

Introduction:**Exeter Unified School District****We Believe:**

The highest level of learning occurs when we are responsive to the individual needs of every student. Parental support and personal responsibility are essential to reach the highest levels of achievement. A rigorous course of study designed to prepare students for future success is the foundation of our organization. It is our responsibility to develop students to become positive, contributing members of our society.

Our Vision:

All students will graduate prepared to further their educational and career goals as contributing members of a global society.

Our Mission:

In partnership with students, parents, and the community, we will deliver the highest quality educational experience for every student.

LEA: Exeter Unified

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled)

for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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Parents, students, staff, bargaining units, and community members were engaged and consulted through various collaboration opportunities and public forums.

- Open Forums (February 3, March 15, April 11)
- Exeter Teacher's Association bargaining unit (March 3)
- CSEA bargaining unit (March 14)
- School Site Counsels, ELAC, and DELAC (September 10, January 12, January 27, February 1, February 29, March 16, April 4, April 7, April 12)
- Board meetings (April 13, May 11)
- Leadership meetings (October 2, December 4, January 8, February 5, March 4, April 8, May 6)
- Parent Teacher Conferences (September 21-22, September 24-25, February 22-23)

Upon completion of the LCAP and prior to the adoption of the plan, all groups were given opportunity to provide feedback during public forums following this timeline:

- January 15- Invitation to attend community forums was sent out. Hard copy and online survey sent to parents, staff, and students.
- February 3- Report out 15-16 LCAP activities, actions, and expenditures, collect surveys, answer community questions.
- March 15- Report on current district data, report on summary of survey data, receive public input
- April 11- Report plans and potential goals to address eight (8) state priorities in 16-17 LCAP based on local assessment data and survey feedback, receive public input
- April 13- Solicit recommendations and comments from the public regarding expenditures proposed in the 16-17 LCAP at governing board meeting
- May 11- Solicit recommendations and comments from the public regarding expenditures proposed in the 16-17 LCAP at governing board meeting
- June 8- Public Hearing to solicit recommendations and comments from the public regarding expenditures proposed in the 16-17 LCAP at governing board meeting
- June 22- Approval of the 16-17 LCAP at governing board meeting

Annual Update:

The following survey and open forum feedback aligned to the eight state priorities were gathered and reported out to parents, bargaining unit members, and staff.

1. Quality Instruction Improvements

- Retention of teachers, teacher turn over is a concern
- Make sure technology is consistently dependable
- Purchase of additional instructional materials and curriculum for common core implementation
- Improve instruction in high school Math and Spanish courses

2. School Facilities Improvements

- Cleaner restrooms
- Replace old carpet

3. Parent Involvement Improvements

- Redesign district website
- Make the fingerprinting process easier for parents to access
- School or teacher use of remind 101 app or social media

4. School Engagement Improvements

- Ask for more student input when designing student activities
- Develop a plan to replace outdated band instruments
- Have more activities available for students during homeroom and lunch

5. School Safety Improvements

- Increase presence of School Resource Officer
- Increase amount of security cameras

6. Course Access Improvements

- Offer more foreign language options
- Revision to master schedule to provide more elective options
- Include art in elementary schools

Annual Update:

The following quantitative and qualitative information was made available to all stakeholders in order to solicit feedback. Information was presented at public forums, SSC meetings, ELAC, DELAC meetings. In order to include all stakeholders in the annual update of the LCAP, the following timeline was met:

- April 11- Report plans and potential goals to address eight (8) state priorities in 16-17 LCAP based on local assessment data and survey feedback, receive public input
- April 13- Solicit recommendations and comments from the public regarding expenditures proposed in the 16-17 LCAP at governing board meeting

1. Basic Services

- Facility ratings- 75% Good
- Credentialed teacher rate- 95%
- Teacher miss assignment rate- 0%

2. Implementation State Standards

K-5:

- Common core ELA Writing Achievement Data- 52% of students meeting or exceeding standard
- Common core Math Achievement Data- 45% of students meeting or exceeding standard
- Rigby/DRA Reading Levels-62% of students reading on grade level
- STAR Math diagnostic assessment- 41% of students on grade level

6-8:

- Common core Writing Achievement Data- 68% of students meeting or exceeding standard
- Common core Reading Achievement Data- 18% of students meeting or exceeding standard
- Common core Math Achievement Data- 26% of students meeting or exceeding standard
- Scholastic Reading Inventory (SRI) Reading Levels-53% of students reading on grade level
- STAR Math diagnostic assessment- 8% of students on grade level

The following changes in actions will be implemented as a result of receiving feedback from various stakeholders and collecting data from multiple sources:

Instructional Quality

- Staff development (certificated, classified, and administrative) will continue for the implementation of CCSS including the addition of release time for assessment development
- Provide professional development around the implementation of CCSS for English Learners, specifically, and how to align these with ELD standards including the purchase of ELD materials
- The district will continue to increase student and staff access to technology with the purchase of student devices and infrastructural adjustments in order to implement three year technology plan
- CCSS bridge materials will continue to be purchased including Discovery Education, STAR Math diagnostic assessment, and Gizmos for NGSS.
- Efforts will continue to be made to recruit and retain highly qualified staff through participation in various job fairs both in and out of state
- Utilize technology resource specialist and academic coaches to provide staff development and instructional feedback
- Use TeachBoost digital platform to provide instructional feedback for both ongoing coaching and formal evaluation
- Build Coherence for Instructional Improvement (BCII) to align systems (admin, leadership teams, grade level/department chairs, academicoaches, teachers) throughout the district

Course Access

- Increase access and offerings for extra and co curricular activities including All American Student Classic and school culture building activities
- Increase access and offerings for athletic activities including athletic stipends, uniforms, and equipment
- Retain highly qualified staff to maintain class size and meet grade span adjustment ratio
- Increase student participation in college and career development activities including field trips

9-12:

- Common core Writing Achievement Data- 58% of students meeting or exceeding standard
- Common core Math Achievement Data- 36% of students meeting or exceeding standard

3. Course Access

- CTE Enrollment Rate- 42%
- UC/CSU required course enrollment rate- 98%
- AP courses offered- 13%
- AP courses enrollment rate- 26%
- Intervention/remedial course enrollment rate- 15%

4. Pupil Achievement

- STAR Science 2014- 58% proficiency
- CAASP ELA Standard Met and Exceeded: 37%
- CAASP Math Standard Met and Exceeded: 23%
- Percent completing a CTE course sequence- 21%
- CELDT data 2014 AMAO 2 < 5 years- 22%
- CELDT data 2014 AMAO 2 > 5 years- 46%
- English Learner reclassification rate- 2%
- Percent AP Exam score of 3 or higher- 64%
- EAP ELA college ready rate- 18%
- EAP Math college ready rate- 5%
- GPA 1st semester- high school- 2.77 average GPA
- GPA 2nd semester- high school- 2.79 average GPA

5. Other Pupil Outcomes

- Percent making progress towards English proficiency (AMAO 1)- 59%
- AP Exam participation rate- 12%
- Participation of students in extra co/curricular activities- 70%

6. Parental Involvement

- Effort to seek input through survey- 1,713 stakeholders
- Promotion of parental participation through public forums- 51

- Expansion of GATE for grades 4-6
- Furnish Self Organized Learning Environment (SOLE) classrooms

Parental Involvement

- Continue Parent Institute for Quality Education (PIQE)
- Continue parent outreach through Blackboard/Connect Ed
- Redesign of district website and increase use of technology and social media for communication

Pupil Achievement

- Improve and maintain school facilities that support increased student and staff safety and utilization
- Maintain the adequate technology support staff to ensure the implementation of the three year technology plan
- Increase extended year services for summer school and Saturday school to provide remedial, enrichment, and acceleration opportunities for all students
- Create a positive counseling and therapeutic environment for students with mental health needs
- Contribute to a positive school culture through support of student safety, attendance, dropout, graduation, suspension, expulsion, and truancy with the following efforts: School Resource Officer, implement random substance abuse drug testing, Instructional Aides/Yard Duty, Guidance counselor at Kawh High School, Counselor at Wilson Middle School, Counselor at Exeter Union High School, Library Technicians

- parents
- K-8 parent teacher conferences- 96%
- PIQE participation- 40 parents
- ESL participation- 20 parents

7. Pupil Engagement

- Attendance rate- 97%
- Chronic Absenteeism rate-17%
- Middle school dropout rate- .6%
- High school dropout rate- 2%
- High school graduation rate-86%

8. School Climate

- Suspension rate- 5.6%
- Expulsion rate- .2%

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:	As a result of stake-holder input and data analysis we have determined to address the following goal: Goal #1: Improve the quality of instruction to prepare students to be college and career ready.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A
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Identified Need:

Basic Services:

- 95% of the district's certificated teachers are highly qualified compared to 85% the previous year
- 100% of students will have access to standards aligned instructional materials

Implementation of State Standards:

- 52% of students met or exceeded grade level expectations in K-5 CCSS Writing assessments compared to 53% the previous year.
- 45% of students met or exceeded grade level expectations in K-5 CCSS Math assessments compared to 41% the previous year.
- 62% of students met or exceeded grade level expectations in K-5 CCSS reading assessments compared to 59% the previous year.
- 68% of students met or exceeded grade level expectations in 6-8 CCSS Writing assessments compared to 53% the previous year.
- 26% of students met or exceeded grade level expectations in 6-8 CCSS Math assessments
- 53% of students met or exceeded grade level expectations in 6-8 CCSS reading assessments compared to 47% the previous year.
- 58% of students met or exceeded grade level expectations in 9-12 CCSS Writing assessments compared to 53% the previous year.
- 36% of students met or exceeded grade level expectations in 9-12 CCSS Math assessments compared to 41% the previous year.
- AMAO 2 < 5 years= 22% compared to 27% the previous year to monitor implementation of ELD standards and programs/services of unduplicated pupils
- AMAO 2 > 5 years = 46% compared to 60% the previous year to monitor implementation of ELD standards and programs/services of unduplicated pupils
- English learner reclassification rate was 2% compared to 8% the previous year to monitor implementation of ELD standards and programs/services of unduplicated pupils
- 60% of student's were equipped with devices compared to 0% the previous year to teach the ISTE standards

Pupil Achievement:

- 37% of the district's students met or exceeded proficiency in ELA. This was the first year of CAASP administration.
- 23% of the district's students met or exceeded proficiency in Math. This was the first year of CAASP administration.
- 58% of the district's students met or exceeded proficience in Science compared to 64% the previous year.

Metrics: Student access to standards-aligned materials, CAASP data, state assessment results of EL students (AMAO 1 & 2) to monitor implementation of ELD standards, local assessment data, digital learning plan, teacher review of credentials by Human Resources

Goal Applies to:	Schools: All schools: Lincoln Elementary, Rocky Hill Elementary, Wilson Middle, Exeter Union High School, Kaweah High School Grades: All		
Applicable Pupil Subgroups:	All		
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 40% of the district's students will meet or exceeded proficiency in ELA. • 30% of the district's students will meet or exceed proficiency in Math. • 65% of the district's students will meet or exceed proficiency in Science. • AMAO 2 < 5 years= 30% • AMAO 2 > 5 years = 50% • English learner reclassification rate will be 5% • 55% of students will meet or exceed grade level expectations in K-5 CCSS Writing assessments. • 50% of students will meet or exceed grade level expectations in K-5 CCSS Math assessments. • 65% of students will meet or exceed grade level expectations in K-5 CCSS reading assessments. • 70% of students will meet or exceed grade level expectations in 6-8 CCSS Writing assessments. • 30% of students will meet or exceed grade level expectations in 6-8 CCSS Math assessments. • 55% of students will meet or exceed grade level expectations in 6-8 CCSS reading assessments. • 60% of will meet or exceed grade level expectations in 9-12 CCSS Writing assessments. • 40% of students will meet or exceed grade level expectations in 9-12 CCSS Math assessments. • 80% of student's will be equipped with a one to one device. • 95% of the district's certificated teachers are highly qualified. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to support the implementation of the Common Core State Standards for certificated, classified, and administrative staff including assessment development to increase performance on statewide and local assessments	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$515,000 LCFF S/C Function/Object : 21400-1x/3x 21300-1x/3x 21400-58 100000-1x/3x

Provide professional development around the implementation of CCSS for English Language Learners, specifically, and how to align these with ELD standards in order to support progress through English proficiency and reclassification rate to develop and deliver integrated and designated ELD lessons.	All Schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,000 LCFF/SC Function/Object: 21400-4x
Continue to increase student and staff access to technology with the purchase of student devices in order to implement the three year digital learning plan.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,000 LCFF/SC Function/Object : 77000-4x
CCSS bridge materials will be purchased including Discovery Education, STAR Math diagnostic assessment, and Gizmos Next Generation Science Standards in order to increase performance on state and local assessments.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$52,000 LCFF/SC Function/Object : 10000-4x
Continue to implement a structure to hire, develop, and retain highly qualified teachers through participation at various job fairs.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,000 LCFF/SC Function/Object : 71500-52

Utilize technology resource specialist and academic coaches to provide staff development and instructional feedback to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$643,000 LCFF/SC Function/Object : 10000-1x/3x
Use TeachBoost digital platform to provide instructional feedback for both ongoing coaching and formal evaluation to improve student performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF/SC 77000-4x
Build Coherence for Instructional Improvement (BCII) to align systems (admin, leadership teams, grade level /department chairs, academic coaches, teachers) throughout the district to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 21400-1x3x
LCAP Year 2			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 45% of the district's students will meet or exceeded proficiency in ELA. • 40% of the district's students will meet or exceed proficiency in Math. • 70% of the district's students will meet or exceed proficiency in Science. • AMAO 2 < 5 years= 35% • AMAO 2 > 5 years = 55% • English learner reclassification rate will be 8% • 60% of students will meet or exceed grade level expectations in K-5 CCSS Writing assessments. • 55% of students will meet or exceed grade level expectations in K-5 CCSS Math assessments. • 70% of students will meet or exceed grade level expectations in K-5 CCSS reading assessments. • 75% of students will meet or exceed grade level expectations in 6-8 CCSS Writing assessments. • 40% of students will meet or exceed grade level expectations in 6-8 CCSS Math assessments. • 60% of students will meet or exceed grade level expectations in 6-8 CCSS reading assessments. • 65% of will meet or exceed grade level expectations in 9-12 CCSS Writing assessments. • 50% of students will meet or exceed grade level expectations in 9-12 CCSS Math assessments. • 100% of student's will be equipped with a one to one device. • 95% of the district's certificated teachers are highly qualified. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to support the implementation of the Common Core State Standards for certificated, classified, and administrative staff including assessment development to increase performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$530,000 LCFF S/C Function/Object : 21400-1x/3x 21300-1x/3x 21400-58 100000-1x/3x

Provide professional development around the implementation of CCSS for English Language Learners, specifically, and how to align these with ELD standards in order to support progress through English proficiency and reclassification rate to develop and deliver integrated and designated ELD lessons.	All schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$15,000 LCFF/SC Function/Object: 21400-4x
Continue to increase student and staff access to technology with the purchase of student devices in order to implement the three year digital learning plan.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$30,000 LCFF/SC Function/Object : 77000-4x
CCSS bridge materials will be purchased including Discovery Education, STAR Math diagnostic assessment, and Gizmos Next Generation Science Standards in order to increase performance on state and local assessments.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$52,000 LCFF/SC Function/Object : 10000-4x
Continue to implement a structure to hire, develop, and retain highly qualified teachers through participation at various job fairs.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,000 LCFF/SC Function/Object : 71500-52

Utilize technology resource specialist and academic coaches to provide staff development and instructional feedback to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$650,000 LCFF/SC Function/Object : 10000-1x/3x
Use TeachBoost digital platform to provide instructional feedback for both ongoing coaching and formal evaluation to improve student performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF/SC 77000-4x
Build Coherence for Instructional Improvement (BCII) to align systems (admin, leadership teams, grade level/department chairs, academic coaches, teachers) throughout the district to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 21400-1x3x
LCAP Year 3			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 50% of the district's students will meet or exceeded proficiency in ELA. • 45% of the district's students will meet or exceed proficiency in Math. • 75% of the district's students will meet or exceed proficiency in Science. • AMAO 2 < 5 years= 40% • AMAO 2 > 5 years = 60% • English learner reclassification rate will be 10% • 65% of students will meet or exceed grade level expectations in K-5 CCSS Writing assessments. • 60% of students will meet or exceed grade level expectations in K-5 CCSS Math assessments. • 75% of students will meet or exceed grade level expectations in K-5 CCSS reading assessments. • 80% of students will meet or exceed grade level expectations in 6-8 CCSS Writing assessments. • 50% of students will meet or exceed grade level expectations in 6-8 CCSS Math assessments. • 65% of students will meet or exceed grade level expectations in 6-8 CCSS reading assessments. • 70% of will meet or exceed grade level expectations in 9-12 CCSS Writing assessments. • 55% of students will meet or exceed grade level expectations in 9-12 CCSS Math assessments. • 100% of student's will be equipped with a one to one device. • 95% of the district's certificated teachers are highly qualified. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to support the implementation of the Common Core State Standards for certificated, classified, and administrative staff including assessment development to increase performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$550,000 LCFF S/C Function/Object : 21400-1x/3x 21300-1x/3x 21400-58 100000-1x/3x

<p>Provide professional development around the implementation of CCSS for English Language Learners, specifically, and how to align these with ELD standards in order to support progress through English proficiency and reclassification rate to develop and deliver integrated and designated ELD lessons.</p>	<p>All schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$20,000 LCFF/SC Function/Object: 21400-4x</p>
<p>Continue to increase student and staff access to technology with the purchase of student devices in order to implement the three year digital learning plan.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$40,000 LCFF/SC Function/Object : 77000-4x</p>
<p>CCSS bridge materials will be purchased including Discovery Education, STAR Math diagnostic assessment, and Gizmos Next Generation Science Standards in order to increase performance on state and local assessments.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$52,000 LCFF/SC Function/Object : 10000-4x</p>
<p>Continue to implement a structure to hire, develop, and retain highly qualified teachers through participation at various job fairs.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF/SC Function/Object : 71500-52</p>

Utilize technology resource specialist and academic coaches to provide staff development and instructional feedback to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$670,000 LCFF/SC Function/Object : 10000-1x/3x
Use TeachBoost digital platform to provide instructional feedback for both ongoing coaching and formal evaluation to improve student performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF/SC 77000-4x
Build Coherence for Instructional Improvement (BCII) to align systems (admin, leadership teams, grade level/department chairs, academic coaches, teachers) throughout the district to improve performance on statewide and local assessments.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 21400-1x3x

GOAL:	<p>As a result of stakeholder input and data analysis, we have determined to address the following goal:</p> <p>Goal #2: Provide access to broad course offerings and complementary activities which prepare students to be college and career ready.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local: N/A</p>
Identified Need:	<p>Pupil Achievement:</p> <ul style="list-style-type: none"> • 21% of students completed a CTE course sequence as compared to 15% the previous year. • 64% of students scored a 3 or higher on the AP exam as compared to 44% the previous year. • 18% of students were considered ELA college ready according to the EAP exam as compared to 28% the previous year. • 5% of students were considered Math college ready according to the EAP exam as compared to 4% the <p>Course Access:</p> <ul style="list-style-type: none"> • 42% of 9-12 students were enrolled in CTE courses as compared to 50% the previous year. • 98% of 9-12 students were enrolled in UC/CSU courses as compared to 96% the previous year. • 13% of 9-12 courses offered were Advanced Placement as compared to 7% the previous year. • 26% of 9-12 students were enrolled in an Advanced Placement course as compared to 22% the previous year. • 15% of 9-12 students were enrolled in an intervention/remedial course as compared to 22% the previous year. <p>Other Pupil Outcomes:</p> <ul style="list-style-type: none"> • 59% of the district's English Language Learners met AMAO 1 as compared to 64% the previous year. • 12% of 9-12 students took the AP exam as compared to 31% the previous year. • 70% of the district's students participated in extra co curricular activities compared to 65% the previous year. <p>Metrics: CTE data, AP exam data, EAP exam data, local course enrollment data, CELDT assessment data, AP exam participation data, local co curricular activity participation data</p>	
Goal Applies to:	Schools:	<p>All schools: Lincoln Elementary, Rocky Hill Elementary, Wilson Middle, Exeter Union High School, Kaweah High School</p> <p>Grades: All</p>
Applicable Pupil Subgroups:		All

LCAP Year 1

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 25% of students will complete a CTE course sequence. • 65% of students will score a 3 or higher on the AP exam. • 25% of students will be considered ELA college ready according to the EAP. • 10% of students will be considered Math college ready according to the EAP. • 50% of 9-12 students will be enrolled in CTE courses. • 98% of 9-12 students will be enrolled in UC/CSU courses. • 15% of 9-12 courses offered will be Advanced Placement. • 30% of 9-12 students will be enrolled in an Advanced Placement course. • 12% of 9-12 students will be enrolled in an intervention/remedial course. • 65% of the district's English Language Learners will meet AMAO 1. • 20% of 9-12 students will take the AP exam. • 75% of the district's students will participate in extra co curricular activities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase access and offerings for extra and co curricular activities including All American Student Classic and school culture building activities to increase student participation in activities beyond the core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 LCFF S/C Function/Object : 42000-1x/2x/3x
Increase access and offerings for athletic activities including athletic ATPs, uniforms, and equipment to increase student participation in activities outside of core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$400,000 LCFF S/C Function/Object : 42000-1x/2x/3x

Retain highly qualified staff to maintain class size and meet grade span adjustment ratio (7.0 FTE).	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$573,000 LCFF S/C Function/Object : 10000-1x/3x
Increase student participation in college and career development activities including field trips.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 LCFF S/C Function/Object : 10000-4x
Provide GATE identified students in grades 4-6 with acceleration and enrichment opportunities.	Lincoln Elementary School, Rocky Hill Elementary School, Wilson Middle School Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C Function/Object : 10000-4x
Furnish Self Organized Learning Environment (SOLE) classrooms to provide students with an engaging environment to foster critical thinking, creativity, collaboration, and communication.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 10000-4x

LCAP Year 2			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 28% of students will complete a CTE course sequence. • 68% of students will score a 3 or higher on the AP exam. • 30% of students will be considered ELA college ready according to the EAP. • 20% of students will be considered Math college ready according to the EAP. • 55% of 9-12 students will be enrolled in CTE courses. • 98% of 9-12 students will be enrolled in UC/CSU courses. • 18% of 9-12 courses offered will be Advanced Placement. • 32% of 9-12 students will be enrolled in an Advanced Placement course. • 10% of 9-12 students will be enrolled in an intervention/remedial course. • 68% of the district's English Language Learners will meet AMAO 1. • 25% of 9-12 students will take the AP exam. • 80% of the district's students will participate in extra co curricular activities. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase access and offerings for extra and co curricular activities including All American Student Classic and school culture building activities to increase student participation in activities beyond the core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$22,000 LCFF S/C Function/Object : 42000-1x/2x/3x
Increase access and offerings for athletic activities including athletic stipends, uniforms, and equipment to increase student participation in activities outside of core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$410,000 LCFF S/C Function/Object : 42000-1x/2x/3x

Retain highly qualified staff to maintain class size and meet grade span adjustment ratio (6.0 FTE).	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$580,000 LCFF S/C Function/Object : 10000-1x/3x
Increase student participation in college and career development activities including field trips.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 LCFF S/C Function/Object : 10000-4x
Provide GATE identified students in grades 4-6 with acceleration and enrichment opportunities.	Lincoln Elementary School, Rocky Hill Elementary School, Wilson Middle School Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C Function/Object : 10000-4x
Furnish Self Organized Learning Environment (SOLE) classrooms to provide students with an engaging environment to foster critical thinking, creativity, collaboration, and communication.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 10000-4x

LCAP Year 3			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 30% of students will complete a CTE course sequence. • 70% of students will score a 3 or higher on the AP exam. • 35% of students will be considered ELA college ready according to the EAP. • 30% of students will be considered Math college ready according to the EAP. • 60% of 9-12 students will be enrolled in CTE courses. • 98% of 9-12 students will be enrolled in UC/CSU courses. • 20% of 9-12 courses offered will be Advanced Placement. • 35% of 9-12 students will be enrolled in an Advanced Placement course. • 8% of 9-12 students will be enrolled in an intervention/remedial course. • 70% of the district's English Language Learners will meet AMAO 1. • 28% of 9-12 students will take the AP exam. • 85% of the district's students will participate in extra co curricular activities. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase access and offerings for extra and co curricular activities including All American Student Classic and school culture building activities to increase student participation in activities beyond the core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$24,000 LCFF S/C Function/Object : 42000-1x/2x/3x
Increase access and offerings for athletic activities including athletic stipends, uniforms, and equipment to increase student participation in activities outside of core content instruction.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$420,000 LCFF S/C Function/Object : 42000-1x/2x/3x

Retain highly qualified staff to maintain class size and meet grade span adjustment ratio (7.0 FTE).	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$585,000 LCFF S/C Function/Object : 10000-1x/3x
Increase student participation in college and career development activities including field trips.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$30,000 LCFF S/C Function/Object : 10000-4x
Provide GATE identified students in grades 4-6 with acceleration and enrichment opportunities.	All schools Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 LCFF S/C Function/Object : 10000-4x
Furnish Self Organized Learning Environment (SOLE) classrooms to provide students with an engaging environment to foster critical thinking, creativity, collaboration, and communication.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 LCFF S/C Function/Object : 10000-4x

GOAL:	As a result of stakeholder input and data analysis, we have determined to address the following goal: Goal #3: Increase parental involvement through a strategic plan.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A	
Identified Need:	<p>Parent Involvement:</p> <ul style="list-style-type: none"> • 1,713 stakeholders completed the district LCAP survey as compared to 605 stakeholders the previous year. • 52 stakeholders attended public LCAP forums including parents of unduplicated and exceptional needs pupils as compared to 51 stakeholders the previous year. • 96% of K-8 parents attended parent teacher conferences as compared to 89% the previous year. • 65 K-12 parents participated in PIQE to involve parents of unduplicated pupils as compared to 40 parents the previous year. <p>Metrics: LCAP survey, sign in sheets of public forums, sign in parent teacher conference sheets, confirmed enrollment numbers in PIQE database to involve parents of unduplicated pupils</p>			
Goal Applies to:	Schools:	All schools		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 2,000 stakeholders will complete the district LCAP survey. • 60 stakeholders will attend the public LCAP forums. • 96% of K-8 parents will attend parent teacher conferences. • 70 K-12 parents will participate in PIQE. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>Continue to provide parent empowerment and advocacy in schools through Parent Institute for Quality Education (PIQE) classes.</p>	<p>All school Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$17,000 LCFF S/C Function/Object : 24950-4x</p>	
<p>Utilize automated phone messaging system, Blackboard Connect for parent outreach of various activities including special education meetings, GATE activities, ELAC/DELAC, and LCAP forums.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF S/C Function/Object : 77000-5x</p>	
<p>Redesign district website and increase use of technology and social media for communication for parent outreach.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$30,000 LCFF S/C Function/Object : 24950-4x</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 2,100 stakeholders will complete the district LCAP survey. • 70 stakeholders will attend the public LCAP forums. • 97% of K-8 parents will attend parent teacher conferences. • 80 K-12 parents will participate in PIQE. 			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Continue to provide parent empowerment and advocacy in schools through Parent Institute for Quality Education (PIQE) classes.</p>	<p>All schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$20,000 LCFF S/C Function/Object : 24950-4x</p>
<p>Utilize automated phone messaging system, Blackboard Connect for parent outreach of various activities including special education meetings, GATE activities, ELAC/DELAC, and LCAP forums.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$10,000 LCFF S/C Function/Object : 77000-5x</p>
<p>Continue to update district website and increase use of technology and social media for communication for parent outreach.</p>	<p>All schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$30,000 LCFF S/C Function/Object : 24950-4x</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 2,200 stakeholders will complete the district LCAP survey. • 80 stakeholders will attend the public LCAP forums. • 98% of K-8 parents will attend parent teacher conferences. • 90 K-12 parents will participate in PIQE. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Continue to provide parent empowerment and advocacy in schools through Parent Institute for Quality Education (PIQE) classes.	All schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$23,000 LCFF S/C Function/Object : 24950-4x
Utilize automated phone messaging system, Blackboard Connect for parent outreach of various activities including special education meetings, GATE activities, ELAC/DELAC, and LCAP forums.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$10,000 LCFF S/C Function/Object : 77000-5x
Continue to update district website and increase use of technology and social media for communication for parent outreach.	All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$30,000 LCFF S/C Function/Object : 24950-4x

GOAL:	<p>As a result of stakeholder input and data analysis, we have determined to address the following goal:</p> <p>Goal #4: Create a positive environment of learning where all students demonstrate increased levels of achievement.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local: N/A</p>
Identified Need:	<p>Basic Services:</p> <p>Overall Facility Rating 75% Good</p> <p>Pupil Engagement:</p> <p>Attendance Rate: 97% compared to 95.9% the previous year</p> <p>Chronic Absenteeism Rate: 10% compared to 7% the previous year</p> <p>Middle School Dropout Rate: .6% compared to 0% the previous year</p> <p>High School Dropout Rate: 2% compared to 22.5% the previous year</p> <p>High School Graduation Rate: 86% compared to 74% the previous year</p> <p>School Climate:</p> <p>Suspension Rate: 5.6% compared to 6% the previous year</p> <p>Expulsion Rate: .2% compared to .5% the previous year</p> <p>Safety: 83% of parents and staff believe their students are safe at school compared to 78% the previous year according to survey results. 68% of students believe they are safe at school compared to 60% the previous year according to survey results.</p> <p>School Connectedness: 88% of parents and staff believe their students are connected to school compared to 78% the previous year according to survey results. 64% of students believe they are connected to school compared to 62% the previous year according to survey results.</p> <p>Metrics: LCAP survey about safety and school connectedness, William's Facility Report, local measures including attendance, absenteeism, dropout, graduation, suspension, and expulsion rates</p>	

Goal Applies to:	Schools:	All schools		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Overall Facility Rating will be 80% good.</p> <p>The attendance Rate will be 97%.</p> <p>The Chronic Absenteeism Rate will be 15%.</p> <p>The Middle School Dropout Rate will be .5%.</p> <p>The High School Dropout Rate will be 5%.</p> <p>The High School Graduation Rate will be 88%.</p> <p>The Suspension Rate will be 5%.</p> <p>The Expulsion Rate will be .2%.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve and maintain school facilities that support increased student and staff safety and utilization.		All schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$100,000 LCFF S/C Function/Object : 82000- 2x/3x

<p>Increase technology support staff at all school sites to ensure the implementation of the three year digital learning plan.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400,000 LCFF S/C Function/Object : 77000-2x/3x</p>
<p>Increase extended year services including summer school to provide remedial and enrichment opportunities for students.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$95,000 LCFF S/C Function/Object : 10000-1x/2x/3x</p>
<p>Create a positive counseling and therapeutic environment for students with mental health needs by redesigning the physical space in which counseling services are provided.</p>	<p>Wilson Middle School Grades: 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Function/Object : 83000-5x</p>

<p>Contribute to a positive school culture through support of student safety, attendance, dropout, graduation, suspension, and truancy with the following positions and services:</p> <p>School Resource Officer</p> <p>Substance Abuse Random Drug Testing</p> <p>Instructional Aides/Yard Duty</p> <p>Guidance Counselor at Kaweah High School</p> <p>Counselor at Wilson Middle School</p> <p>Counselor at Exeter Union High School</p> <p>Library Technicians</p>	<p>All schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$767,000 LCFF S/C</p> <p>Function/Object :</p> <p>10000-2x/3x/4x</p> <p>31100-2x/3x</p> <p>21300-1x/3x</p> <p>24203-2x/3x</p> <p>31400-4x/5x</p> <p>83000-5x</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Overall Facility Rating will be 85% good.</p> <p>The attendance Rate will be 97.5%.</p> <p>The Chronic Absenteeism Rate will be 13%.</p> <p>The Middle School Dropout Rate will be .4%.</p> <p>The High School Dropout Rate will be 4%.</p> <p>The High School Graduation Rate will be 90%.</p> <p>The Suspension Rate will be 4%.</p> <p>The Expulsion Rate will be .2%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Improve and maintain school facilities that support increased student and staff safety and utilization.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$110,000 LCFF S/C Function/Object : 82000- 2x/3x</p>
<p>Utilize technology support staff to ensure the implementation of the three year digital learning plan.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400,000 LCFF S/C Function/Object : 77000-2x/3x</p>
<p>Increase extended year services including summer school to provide remedial and enrichment opportunities for students.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 LCFF S/C Function/Object : 10000-1x/2x/3x</p>
<p>Create a positive counseling and therapeutic environment for students with mental health needs by continuing to redesign the physical space in which counseling services are provided.</p>	<p>Lincoln and Rocky Hill Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, Preschool</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Function/Object : 83000-5x</p>

<p>Contribute to a positive school culture through support of student safety, attendance, dropout, graduation, suspension, and truancy with the following positions:</p> <p>School Resource Officer</p> <p>Substance Abuse Random Drug Testing</p> <p>Instructional Aides/Yard Duty</p> <p>Guidance Counselor at Kaweah High School</p> <p>Counselor at Wilson Middle School</p> <p>Counselor at Exeter Union High School</p> <p>Library Technicians</p>	<p>All schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$775,000 LCFF S/C</p> <p>Function/Object :</p> <p>10000-2x/3x/4x</p> <p>31100-2x/3x</p> <p>21300-1x/3x</p> <p>24203-2x/3x</p> <p>31400-4x/5x</p> <p>83000-5x</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Overall Facility Rating will be 90% good.</p> <p>The attendance Rate will be 98%.</p> <p>The Chronic Absenteeism Rate will be 12%.</p> <p>The Middle School Dropout Rate will be .3%.</p> <p>The High School Dropout Rate will be 3%.</p> <p>The High School Graduation Rate will be 92%.</p> <p>The Suspension Rate will be 3%.</p> <p>The Expulsion Rate will be .1%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Improve and maintain school facilities that support increased student and staff safety and utilization.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 LCFF S/C Function/Object : 82000- 2x/3x</p>
<p>Utilize technology support staff to ensure the implementation of the three year digital learning plan.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400,000 LCFF S/C Function/Object : 77000-2x/3x</p>
<p>Increase extended year services including summer school to provide remedial and enrichment opportunities for students.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$105,000 LCFF S/C Function/Object : 10000-1x/2x/3x</p>
<p>Create a positive counseling and therapeutic environment for students with mental health needs by redesigning the physical space in which counseling services are provided.</p>	<p>Exeter Union High School Grades: 9th, 10th, 11th, 12th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Function/Object : 83000-5x</p>

<p>Contribute to a positive school culture through support of student safety, attendance, dropout, graduation, suspension, and truancy with the following positions:</p> <p>School Resource Officer</p> <p>Substance Abuse Random Drug Testing</p> <p>Instructional Aides/Yard Duty</p> <p>Guidance Counselor at Kaweah High School</p> <p>Counselor at Wilson Middle School</p> <p>Counselor at Exeter Union High School</p> <p>Library Technicians</p>	<p>All schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$780,000 LCFF S/C</p> <p>Function/Object :</p> <p>10000-2x/3x/4x</p> <p>31100-2x/3x</p> <p>21300-1x/3x</p> <p>24203-2x/3x</p> <p>31400-4x/5x</p> <p>83000-5x</p>
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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?

Original Goal from prior year LCAP:	As a result of stake-holder input and data analysis we have determined to address the following goal: Improve the quality of instruction to prepare students to be college and career ready.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All schools	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 60% of students will meet or exceed grade level expectations in all subject areas. • 40% of the district's students will have access 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 52% of students met or exceeded grade level expectations in K-5 CCSS Writing assessments compared to 53% the previous

to technology devices.

- 50% of ELLs will meet or exceed grade level expectations in all subject areas.
- 90% of the district's certificated teachers are highly qualified.

Metrics: Local assessment data, student technology survey, grade level assessments, teacher review of credentials by Human Resources, state assessment results of EL students (AMAO 1 & 2)

year.

- 45% of students met or exceeded grade level expectations in K-5 CCSS Math assessments compared to 41% the previous year.
- 62% of students met or exceeded grade level expectations in K-5 CCSS reading assessments compared to 59% the previous year.
- 68% of students met or exceeded grade level expectations in 6-8 CCSS Writing assessments compared to 53% the previous year.
- 26% of students met or exceeded grade level expectations in 6-8 CCSS Math assessments
- 53% of students met or exceeded grade level expectations in 6-8 CCSS reading assessments compared to 47% the previous year.
- 58% of students met or exceeded grade level expectations in 9-12 CCSS Writing assessments compared to 53% the previous year.
- 36% of students met or exceeded grade level expectations in 9-12 CCSS Math assessments compared to 41% the previous year.
- 37% of the district's students met or exceeded proficiency in ELA. This was the first year of CAASP administration.
- 23% of the district's students met or exceeded proficiency in Math. This was the first year of CAASP administration.
- 58% of the district's students met or exceeded proficiency in Science compared to 64% the previous year.
- 60% of student's were equipped with devices compared to 0% the previous year to teach the ISTE standards
- AMAO 2 < 5 years= 22% compared to 27% the previous year
- AMAO 2 > 5 years = 46% compared to 60% the previous year

- 95% of the district's certificated teachers are highly qualified compared to 85% the previous year

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide professional development to support the implementation of the Common Core State Standards for certificated, classified, and administration to increase performance on statewide assessments.	\$761,171 LCFF S/C Function/Object: 21400-1x/3x 21300-1x/3x 21400-58 10000-1x/3x	The district contracted with Tulare County Office of Education to provide professional development to support the implementation of the CCSS and NGSS which included the need for teacher release time and substitute costs in all grade levels and content areas K-12. The district provided paraeducator classified staff with training pertaining to student engagement and classroom management. School and district administration were provided training through the ACSA Leadership Summit and book study on Unmistakable Impact. Technology coaches were provided professional development through attendance at the CUE Conference in order to equip teachers with a better understanding of how to align current units of study to the ISTE standards. The district also funded summer release time for teachers to refine units of study and develop assessments. The district used these funds to also add a part time Technology Resource Specialist to provide coaching and expertise to site technology coaches. Assessment of Effectiveness: 83% of staff believe professional development has led to quality instruction for all students according to the annual LCAP survey.	\$616,802 Function/Object : 21400-1x/3x 21300-1x/3x 21400-58 10000-1x/3x	
Scope of service:	All schools Grades: All	Scope of service:	All schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Continue to increase student and staff access to technology with the purchase of student devices and infrastructural adjustments in order to implement the three year technology plan.</p>		<p>\$56,000 LCFF S/C</p> <p>Function/Object: 77000-4x</p>	<p>Infrastructural adjustments were made to create a more reliable Internet connection for staff and students. The district contracted with Deb Oliver, technology consultant to meet with our district's technology team to monitor the implementation of our digital learning plan and develop next steps. Deb Oliver's contract also included meeting days with the site technology coaches to plan professional development and monitor usage of student devices.</p> <p>Assessment of Effectiveness: Student devices were purchased for 60% of the districts' students which included chrome carts and iPads. 100% of staff agreed that professional development under the direction of Deb Oliver resulted in improved implementation of technology embedded instructional strategies.</p>	<p>\$60,545 LCFF S/C</p> <p>Function/Object: 77000-4x</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>CCSS bridge materials will be purchased including Discovery Education and a K-12 CC aligned math diagnostic assessment system.</p>		<p>\$37,000 LCFF S/C</p> <p>Function/Object: 10000-4x</p>	<p>CCSS bridge materials were purchased including Discovery Education for K-12 and STAR Math diagnostic assessment for K-8. The Discovery Education resource is aligned to all grade levels CCSS units of study and used to further engage students in the content. STAR Math was purchased in response to the district's math achievement in order to better understand the achievement gap to inform math intervention. Both of these bridge materials will continue to be used next year in addition to resources to instruct NGSS.</p> <p>Assessment of Effectiveness: 83% of staff and 68% of students believe the district provides quality instruction for all students according to the annual LCAP survey.</p>	<p>\$28,781 LCFF S/C</p> <p>Function/Object: 10000-4x</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide professional development around the implementation of CCSS for English Learners, specifically, and how to align these with ELD standards in order to support progress through English proficiency and reclassification rate to develop and deliver integrated and designated ELD lessons.</p>		<p>\$10,000 LCFF S/C</p> <p>Function/Object: 21400-4x</p>	<p>All teachers were provided one full day of professional development around the implementation of CCSS for English Learners to better understand the purpose of both integrated and designated ELD. Imagine Learning was purchased as a supplemental resource for the district's ELLs, however use was not consistent and a plan to implement and monitor with fidelity as been set up for next year. In addition, this goal will continue for next year as teachers will need time to understand how to plan designated ELD lessons and the district is considering the purchase of ELD materials to help with the implementation of designated ELD.</p> <p>Assessment of Effectiveness: 67% of staff believe professional development in the area of ELD provided quality instruction of the ELD standards according to the annual LCAP survey.</p>	<p>\$4,176 LCFF S/C</p> <p>Function/Object: 21400-4x</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Develop a structure to hire, develop, and maintain high qualified teachers.</p>		<p>\$10,000 LCFF S/C</p> <p>Function/Object:</p> <p>71500-52</p>	<p>The nationwide teacher shortage has made recruitment efforts of highly qualified teachers more challenging. In response to low prospective teacher attendance at local job fairs, site and district administration attended job fairs throughout the state of California and out of state in hopes of recruiting and maintaining multiple subject and single subject teachers especially in the areas of math and science.</p> <p>Assessment of Effectiveness: 95% of the district's certificated teachers are highly qualified compared to 85% the previous year. 73% of staff and parents and 74% of student's believe the district hires and retains highly qualified staff according to the annual LCAP survey.</p>	<p>\$10,000 LCFF S/C</p> <p>Function/Object:</p> <p>71500-52</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<ul style="list-style-type: none"> • Staff development (certificated, classified, and administrative) will continue for the implementation of CCSS including the addition of release time for assessment development. • Provide professional development around the implementation of CCSS for English Learners, specifically, and how to align these with ELD standards including the purchase of ELD materials. The district will be contracting with a consultant to provide professional development in the area of ELD and also be purchasing new materials aligned to the ELD standards. • The district will continue to increase student and staff access to technology with the purchase of student devices and infrastructural adjustments in order to implement three year technology plan. Both chrome books and iPads will be added to various grade levels and departments. • CCSS bridge materials will continued to be purchased including Discovery Education, STAR Math diagnostic assessment, Gizmos and Discovery Education Techbook for NGSS. Gizmos, a digital learning platform will be implemented in grades 4-12 while Discovery Education Techbook will be used in grades 4-5. • Efforts will continue to be made to recruit and retain highly qualified staff through participation in various job fairs both in and out of state. • Utilize technology resource specialist and academic coaches to provide staff development and instructional feedback. The technology resource specialist is an additional position at the district level responsible for working directly with the site academic coaches to ensure teachers and students are receiving adequate technology support. • Use TeachBoost digital platform to provide instructional feedback for both ongoing coaching and formal evaluation • Build Coherence for Instructional Improvement (BCII) to align systems (admin, leadership teams, grade level/department chairs, academic coaches, teachers) throughout the district. BCII is leadership training in order to build capacity and maintain consistency at all school sites even when there is administration turn over. 	

<p>Original Goal from prior year LCAP:</p>	<p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Provide access to broad course offerings and complementary activities which prepare students to be college and career ready.</p>		<p>Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 75% of students participate in a complementary activity. 20% of students will be enrolled in an intervention or remedial Math or ELA course. 40% of students will be enrolled in a Career Technical Education (CTE) course. 97% of students will be enrolled in a UC/CSU course 28% of students will be enrolled in an AP course. <p>Metrics: student survey documented in AERIES student information system, local enrollment data in intervention, CTE, UC/CSU, and AP courses.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 70% of the district's students participated in extra co curricular activities compared to 65% the previous year. 15% of 9-12 students were enrolled in an intervention/remedial course as compared to 22% the previous year. 42% of 9-12 students were enrolled in CTE courses as compared to 50% the previous year. 98% of 9-12 students were enrolled in UC/CSU courses as compared to 96% the previous year. 26% of 9-12 students were enrolled in an Advanced Placement course as compared to 22% the previous year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Ensure students have full access to a broad course of study that includes all of the subject areas and increase participation in extra and co-curricular activities.</p>	<p>\$356,308 LCFF S/C</p> <p>Function/Object:</p> <p>42000-1x/2x/3x</p> <p>21400-1x/3x</p> <p>41000-1x/2x/3x</p> <p>42000-1x/2x/3x</p> <p>10000-1x/2x/3x/4x</p>	<p>About 70% of the district's students participated in athletic activities in both elementary, middle, and high schools. Expenditures were used for coaches stipends in all sport and uniforms. All American Student Classic was implemented in the elementary and middle schools to engage students in athletic and academic competitions.</p> <p>Assessment of Effectiveness: 88% of parents and staff and 64% of students believe the district engages students in positive activities that lead to academic success.</p>	<p>\$400,866 LCFF S/C</p> <p>Function/Object :</p> <p>42000-1x/2x/3x</p> <p>21400-1x/3x</p> <p>41000-1x/2x/3x</p> <p>42000-1x/2x/3x</p> <p>10000-1x/2x/3x/4x</p>

Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain the appropriate staff to student ratio to ensure compliance with grade span adjustment.		\$479,852 LCFF S/C Function/Object: 10000-1x/3x	Seven full time certificated teachers were funded through LCFF S/C in order to ensure compliance with grade span adjustment regulations so that high class size would not impede on student learning. Assessment of Effectiveness: <ul style="list-style-type: none"> 52% of students met or exceeded grade level expectations in K-5 CCSS Writing assessments compared to 53% the previous year. 45% of students met or exceeded grade level expectations in K-5 CCSS Math assessments compared to 41% the previous year. 62% of students met or exceeded grade level expectations in K-5 CCSS reading assessments compared to 59% the previous year. 		\$570,120 LCFF S/C Function/Object: 10000-1x/3x
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: K, 1st, 2nd, 3rd, 4th, 5th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Increase student participation in college and career development activities including field trips and academies.</p>	<p>\$10,000 LCFF S/C</p> <p>Function/Object: 10000-4x</p>	<p>The district funded various field trips for students K-8 aligned to CCSS. Grade level or department leads were required to submit a field trip proposal to the district including the learning outcomes and alignment to CCSS. Field trips included:</p> <ul style="list-style-type: none"> • First grade students visited Fresno Chaffee Zoo to learn and understand different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. • Kindergarten students were exposed to animals on campus from Ford Farms to write about an experience in a logical sequence to describe people, places, things, locations, and actions. • Second grade students visited McKellar Family Farm as part of their unit of study from farm to table to better understand people depend on the Earth to meet their food needs. • Fourth grade students visited Mission San Miguel as part of their unit of study to describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. • Fourth through eighth grade girls attended the Expanding Your Horizons conference to prepare for and participate effectively in a range of conversations and collaborations with diverse partners. <p>Assessment of Effectiveness: 68% of staff and 66% of students believe the district provides a broad course offering in both core subjects and enrichment activities.</p>	<p>\$6,956 LCFF S/C</p> <p>Function/Object: 10000-4x</p>
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Scope of service:	All schools Grades: All		Scope of service:	Lincoln Elementary, Rocky Hill Elementary, Wilson Middle School Grades: K, 1st, 2nd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<ul style="list-style-type: none"> • Increase access and offerings for extra and co curricular activities including All American Student Classic and school culture building activities. Students in grades 5-8 will continue to access All American Student Classic in order to engage in both athletic and academic competitions. Exeter Unites will run at all school sites which is a full day of team building activities the first week of school in order to build strong staff and student relationships. • Increase access and offerings for athletic activities including athletic stipends, uniforms, and equipment. • Retain highly qualified staff to maintain class size and meet grade span adjustment ratio. • Increase student participation in college and career development activities including field trips. • Expansion of GATE for grades 4-6 to provide acceleration opportunities for above grade level students. Honors classes are accessible to students in grades 7-12, therefore it is important for students performing above grade level in grades 4-6 to access enrichment opportunities through project based learning. • Furnish Self Organized Learning Environment (SOLE) classrooms to equip students with tools and resources to take ownership of their own learning. Students in SOLE classrooms engage in project based learning by developing learning targets and working collaboratively with peers. 				

Original Goal from prior year LCAP:	As a result of stake-holder input and data analysis we have determined to address the following goal: Increase parent involvement through a strategic plan.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All schools			
		Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 20% of parents will complete the LCAP survey. 90% of parents will attend K-8 parent-teacher conferences. 100 parents will attend Parent Institute for Quality Education (PIQE) and English as Second Language (ESL) classes 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 4% of parents completed the LCAP survey as compared to 2% the previous year. 96% of K-8 parents attended parent teacher conferences as compared to 89% the previous year. 80 K-12 parents participated in PIQE and English as Second Language (ESL) classes as compared to 40 parents the previous year. 	
	Metrics: Exeter's parent surveys of need, sign in conference sheets, sign in sheets for ESL and PIQE				
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop and implement a parent communication plan that includes printed materials and technology.		\$30,000 LCFF S/C Function/Object: 24950-4x	A parent communication plan was not developed or implemented this year due to district efforts being concentrated on the monitoring and implementation of our digital learning plan. Expenditures for this action were instead spent on funding student involvement in athletics and extra and co curricular activities as well as retention of staff to meet grade span adjustment ratio. Assessment of Effectiveness: 71% of parents believe they receive quality feedback from their student's school pertaining to their student's academic progress according to the annual LCAP survey.		\$0 LCFF S/C
Scope of service:	All schools Grades: All		Scope of service:	No schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Utilize automated phone messaging system for parent outreach of various activities including special education meetings, GATE activities, ELAC/DELAC.		\$8,000 LCFF S/C Function/Object: 77000-5x	The district utilized Blackboard Connect, the automated phone messaging system for parent outreach of various activities including special education meetings, school and district events, special school and district announcements, LCAP forums, ELAC/DELAC, and the monthly superintendent's report. Assessment of Effectiveness: 75% of parents believe their student's school site encourages parent involvement according to the annual LCAP survey.	\$8,000 LCFF S/C Function/Object: 77000-5x
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Provide parent empowerment and advocacy in schools through Parent Institute for Quality Education (PIQE) and English as Second Language (ESL) classes.</p>		<p>\$15,000 LCFF S/C</p> <p>Function/Object: 24950-4x</p>	<p>The district provided parent empowerment and advocacy in schools through Parent Institute for Quality Education (PIQE) and English as Second Language (ESL) classes. PIQE was expanded this year to include elementary, middle, and high school parents in order to equip families with tools and resources to best support their student's academic progress. ESL classes continued this year to provide Spanish speaking parents with instruction in English but were funded through Title III instead of LCFF S/C.</p> <p>Assessment of Effectiveness:</p> <ul style="list-style-type: none"> • 40 additional parents participated in PIQE from the prior year according to PIQE enrollment database. • AMAO 2 < 5 years= 22% compared to 27% the previous year to monitor implementation of ELD standards and programs/services of unduplicated pupils • AMAO 2 > 5 years = 46% compared to 60% the previous year to monitor implementation of ELD standards and programs/services of unduplicated pupils 	<p>\$14,321 LCFF S/C</p> <p>Function/Object: 24950-4x</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

What changes in actions, services, and expenditures	<ul style="list-style-type: none"> • Continue Parent Institute for Quality Education (PIQE) to provide parents with tools and resources to best support their students. • Continue parent outreach through Blackboard/Connect Ed. • Redesign of district website and increase use of technology and social media for communication.
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Original Goal from prior year LCAP:	<p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Create a positive environment of learning where all students demonstrate increased levels of achievement.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:</p>						
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All schools</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All schools	Grades:	All	Applicable Pupil Subgroups:	All	
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Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 97% facility rating according to William’s Act. • 40% of districts’ students will have access to technology devices. • 20% of districts’ students will participate in summer school. • The district will meet 97% attendance rate, 5% suspension rate, 0% expulsion rate, and 12% truancy rate. <p>Metrics: FIT report, student survey, list of identified students of summer school by local assessments, district logs of attendance, suspension, expulsion, truancy, and SARB results, criteria for promotion of middle school, state report on HS dropout rates and graduation rates</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 75% facility rating according to William's Act. • 60% of district's students have access to technology devices. • 10% of districts' students participated in summer school. • The district's attendance rate was 97%, 5.6% suspension rate, .2% expulsion rate, and 17% truance rate.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Improve and maintain school facilities that support increased student and staff use.</p>	<p>\$98,198 LCFF S/C Function/Object: 82000-2x/3x</p>	<p>The original intent of this goal was to fund two school facility groundskeepers to ensure the facility was kept in top condition to maintain William's compliance facility rating. The district instead funded one facility groundskeeper and spent additional monies for the development of safety kits for all K-12 classrooms in order to supply each learning environment with resources in the event of imminent danger. Remaining monies from this action were spent to fund the personnel positions outlined in this goal including guidance counselors and library technicians.</p> <p>Assessment of Effectiveness: 72% of parents and staff and 59% of students believe the district keeps school facilities well maintained according to the LCAP annual survey.</p>	<p>\$39,027 LCFF S/C Function/Object : 8200-2x/3x</p>

Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Contribute to a positive school culture through support of student safety, increased attendance, decreased dropout rates, increased graduation rates, decreased suspension rates, decreased expulsion rates, and decreased truancy rates by administering and analyzing LCAP survey results and local data</p> <p>Instructional Aides/Yard Duty: \$93,000</p> <p>Guidance counselor at Kaweah High School: \$60,000</p> <p>Counselor at Wilson Middle School: \$100,000</p> <p>Counselor at Exeter Union High School: \$100,000</p> <p>Homeless/Foster Youth Liaison: \$500</p> <p>Library Technicians: \$130,000</p> <p>Health Services: \$2,500</p> <p>School Resource Officer: \$2,000</p>		<p>\$544,235 LCFF S/C</p> <p>Function/Object:</p> <p>10000-2x/3x/4x</p> <p>31100-2x/3x</p> <p>21300-1x/3x</p> <p>24203-2x/3x</p> <p>31400-4x/5x</p> <p>83000-5x</p>	<p>The district contributed to a positive school culture through support of student safety, increased attendance, decreased dropout rates, increased graduation rates, decreased suspension rates, decreased expulsion rates, and decreased truancy rates by administering and analyzing LCAP survey results and local data to fund the following positions:</p> <p>Instructional Aides/Yard Duty: \$108,284</p> <p>Guidance counselor at Kaweah High School: \$2,500</p> <p>Counselor and Academic Coach at Wilson Middle School: \$216,587</p> <p>Counselor at Exeter Union High School: \$103,866</p> <p>Homeless/Foster Youth Liaison: \$740</p> <p>Library Technicians: \$173,926</p> <p>Health Services: \$5,997</p> <p>School Resource Officer: \$1,300</p> <p>Non Violent Crisis Intervention Training for School Psychologist: \$2,544</p> <p>Assessment of Effectiveness: 83% of parents and staff and 68% of students feel students are safe at school according to the annual LCAP survey.</p>	<p>\$615,744 LCFF S/C</p> <p>Function/Object:</p> <p>10000-2x/3x/4x</p> <p>31100-2x/3x</p> <p>21300-1x/3x</p> <p>24203-2x/3x</p> <p>31400-4x/5x</p> <p>83000-5x</p>
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Maintain the adequate technology support staff to ensure the implementation of the three year technology plan.</p>		<p>\$303,194 LCFF S/C</p> <p>Function/Object: 77000-2x/3x</p>	<p>The district maintained the adequate technology support staff to ensure the implementation of the three year technology plan. The district's IT staff is responsible for troubleshooting all technology problems at all school sites in order to ensure the proper roll out and functionality of both teacher and student devices.</p> <p>Assessment of Effectiveness: 60% of students were equipped with one to one device and 100% of technology reported problems by staff were resolved by the district's IT staff.</p>	<p>\$308,061 LCFF S/C</p> <p>Function/Object: 77000-2x/3x</p>
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Increase extended year services for summer school and Saturday school to provide remedial, enrichment, and acceleration opportunities for all students.</p>		<p>\$78,519 LCFF S/C</p> <p>Function/Object: 10000-1x/2x/3x</p>	<p>The district increased extended year services for summer school to provide remedial, enrichment, and acceleration opportunities for all students in grades K-12. This year's summer school was the first year that the district was able to provide optional enrichment for students instead of only remediation and intervention. Enrichment classes were offered to elementary and middle school students in the areas of poetry, art, drama, and technology. Remediation and intervention efforts focused on literacy and ELD at elementary and middle schools and credit recovery in core content areas at the high school. The district also funded an eighth grade non grad class to help encourage and motivate these students to understand the importance of a continued high school education. The district funded certificated, classified, and administrative staff for summer school along with materials and curriculum with LCFF S/C dollars. The district also continued to fund Saturday school for high school students not meeting the 94% attendance requirement.</p>	<p>\$68,537 LCFF S/C</p> <p>Function/Object: 10000-1x/2x/3x</p>	
<p>Scope of service:</p>	<p>All schools Grades: All</p>		<p>Scope of service:</p>	<p>All schools Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

What changes in actions, services, and expenditures

- Improve and maintain school facilities that support increased student and staff safety and utilization.
- Maintain the adequate technology support staff to ensure the implementation of the three year technology plan.
- Increase extended year services for summer school and Saturday school to provide remedial, enrichment, and acceleration opportunities for all students.
- Create a positive counseling and therapeutic environment for students with mental health needs. Students that are on an IEP, 504, behavior support plan, and/or qualify for counseling meet with a licensed marriage and family therapist and are in need of a welcoming and therapeutic environment that fosters improved mental stability.
- Contribute to a positive school culture through support of student safety, attendance, dropout, graduation, suspension, expulsion, and truancy with the following efforts: School Resource Officer, substance abuse random drug testing, Instructional Aides/Yard Duty, Guidance counselor at Kawh High School, Counselor at Wilson Middle School, Counselor at Exeter Union High School, Library Technicians

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:	3629037
<p>Dollars allocated for district wide actions and services were principally directed as a good use of funds to support unduplicated pupils. The reason expenditures were provided throughout the district instead of site specific is because all sites in the district needed common support and services being the majority of the district's enrolled students (68%) are unduplicated.</p> <p>The district contracted with Tulare County Office of Education to provide professional development to support the implementation of the CCSS and NGSS which included the need for teacher release time and substitute costs in all grade levels and content areas K-12. All teachers were provided one full day of professional development around the implementation of CCSS for English Learners to better understand the purpose of both integrated and designated ELD. CCSS bridge materials were purchased including Discovery Education for K-12 and STAR Math diagnostic assessment for K-8. Student devices were purchased for 60% of the districts' students which included chrome carts and iPads. The district funded various field trips for students K-8 aligned to CCSS. All American Student Classic was implemented in the elementary and middle schools to engage students in athletic and academic competitions. The district increased extended year services for summer school to provide remedial, enrichment, and acceleration opportunities for all students in grades K-12.</p>	

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

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

16.53	%
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Expenditures for unduplicated pupils included various efforts and services for staff and students. The district ELD committee was established with the purpose of planning and structuring lessons and activities to support language development for English Learners. Various levels of professional development have occurred and will continue through this committee as well as through contracted services with Tulare County Office of Education. Teachers received professional development on both integrated and designated ELD which will continue. The ELD committee reviewed curriculum and assessments targeting ELL's language proficiency in efforts to improve CELDT and AMAO achievement levels.

Administration and teachers have been sent to various conferences/training to deepen their level of knowledge and expertise to better support EL's (Academic Conversations, ELD/ELA Framework, CISC, EL's and the Promise of CCSS).

Unduplicated pupils recieved increase and improved services over other students in the district through the purchase of supplemental curriculum, materials and resources to support teacher instruction and students learning including Imagine Learning and Big Brains. These resources will continue to be used in the future with the need to monitor implementation and collect data to determine affects of student learning. Parents of unduplicated students recieved Parent Institute of Quality Education (PIQE) and English as Second Language (ESL) classes to equip these parents with the tools and education to better support students at home.

Exeter Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-2017 supplemental and concentration grant funding for qualifying purposes.

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).