention programs, social/emotional supportive programs, professional development, data tracking, in class tutoring and technology upgrades to better serve our low income, foster youth and English Learner pupils. All actions and expenditures of Supplemental and Concentration and other funds were taken with the needs of these students in mind based on careful analysis of data and input from our stakeholders. Some of these actions and services are being performed on a schoolwide or districtwide basis. Districtwide services are principally toward and are effective in meeting the district’s goals for our unduplicated pupils including students with disabilities. Here is a brief description and justification for the major areas of emphasis in the plan:</p> <ul style="list-style-type: none"> ➤ Elementary Intervention Support is provided schoolwide at each school in a way that allows for unduplicated count students to receive small group instruction in accordance with the <i>ELA Frameworks</i> guidelines on “Multi-Tiered Systems of Support” (MTSS). ➤ Districtwide Professional Development support for teachers from Instructional Coaching, Professional Development Days, and support from TOSAs and a Coordinator of Services for Unduplicated Count Pupils are justified as all of our teachers work with the unduplicated count students and the training they receive will be focused on making rigorous content more accessible in accordance with effective schools research on the importance of the teachers’ impact on achievement (Marzano) ➤ Districtwide technology training, hardware and software are used schoolwide in order to allow the teacher to pull groups of students in which unduplicated count students are overrepresented and provide focused small group instruction. (MTSS and integration of technology in all revised Curriculum Frameworks---i.e “Learning in the 21st Century” section of <i>ELA Framework</i>) ➤ Data analysis and support is funded districtwide in order to ensure teachers have timely data needed to address the needs of unduplicated count students and reflection during Common Planning Time (Dufour’s “<i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>”) ➤ After school tutoring at the DHS Learning Center, Credit Recovery and Summer intervention programs are all justified based on research into the impact that extending the school day/year has on reducing the academic achievement gap. (“Expanded Learning Programs” section of <i>ELA Framework</i>) 	

- 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.

9.51	%
<p>Services for unduplicated pupils must be increased or improved by 9.51% compared to the services provided to all pupils. This is described throughout Section 2 of the plan. Here are some examples of these:</p> <ul style="list-style-type: none">➤ The Dixon High Learning Center staff will focus outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. By targeting outreach to students in the unduplicated count we will increase the number of students attending the Learning Center by 10% or more in 2015-16. Targeting will include meetings and/or phone calls to the parents of the unduplicated count students.➤ Elementary Intervention teaching positions will improve services for English Learners, Low Income Students and Foster Youth by using more timely data to focus instruction for these students.➤ The Destination College Advisor will target under-represented populations including Latinos, ELs, and socio-economically disadvantaged students. There will be outreach to English Learners, Low Income students and Foster Youth to ensure that services to these students are increased. This outreach will include additional meetings with students and additional phone calls to the parents of the unduplicated count students.➤ Common Core Summer Math Academy for students with low Math grades entering 7th, 8th and 9th grade includes a redesigned curriculum that will increase and improve services to English Learners, Low Income Students and Foster Youth by making sure that the more demanding Common Core curriculum is more accessible to historically underperforming groups. The curriculum redesign will include access and equity strategies referred to in the new ELA Framework. Additionally, unduplicated count pupils are to be targeted through repeated recruitment phone calls home to parents.➤ The Maine Prairie (Continuation School) Counselor will increase services to English Learners, Low Income Students and Foster Youth by being available to more of these targeted students and as a result of revised strategies for outreach. Hours will be the same but services for the unduplicated count pupils will be improved by having additional and more frequent meetings with the targeted students.➤ The Elementary Instructional Coaches will improve services to English Learners, Low Income Students and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize their lessons so that differentiated small group instruction will ensure that these targeted students' academic needs are addressed.➤ Services to English Learners, Low Income Students and Foster Youth will be increased and improved through the secondary coaching focusing on how to differentiate instruction in a way that will enable teachers to better address the needs of these targeted students. Coaching will focus on not just differentiating within the core class but in intervention classes. New Intervention options were added for math this year and they will be prioritized in the	

coaching support.

- The Common Core TOSA position, the Coordinator of Services for Unduplicated Pupils and the 2 Professional Development Days improve services in similar ways. After two years focusing on general understanding basic implementation of Common Core, our work is now shifting to ensuring that we are teaching in a way that makes Common Core accessible to historically underperforming groups. We will improve services to English Learners, Low Income Students and Foster Youth by ensuring that the focused professional development and other supports are targeting these targeted groups.
- Through the Compliance Specialists and EL clerical positions, services to English Learners, Low Income Students and Foster Youth will be increased and improved by providing teachers the necessary data and materials required to modify instruction and meet the needs to these targeted students
- Services to English Learners will be increased and improved by adding this extra .5 ELD Teacher to each school. The extra person will enable smaller and more leveled groups of English Learners during Designated ELD.
- The addition of new socioemotional counselors and expansion of PBIS enable services to English Learners, Low Income Students and Foster Youth to be increased and improved through development of enhanced skills in addressing socioemotional needs of these targeted students.
- Restorative Justice Implementation increases and improves services to English Learners, Low Income Students and Foster Youth through development of this program that primarily addresses the needs of these at-risk student groups. These subgroups have been historically overrepresented in our suspension and expulsion data.
- The Bilingual Parent Liaison will increase two-way communication with parents of Spanish-speaking parents so they can better support their students. Services to English Learners, Latino students, Low Income Students and Foster Youth will be increased through this addition of 1 hour a day at each school compared to 14-15.
- The purchases of technology (hardware and software) will benefit all students but services to English Learners, Low Income Students and Foster Youth will be increased and improved in several ways. First, these students disproportionately have limited access to technology at home so this helps to bridge the technology divide. Also, a number of our other initiatives for these targeted students are enhanced through the availability of computers. For instance, small group intervention targeting these groups can be run more effectively when there are computers in the room to help engage the rest of the class and our diagnostic assessments that provide data for teachers to address these targeted students' gaps are all online starting next year.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

01-13-15 [California Department of Education]

Dixon Unified School District

LCAP Priorities Data Dashboard

State Priority	LCAP Goal #	Expected Annual Measurable Outcome 2014-15 Baseline Year	Expected Annual Measurable Outcome 2015-16
1 Basic:			
Rate of Teacher Misassignment	4	100% Williams Compliance	Maintain 100% Williams Compliance
Access to Instructional Materials	4	100% Williams Compliance	Maintain 100% Williams Compliance
Facilities in good repair	4	100% Williams Compliance	Maintain 100% Williams Compliance
2 Implementation of State Standards:			
Implementation of CCSS for all students, including EL	2	% of teachers displaying and teaching to the grade level standard during principal's classroom visits; 2015-16 will be the baseline year for this	Increase by 10% between Fall 15 and Spring 16
3 Parental Involvement:			
Efforts to seek parent input	5	Baseline Established: LCAP Surveys = 35 Eng, 2 Span (1% response rate); Site survey results not available at this time	Increase parent participation in any district and school surveys by 10% over 14-15 baseline (if no baseline, use Fall vs Spring)
Promotion of parental participation	5	No 14-15 data collected; 15-16 will be baseline year	Increase parent attendance at school and district meetings: establish baseline
4 Pupil Achievement:			
Performance on standardized tests	2	Baseline Data available in August	Proficient: Increase by 3% from 14-15 baseline
Score on Academic Performance	2	<i>Suspended by CDC</i>	<i>Suspended by CDC</i>
Share of pupils that meet the required entrance to UC and CSU	2	Baseline Data not available yet	Increase by 2% from 14-15 baseline
Share of ELs that become English proficient	2	Baseline data available in Spring 2016	Increase by 2% from 14-15 baseline
EL reclassification rate	2	Baseline Established: 13-14 = 8.6% (14-15 rate not comparable)	Increase by 3% from 2013-14 baseline

Share of students that pass Advanced Placement exams with a	2	Baseline Established: data available in August	Exams with 3 or higher: Increase by 3% from 14-15 baseline
Early Assessment Program	2	Baseline Established: data available in August	Increase by 3% from 14-15 baseline
5 Pupil Engagement:			
Attendance Rates	3	Baseline Established: And = 95.69%; GH = 95.56%; Tre = 96.39%; CA Jacobs = 96.53%; DHS = 95.06%	Increase by 1% over 14-15 baseline
Chronic absenteeism rate	3	Baseline Established: And = 9.3%; GH = 11.2%; Tre = 6.1%; CA Jacobs = 7.6%; DHS = 7.6%	Decrease by 1% over 14-15 baseline
Middle School Dropout rate	3	Baseline Established: Not available at time of LCAP	Increase by 1% over 14-15 baseline
High School Dropout rate	3	Baseline Data available in April 2016	Increase by 1% over 14-15 baseline
High School Graduation Rate	3	Baseline Data available in April 2016	Increase by 1% over 14-15 baseline
6 School Climate:			
Suspension	3	Baseline Established: Not available at time of LCAP	Decrease by 1% over 14-15 baseline
Expulsion	3	Baseline Established: Not available at time of LCAP	Decrease to 0%
Sense of School Safety: <i>California Healthy Kids Survey</i>	3	Baseline to be determined based on select CHKS questions	Baseline established: % change on select CHKS questions
7 Course Access:			
Student access and enrollment in all required areas of study	1		
CTE Course Enrollment Rate	1	Baseline Established: (at least 1 course) · 14-15 = 28.6%	3% increase from baseline
AP Course Enrollment Rate	1	Baseline Established: (at least 1 course) · 14-15 = 41.6%	3% increase from baseline
A-G Course Enrollment Rate	1	Baseline Established: 100% of Freshman were enrolled in English, Science and Math A-G courses	Maintain 100%
8 Other Pupil Outcomes:			

Other indicators of Pupil Performance in required Areas of Study: <i>Student Technology Use as determine by existing Learning Walks</i>	6	Baseline Established: Elem 22% of classroom visits; Sec 26% of classroom visits	: Increase by 10% over 14-15
---	---	---	------------------------------

rd	
Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Maintain 100% Williams Compliance	Maintain 100% Williams Compliance
Maintain 100% Williams Compliance	Maintain 100% Williams Compliance
Maintain 100% Williams Compliance	Maintain 100% Williams Compliance
Increase by 10% from 2015-16	Increase by 10% from 2015-16
Increase parent participation in any district and school surveys by 10% from 15-16	Increase parent participation in any district and school surveys by 10% from 16-17
Increase parent attendance at school and district meetings by 10% from 15-16	Increase parent attendance at school and district meetings by 10% from 16-17
Proficient: Increase by 3% from 15-16 baseline	Proficient: Increase by 3% from 16-17 baseline
<i>Suspended by CDC</i>	<i>Suspended by CDC</i>
Increase by 2% from 15-16 baseline	Increase by 2% from 16-17 baseline
Increase by 2% from 15-16 baseline	Increase by 2% from 16-17 baseline
Increase by 3% from 15-16 baseline	Increase by 3% from 16-17 baseline

Exams with 3 or higher: Increase by 3% from 15-16 baseline	Exams with 3 or higher: Increase by 3% from 16-17 baseline
Increase by 3% from 15-16 baseline	Increase by 3% from 16-17 baseline
Increase by 1% from 15-16	Increase by 1% from 16-17
Decrease by 1% from 15-16	Decrease by 1% from 16-17
Increase by 1% from 15-16	Increase by 1% from 16-17
Increase by 1% from 15-16	Increase by 1% from 16-17
Increase by 1% from 15-16	Increase by 1% from 16-17
Decrease by 1% from 15-16	Decrease by 1% from 16-17
Decrease to 0%	Decrease to 0%
1% change (decrease or increase based on questions) from 15-16	1% change (decrease or increase based on questions) from 16-17
3% increase from 15-16	3% increase from 16-17
3% increase from 15-16	3% increase from 16-17
Maintain 100%	Maintain 100%

Increase by 10% over 15-16

Increase by 10% over 16-17