

Introduction:

LEA: Lindsay Unified School District **Contact (Name, Title, Email, Phone Number):** Tom Rooney, Superintendent, trooney@lindsay.k12.ca.us, (559) 562-5111 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

Demographics and Background

Demographics

Lindsay Unified School District (LUSD), located at the southeastern end of the San Joaquin Valley in rural Tulare County, California serves 4,237 TK-12th grade learners in six elementary schools (TK-8), one comprehensive high school, and three alternative education schools. Eighty-two percent (82%) of our learners are from low-income families; all (100%) of our learners receive free breakfast and lunch. Ninety percent (90%) are Hispanic. Fifty percent (50%) are English learners (EL), most entering Lindsay schools at the lowest levels of English proficiency.

The city of Lindsay is geographically, economically, and culturally isolated from other areas in Tulare County and California; this isolation is a crucial factor in trying to provide for the academic and personal development needs of local learners and families. The community is characterized by a significant population of immigrant families, a high percentage of families living below the federal poverty level, low levels of literacy in English, and low levels of parent education. Thirty-eight percent (38%) of the population has a high school diploma and just 5% have a Bachelor's degree or higher compared to the national average of 80.4% and 24% respectively.

Many Lindsay children face barriers of poverty, lack of English language skills, and other associated risk factors that impact their academic achievement and, ultimately, future economic prospects. Like many schools with similar populations throughout the state and the nation, LUSD schools had experienced long, documented histories of poor performance and failed efforts to improve. A small portion of our learners did well, but significant numbers failed to graduate, and the majority of those that did graduate were inadequately prepared for college or the workplace. Clearly, the traditional educational system was failing our learners. In order to meet the challenges of poor achievement results and unprepared learners, systemic change was needed.

The district, in collaboration with all stakeholders in the school and community, took a bold step in declaring a full district-wide redesign, restructuring our schools to a K-8 model with six elementary schools and one comprehensive high school. We replaced the traditional, time-based system with a Performance-Based System (PBS) - a learner-centered educational approach which leads to each learner mastering content in a personalized mastery learning environment – powered by the LUSD Strategic Design.

Background

The LUSD Performance-Based System (PBS) requires the acceptance of several key ideas and core educational assurances as foundational to accommodate the new vision.

? The first is a shared vision and commitment among adults in the school and the community that every child regardless of socioeconomic status, background or perceived potential will be successful. In practice, this would translate into learners advancing only when they have mastered the necessary course material. This also requires considering learners as individuals in their interests, aspirations, learning styles, and learning needs and giving extra time, allowing for learning acceleration, or modifying instruction to individualize the educational program as needed for every learner.

? *Competency-based rigor is the second foundational idea and the nuts and bolts of LUSD's PBS. Standards define the knowledge and skills that learners are to learn as they move through the educational system. Standards, translated into curriculum, provide the basis not only for what is to be learned, but also how students will demonstrate what and how well they have learned.*

? *Transparency is a hallmark of performance-based education; the curriculum must be accessible and clear to everyone. The results of learner assessments are frequently and clearly communicated to the learners, their learning facilitators, principals, and parents for shared accountability. Designed with the measurement of learner growth and success in mind, LUSD's comprehensive learner information system gives learners access to meaningful data to help them track their progress and establish personalized mastery learning plans; makes real-time data available for learning facilitators to improve or adjust instruction via informed decision-making; and provides feedback for all stakeholders for accountability and continuous improvement.*

? *The cornerstone of the PBS is a learner-centered instructional model in which learners become leaders of their learning and teachers become facilitators and partners to guide learners from level to level along a standards-based continuum of learning. Learners are grouped on this continuum by performance, not age or grade, with flexibility to move to more advanced work upon demonstration of mastery.*

The foundational ideas of 1) commitment to personalized mastery learning, 2) competency-based rigor, 3) transparent accountability, and 4) student ownership of their education can bring a dramatic shift in the learning paradigm. The components of a performance-based system, built on these principles, provide a comprehensive and system-wide transformative framework that establishes an effective alternative to the traditional educational model, promotes high achievement, prepares learners to succeed in postsecondary education and careers, and fosters skills for the 21st century global economy. All transformational work is aligned to the strategic design and LUSD board priorities. For the 2016/17 year, the Superintendent and Governing Board have established the following priorities:

1. Continuous Improvement of Learner Achievement through the Implementation of the Performance Based System by:

- a. Increasing the number of learners reading at grade level proficiency on the DRA and/or Lexile Inventory*
- b. Increasing the number of learners demonstrating proficiency in mathematics as measured by district benchmark assessments (Scholastic Math Inventory)*
- c. Teach and assess Next Generation Science Standards (NGSS) systematically for all learners K-12*
- d. Lindsay learners will be taught, assessed and given feedback on the Life Long Learning Standards appropriate for their developmental learning level*

2. Full engagement in the LUSD Strategic Design

- a. Continue and nurture partnerships with all stakeholders*
- b. Expand parent involvement and parent learning opportunities*
- c. Continue to develop the leadership capacity of district staff by deepening the commitment to the key tenants of the Strategic Design while further developing the Performance Based System*
- d. Continue to address the professional development needs of the Classified staff*

3. Management of District Resources

- a. Maintain the fiscal integrity of the District through prudent and responsible use of resources*
- b. As appropriate, develop grants to support the District's goals and needs*
- c. Manage the sustainability and scalability of the LUSD Technology Plan*

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Process to involve stakeholders during 2015/2016:</p> <p>Input and update sessions were held at various school sites and departments throughout the 2015/2016 year of implementation. These information/input sessions included the following:</p> <ul style="list-style-type: none"> * District English Language Advisory Meetings (Jan 26, 2016) * School Site Council Meetings (Feb.- Mar. 2016) 	<p>Notes from stakeholder meetings indicate support for:</p> <ul style="list-style-type: none"> * Increasing math achievement, with focus on providing math specialists at the secondary level. * Increasing achievement in English Language Arts, with expansion of support services for struggling readers. * Increasing achievement for English Learners through support services such as Migrant and Healthy Start services and academic support including before school, during school, afterschool, and expanded opportunities for learning

<ul style="list-style-type: none"> * District Leadership Monthly Meetings (Jan 2016) * Quarterly Migrant Parent Meetings (Feb 16, 2016) * School Site(s) Staff Meetings at each LUSD Learning Community (Feb-March 2016) * Districtwide Comprehensive Stakeholder Meeting, including parents and learners from every school site (Feb 18, 2016) * Lindsay Teacher’s Association Meeting (March 2, 2016) * Informational Brochure and LCAP “Questions and Answers” (generated from information sessions posted) on the district website (March 2016) * Principals share with Learner stakeholder groups such as school governance teams (January through February 2016) * Informational Brochures distributed to Site Leadership and District Departments (March 2016) * School Board Annual Presentation (April 25, 2016) <p>Those involved included representatives from all stakeholder groups and departments (learners, parents, staff from every school, staff from various departments, board members, classified and certificated staff, management, administration and teaching staff, and representatives from the Lindsay Teachers Association and Classified School Employees Association).</p> <p>The sessions provided information, discussion, and input conducted in English and Spanish and included the following areas:</p> <ul style="list-style-type: none"> * Background on Local Control Accountability Plan (LCAP), including information on state priorities * Communication of the district LCAP overarching goals and the LUSD 2016.17 School Board priorities * Current academic data from the LCAP needs assessment * Details as to how revenues are currently spent * Generating recommendations for actions to address the needs assessment * Answering questions regarding current LCAP expenditures and proposed ideas 	<p>through interventions and technology.</p> <ul style="list-style-type: none"> * Increasing support to both identified and non-identified learners with special needs. Ensure special education services meet the instructional needs of low performing learners. * Professional development for certificated and classified staff with focus on PBS philosophy, instructional pedagogy including blended learning, and use of technology to accelerate learning. * Increasing parent involvement through opportunities to learn about the Performance-Based System, use technology to monitor and support their child’s progress in learning. * Increasing district’s response to diabetic learners
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Annual Update:
The LCAP process involved the following focused work sessions:

Annual Update:
LCAP changes resulting from stakeholder engagement meetings:

- * Conduct and Review Needs Assessment and Parent Survey (November 2015)
- * Revise LCAP goals and align to current Board Priorities (December 11 & 14, 2015)
- * Conduct stakeholder LCAP informational meetings and gather input (Feb. & Mar. 2016)
- * Re-examine needs assessment, parent survey results, and stakeholder input (April 2016)
- * Adjust initial 2016.17 LCAP plan (April 2016)
- * Define and write initial draft of the LCAP Goals and Actions (April 2016)
- * Communicate LCAP and receive input from the Board of Trustees (April 25, 2016)
- * Revise 2016.17 LCAP and submit to TCOE for review (April 2016)

- * The K-8 Literacy Labs will expand to serve more learners by increasing staff.
- * The district will increase math support at the secondary level by providing a math specialist at the high school and increase math support for grade levels 6-8 starting in 2016/17.
- * The district will increase nursing staff to specifically meet medical needs of diabetic learners.
- * During various stakeholder engagement meetings, it became evident that the plan lacked focus and was over-complicated. As such, the district consolidated the original 10 goals into 3 intentional goals providing sharp focus on academic achievement.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S&C	Local Control Funding Formula Supplemental/Concentration Grant Funding
RTTT	Race To The Top
SCTG	School Climate Transformation Grant
EIA	Formerly Economic Impact Aid (Now Part of LCFF S&C)
AEBG	Adult Ed Block Grant

<p>GOAL 1:</p>	<p>Increase Learner Achievement; All learners will be effective learners and graduate college and career ready (including all subgroups)</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ 0 Local : Specify</p>
<p>Identified Need :</p>	<p>After conducting a comprehensive needs assessment and gathering feedback from stakeholders in the applicable state priority areas above, LUSD has identified the following as areas of need:</p> <ul style="list-style-type: none"> • Continue to improve learner achievement in state adopted standards in ELA and Math as measured by district benchmarks and state assessments. • The need to provide 21st Century learning opportunities to all Lindsay learners that will prepare them for college and career readiness. All Lindsay learners should enter the high school prepared to pursue post-secondary options. • The need to reduce the achievement gap between English Learners and ensure that all English Learners demonstrate progress toward English proficiency as measured by the California English Language Development Test. <p>Metric:</p> <ul style="list-style-type: none"> a) SBAC ELA – 25% of Lindsay learners met or exceeded standards in SBAC ELA in 2014-15 b) SBAC Math – 13% of Lindsay learners met or exceeded standards in SBAC Math in 2014-15 c) DRA – Percentage of K-2 learners reading at or above grade level. 62% as of June 2015. d) SRI – Percentage of 3-8 learners reading at or above grade level. 34% as of June 2015 e) SRI - Percentage of 9-12 learners reading at or above grade level. 56% as of June 2015 f) EAP – Percent of grade 11 learners who score ready in EAP college readiness results in ELA and Math: Baseline – 9% in ELA and 0% in Math g) CTE course completion - In 2015-16 school year, TBD% of 4 year cohort of Lindsay High School learners completed a Career Technical Education (CTE) pathway h) Graduation Rate - In 2015 LUSD had a high school graduation rate of 82% (ELL = 73%, Migrant = 84%) i) CELDT - In 2014-15, 56.9% of ELs made progress towards English proficiency j) CELDT - In 2014-15, 48.6% of long term ELs demonstrated proficiency in CELDT k) Attendance Rate: 96% in 2014-15 school year l) Advanced Placement Exams - Percentage of learners scoring a 3 or higher. Baseline. 54% for 2014-15 m) Advanced Placement Course - Percentage of learners enrolled in AP courses - Baseline 18% for 2014-15 n) Professional Development Sign-in Sheets 	
<p>Goal Applies to:</p>	<p>Schools: All learning communities</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All learners, English Learner (EL), Migrant learners</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: After implementing the proposed actions and services for goal 1, Lindsay Unified School District expects to see improvement in the associated learner's outcome and learner involvement metrics

- a) 31% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC ELA
- b) 17% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC Math
- c) As of June 2017 74% of grades k-2 learners will be reading at or above grade level as measured by the DRA
- d) As of June 2017 43% of grades 3-8 learners will be reading at or above grade level as measured by the SRI
- e) As of June 2017 67% of grades 9-12 learners will be reading at or above grade level as measured by the SRI
- f) 14% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in ELA
- g) 5% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in Math
- h) 90% of 4 year cohort of Lindsay High School learners will complete a Career Technical Education (CTE) pathway.
- i) 65% of Lindsay High School graduates will enroll in college in the fall following graduation.
- j) High School graduation rate for LUSD will increase by 2%.
- k) In 2016-17, 60% of ELs will make progress towards English proficiency
- l) In 2016-17, 52% of long term ELs will demonstrate proficiency in CELDT
- m) In 2016-17, 60% of Lindsay High School learners will score a 3 or higher in the AP exams.
- n) In 2016 -17, the number/percent of grades 10-12 learners enrolled in AP courses will increase by 2%
- o) In 2016-17 attendance rate will increase by 0.5 from baseline year.
- p) 95% of learning facilitators will be supported in teaching the new Common Core (CCSS) and Next Generation Science Standards including the integration of blended learning models
- q) All English Learners will receive instruction and curriculum that includes explicit and integrated English Language Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide 1 additional learning facilitator from Y1 per K-8 site for reading intervention with focus on struggling learners at the 4-8 level with the EL learners being a focus group.	Schoolwide (all K-8 schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$444,692 Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$177,944
Provide 2 additional Learning Facilitators and an Instructional Aide at the Secondary level for reading intervention for struggling 9th grade readers targeting English Language Learners.	School wide (Lindsay High School)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 07200, Goal 11341 (Reading), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,630 Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$29,923 Resource 07200, Goal 11417 (Intervention), Site 40 1000-

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>1999: Certificated Personnel Salaries Supplemental and Concentration \$48,234 Resource 07200, Goal 11417 (Intervention), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$25,116 Resource 07200, Goal 11341 (Reading), Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,872 Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$22,326</p>
<p>Increase work-based learning opportunities by hiring a Work-Based Learning Coordinator at LHS to manage the Work-Based Learning program and develop community partnerships.</p>	<p>School wide (Lindsay High School)</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21500, Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,675 Resource 07200, Goal 11100, Function 21500, Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$29,292</p>
<p>Improve instructional capacity by providing five PD days for all certificated staff and adding five Professional Development Days for new LUSD certificated staff. Intentional focus of the professional development will be on EL Learners.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Type Code 0167 (All Staff) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$415,571 Resource 07200, Type Code 0167 (All Staff) 3000-3999: Employee Benefits Supplemental and Concentration \$72,911 Resource 07200, Type Code 7315 (New LF's) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,433 Resource 07200, Type Code 7315 (New LF's) 3000-3999: Employee Benefits Supplemental and Concentration \$15,567</p>
<p>Increase intensive reading intervention by providing six K-8 reading specialists and 6 K-8 Instructional Aides to serve struggling readers, including low performing EL Learners.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$563,883 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$197,253 Resource 07200, Goal 11341 (Reading), Site 00 4000-4999: Books And Supplies Supplemental and Concentration \$15,000 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental</p>

			and Concentration \$106,816 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$108,460
Using the RTI model, increase support to both identified and non-identified learners with special needs, ensuring special education services result in an increase in achievement.	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 07200, Object 89800, Type Code 6500 Supplemental and Concentration \$250,000
Employ supplemental staff to drive and support instructional practices for economically disadvantaged learners.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 7091 Supplemental and Concentration \$1,410,597
Increase achievement in math by hiring one math specialist for Lindsay High School and hiring one additional Math LF for the Content Level 7 and 8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11327 (Math), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,653 Resource 07200, Goal 11327 (Math), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$33,285 Resource 07200, Goal 11327 (Math), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,274 Resource 07200, Goal 11327 (Math), Site 00 3000-3999: Employee Benefits Supplemental and Concentration \$31,265
Provide three full time K-8 Visual and Performing Arts Learning Facilitators to deliver enriching learning experiences.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 07200, Goal 11330 (Music), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$137,368 Resource 07200, Goal 11330 (Music), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$57,535

		_ Other Subgroups: (Specify)	Resource 07200, Goal 11304 (Art), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,549 <hr/> Resource 07200, Goal 11304 (Art), Site 00 3000-3999: Employee Benefits Supplemental and Concentration \$35,058 <hr/> Resource 07200, Goal 11330 (Music), Site 00 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 <hr/> Resource 07200, Goal 11304 (Art), Site 00 4000-4999: Books And Supplies Supplemental and Concentration \$15,000 <hr/> Resource 07200, Goal 11304 (Art), Site 00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$353
Provide additional classroom materials and resources to support learning activities.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100 4000-4999: Books And Supplies Supplemental and Concentration \$29,150
Operate Red Zone for Lindsay High learners who are behind pace for graduation	Schoolwide (LHS)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Type Code 9210 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$125,000
Provide three Curriculum Specialists to design curriculum, instruction and resources (1 RTTT Funding, 2 S&C Funding) and provide support for learning facilitators.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21300 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$153,924 <hr/> Resource 07200, Goal 11100, Function 21300 3000-3999: Employee Benefits Supplemental and Concentration \$60,316 <hr/> Resource 50370, Goal 11100, Function 21300 1000-1999: Certificated Personnel Salaries Race To The Top \$97,479 <hr/> Resource 50370, Goal 11100, Function 21300 3000-3999: Employee Benefits Race To The Top \$33,757

<p>Provide one blended learning specialist to implement blended learning models in the learning environments and to ensure learners have access to online learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21400 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,466 Resource 07200, Goal 11100, Function 21400 3000-3999: Employee Benefits Supplemental and Concentration \$32,360</p>
<p>Employ one Director of Technology 21st Century Learning to accelerate learning through technology</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$156,387 Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental and Concentration \$25,226</p>
<p>Provide 9 Blended Learning Technicians (CDTs) at the primary and secondary levels to support use of technology for learning and SBAC testing. (5 RTTT Funded, 4 S&C Funded)</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 50370, Goal 11100, Function 10000 2000-2999: Classified Personnel Salaries Race To The Top \$200,416 Resource 50370, Goal 11100, Function 10000 3000-3999: Employee Benefits Race To The Top \$133,194 Resource 07200, Goal 11100, Function 10000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$162,583 Resource 07200, Goal 11100, Function 10000 3000-3999: Employee Benefits Supplemental and Concentration \$101,073</p>
<p>Employ a Media Specialist to focus on media production pathway and develop curricular resources to support teaching and learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 50370 2000-2999: Classified Personnel Salaries Race To The Top \$108,659 Resource 50370 3000-3999: Employee Benefits Race To The Top \$26,626</p>
<p>Hire one additional Career Technical Education Learning Facilitator for LHS to improve course access for learners.</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Resource 07200, Goal 11339 (Applied Technology), Function 10000 1000-1999: Certificated Personnel Salaries</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Supplemental and Concentration \$80,063</p> <p>Resource 07200, Goal 11339 (Applied Technology), Function 10000 3000-3999: Employee Benefits Supplemental and Concentration \$30,700</p>
<p>Employ the Director of Personalized Learning to provide additional service and support around academic initiatives resulting in increased learner achievement.</p>	<p>Districtwide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Resource 07200, Function 21100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$157,951</p> <p>Resource 07200, Function 21100 3000-3999: Employee Benefits Supplemental and Concentration \$27,323</p>
<p>Hire one additional Science Learning Facilitator at LHS to reduce class size and increase effective teaching and learning.</p>	<p>9-12</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Resource 07200, Goal 11343 (Science), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,774</p> <p>Resource 07200, Goal 11343 (Science), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$28,860</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Lindsay Unified School District expects to see the following improvement in year 2 in the associated learner's outcome and learner involvement metrics

- a) 34% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC ELA
- b) 19% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC Math
- c) As of June 2018 78% of grades k-2 learners will be reading at or above grade level as measured by the DRA
- d) As of June 2018 46% of grades 3-8 learners will be reading at or above grade level as measured by the SRI
- e) As of June 2018 70% of grades 9-12 learners will be reading at or above grade level as measured by the SRI
- f) 19% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in ELA
- g) 10% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in Math
- h) 100% of 4 year cohort of Lindsay High School learners will complete a Career Technical Education (CTE) pathway.
- i) 68% of Lindsay High School graduates will enroll in college in the fall following graduation.
- j) High School graduation rate for LUSD will increase by 2%. and 3% for Lindsay High School
- k) In 2017-18, 65% of ELs will make progress towards English proficiency
- l) In 2017-18, 55% of long term ELs will demonstrate proficiency in CELDT
- m) In 2017-18, 63% of Lindsay High School learners will score a 3 or higher in the AP exams.
- n) In 2017-18, the number/percent of grades 10-12 learners enrolled in AP courses will increase by 3%
- o) In 2017-18 attendance rate will increase by 0.5% from baseline year.
- p) 98% learning facilitators (100% certificated staff) will be supported in teaching the new Common Core (CCSS) and Next Generation Science Standards including the integration of blended learning models
- q) All English Learners will receive instruction and curriculum that includes explicit and integrated English Language Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 1 additional learning facilitator from Y1 per K-8 site for intervention, class-size reduction, Level 4 learning opportunities, and site-specific instructional needs	School wide (all K-8 schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$527,148 Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$211,628
Maintain 2 additional Learning Facilitators and an Instructional Aide at the Secondary level for reading intervention for struggling 9th grade readers targeting English Language Learners.	School wide (Lindsay High School)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 07200, Goal 11341 (Reading), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,316 Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$35,272

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11417 (Intervention), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,316</p> <p>Resource 07200, Goal 11417 (Intervention), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$35,272</p> <p>Resource 07200, Goal 11341 (Reading), Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$24,016</p> <p>Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$23,442</p>
<p>Maintain a Work-Based Learning Coordinator at LHS to manage the Work-Based Learning program and develop community partnerships</p>	<p>School wide (Lindsay High School)</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21500, Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,186</p> <p>Resource 07200, Goal 11100, Function 21500, Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$30,590</p>
<p>Develop instructional capacity by maintaining five PD days for all certificated staff and adding five Professional Development Days for new LUSD certificated staff.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Type Code 0167 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$436,350</p> <p>Resource 07200, Type Code 0167 3000-3999: Employee Benefits Supplemental and Concentration \$170,168</p> <p>Resource 07200, Type Code 7315 (New LF's) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$103,180</p> <p>Resource 07200, Type Code 7315 (New LF's) 3000-3999: Employee Benefits Supplemental and Concentration \$40,239</p>
<p>Maintain six K-8 reading specialists to provide intensive reading intervention along with 6 K-8 Instructional Aides.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$597,324</p> <p>Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$202,512</p> <p>Resource 07200, Goal 11341 (Reading), Site 00 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental</p>

			and Concentration \$112,157 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$113,883
Support Special Education Learners with instructional needs	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 07200, Object 89800, Type Code 6500 Supplemental and Concentration \$262,500
Maintain supplemental staff to drive and support instructional practices (EIA Activities)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 7091 Supplemental and Concentration \$1,481,127
Increase achievement in math by maintaining one math specialist for Lindsay High School and two additional Math LFs for the Content Level 7 and 8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11327 (Math), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,066 Resource 07200, Goal 11327 (Math), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$30,259 Resource 07200, Goal 11327 (Math), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$168,132 Resource 07200, Goal 11327 (Math), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,519
Maintain three full time K-8 Visual and Performing Arts Learning Facilitators to deliver enriching learning experiences.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 07200, Goal 11330 (Music) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$146,904 Resource 07200, Goal 11330 (Music) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$59,924 Resource 07200, Goal 11304 (Art) 1000-1999: Certificated

		English proficient _ Other Subgroups: (Specify)	Personnel Salaries Supplemental and Concentration \$103,253 Resource 07200, Goal 11304 (Art) 3000-3999: Employee Benefits Supplemental and Concentration \$34,640 Resource 07200, Goal 11330 (Music) 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 Resource 07200, Goal 11304 (Art) 4000-4999: Books And Supplies Supplemental and Concentration \$15,000
Provide additional classroom materials and resources	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100 4000-4999: Books And Supplies Supplemental and Concentration \$40,000
Operate Red Zone for Lindsay High learners who are behind pace for graduation (Old 2c.5)	Schoolwide (LHS)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Type Code 9210 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$110,000
Maintain three Curriculum Specialists to design curriculum, instruction and resources	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21300 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$237,980 Resource 07200, Goal 11100, Function 21300 3000-3999: Employee Benefits Supplemental and Concentration \$92,521
Maintain one blended learning specialist to implement blended learning models in the learning environments	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	Resource 07200, Goal 11100, Function 21400 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,082 Resource 07200, Goal 11100, Function 21400 3000-3999:

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employee Benefits Supplemental and Concentration \$33,964
Maintain one Director of Technology 21st Century Learning to accelerate learning through technology	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$143,426 Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental and Concentration \$48,458
Maintain 9 Blended Learning Specialists (CDTs) at the primary and secondary levels to support use of technology for learning and SBAC testing.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 10000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$380,912 Resource 07200, Goal 11100, Function 10000 3000-3999: Employee Benefits Supplemental and Concentration \$252,812
Maintain Media Specialist to focus on media production pathway and develop curricular resources	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$116,380 Resource 07200 3000-3999: Employee Benefits Supplemental and Concentration \$26,178
Maintain one additional Career Technical Education Learning Facilitator for LHS to improve course access for learners.	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Resource 07200, Goal 11339 (Applied Technology), Function 10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,066 Resource 07200, Goal 11339 (Applied Technology), Function 10000 3000-3999: Employee Benefits Supplemental and Concentration \$30,259

		(Specify)	
Maintain the Director of Personalized Learning		<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Function 21100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$172,416 Resource 07200, Function 21100 3000-3999: Employee Benefits Supplemental and Concentration \$26,894
Maintain one additional Science Learning Facilitator at LHS to reduce class size	9-12	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11343 (Science), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,663 Resource 07200, Goal 11343 (Science), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$30,303

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Lindsay Unified School District expects to see the following improvement in year 3 in the associated learner's outcome and learner involvement metrics

- a) 37% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC ELA
- b) 22% of grades 3 through 8 and 11 Lindsay learners will meet or exceed standards in SBAC Math
- c) As of June 2019 81% of grades k-2 learners will be reading at or above grade level as measured by the DRA
- d) As of June 2019 49% of grades 3-8 learners will be reading at or above grade level as measured by the SRI
- e) As of June 2019 73% of grades 9-12 learners will be reading at or above grade level as measured by the SRI
- f) 24% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in ELA
- g) 15% of grade 11 learners will score ready in the Early Assessment Program (EAP) college readiness results in Math
- h) 100% of 4 year cohort of Lindsay High School learners will complete a Career Technical Education (CTE) pathway.
- i) 70% of Lindsay High School graduates will enroll in college in the fall following graduation.
- j) High School graduation rate for LUSD will increase by 1%. and 2% for Lindsay High School
- k) In 2018-19, 67% of ELs will make progress towards English proficiency
- l) In 2018-19, 57% of long term ELs will demonstrate proficiency in CELDT
- m) In 2018-19, 66% of Lindsay High School learners will score a 3 or higher in the AP exams.
- n) In 2018-19, the number/percent of grades 10-12 learners enrolled in AP courses will increase by 4%
- o) In 2018-19 LUSD will maintained an attendance rate of 97% or higher.
- p) All learning facilitators (100% certificated staff) will be supported in teaching the new Common Core (CCSS) and Next Generation Science Standards including the integration of blended learning models
- q) All English Learners will receive instruction and curriculum that includes explicit and integrated English Language Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 1 additional learning facilitator from Y1 per K-8 site for intervention, class-size reduction, Level 4 learning opportunities, and site-specific instructional needs	School wide (all K-8 schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$553,505 Resource 07200, Goal 11417, Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$222,209
Maintain 2 additional Learning Facilitators and an Instructional Aide at the Secondary level for reading intervention for struggling 9th grade readers targeting English Language Learners.	School wide (Lindsay High School)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 07200, Goal 11341 (Reading), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,682 Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$37,035 Resource 07200, Goal 11417 (Intervention), Site 40 1000-

		_ Other Subgroups: (Specify)	1999: Certificated Personnel Salaries Supplemental and Concentration \$91,682 Resource 07200, Goal 11417 (Intervention), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$37,035 Resource 07200, Goal 11341 (Reading), Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,216 Resource 07200, Goal 11341 (Reading), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$24,614
Maintain a Work-Based Learning Coordinator at LHS to manage the Work-Based Learning program and develop community partnerships	School wide (Lindsay High School)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21500, Site 40 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,845 Resource 07200, Goal 11100, Function 21500, Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$32,119
Develop instructional capacity by maintaining five PD days for all certificated staff and maintaining five Professional Development Days for new LUSD certificated staff.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Type Code 0167 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$458,167 Resource 07200, Type Code 0167 3000-3999: Employee Benefits Supplemental and Concentration \$178,677 Resource 07200, Type Code 7315 (New LF's) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$108,339 Resource 07200, Type Code 7315 (New LF's) 3000-3999: Employee Benefits Supplemental and Concentration \$42,251
Maintain six K-8 reading specialists to provide intensive reading intervention along with 6 K-8 Instructional Aides.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$627,190 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$212,638 Resource 07200, Goal 11341 (Reading), Site 00 4000-4999: Books And Supplies Supplemental and Concentration \$15,000 Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$117,765

			Resource 07200, Goal 11341 (Reading), Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$119,577
Support Special Education Learners with instructional needs	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Resource 07200, Object 89800, Type Code 6500 Supplemental and Concentration \$275,625
Maintain supplemental staff to drive and support instructional practices (EIA Activities)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 7091 Supplemental and Concentration \$1,555,183
Increase achievement in math by maintaining one math specialist for Lindsay High School and two additional Math LFs for the Content Level 7 and 8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Goal 11327 (Math), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,270 Resource 07200, Goal 11327 (Math), Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$31,772 Resource 07200, Goal 11327 (Math), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$176,539 Resource 07200, Goal 11327 (Math), Site 00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,545
Maintain three full time K-8 Visual and Performing Arts Learning Facilitators to deliver enriching learning experiences. (Old 12)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Resource 07200, Goal 11330 (Music) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$154,250 Resource 07200, Goal 11330 (Music) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$62,920 Resource 07200, Goal 11304 (Art) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$108,415

		_ Other Subgroups: (Specify)	Resource 07200, Goal 11304 (Art) 3000-3999: Employee Benefits Supplemental and Concentration \$36,371 Resource 07200, Goal 11330 (Music) 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 Resource 07200, Goal 11304 (Art) 4000-4999: Books And Supplies Supplemental and Concentration \$15,000
Provide additional classroom materials and resources	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100 4000-4999: Books And Supplies Supplemental and Concentration \$45,000
Operate Red Zone for Lindsay High learners who are behind pace for graduation	Schoolwide (LHS)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Type Code 9210 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$110,000
Maintain three Curriculum Specialists to design curriculum, instruction and resources (new)	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21300 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$249,879 Resource 07200, Goal 11100, Function 21300 3000-3999: Employee Benefits Supplemental and Concentration \$97,147
Maintain one blended learning specialist to implement blended learning models in the learning environments	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Resource 07200, Goal 11100, Function 21400 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,036 Resource 07200, Goal 11100, Function 21400 3000-3999: Employee Benefits Supplemental and Concentration \$35,663

		English proficient _ Other Subgroups: (Specify)	
Maintain one Director of Technology 21st Century Learning to accelerate learning through technology	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11100, Function 21000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$150,597 Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental and Concentration \$50,880
Maintain 9 Blended Learning Specialists (CDTs) at the primary and secondary levels to support use of technology for learning and SBAC testing.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$399,957 Resource 07200 3000-3999: Employee Benefits Supplemental and Concentration \$265,452
Maintain Media Specialist to focus on media production pathway and develop curricular resources	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$122,199 Resource 07200 3000-3999: Employee Benefits Supplemental and Concentration \$27,486
Maintain one additional Career Technical Education Learning Facilitator for LHS to improve course access for learners.	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource 07200, Goal 11339 (Applied Technology), Function 10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,269 Resource 07200, Goal 11339 (Applied Technology), Function 10000 3000-3999: Employee Benefits Supplemental and Concentration \$31,772

<p>Maintain the Director of Personalized Learning</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Function 21100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$181,037</p> <p>Resource 07200, Function 21100 3000-3999: Employee Benefits Supplemental and Concentration \$28.238</p>
<p>Maintain one additional Science Learning Facilitator at LHS to reduce class size</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11343 (Science), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,746</p> <p>Resource 07200, Goal 11343 (Science), Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,815</p>

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

<p>GOAL 2:</p>	<p>Increase district resources to serve the non-academic needs of learners and increase parent and stakeholder involvement</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ 9 COE only: 9 _ 10 _ 0 Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Lindsay Learners need more Social- Emotional Skills and Behavioral Health. • A need to improve parents' connectedness and involvement in learners' academic success. • A need to Increase learners connectedness to schools as measured by CA healthy Kids survey, attendance, dropout rate, and suspension/expulsion rate. <p>Metric</p> <p>a) Suspension and Expulsion rate: In 2015-16, suspension and Expulsion rate for all Lindsay learners was TBD</p> <p>b) Chronic Absenteeism measured by daily attendance rate: (Baseline TBD for 2015-16)</p> <p>c) Dropout Rates measured by daily attendance reports: (Baseline TBD for 2015-16)</p> <p>d) California Healthy Kids Survey: In 2015 TBD% of grades 5-12 learners responded with a 3 or higher under the emotional competence module in the California Healthy Kids Survey (SEHM)</p> <p>e) Parents Satisfaction and Perception Survey: 73% of parents were satisfied with communication and collaborative opportunities offered by LUSD as measured by the parents satisfaction and perception survey administered in Fall 2015</p> <p>f) Parents' teacher conference attendance sheet: Baseline TBD</p> <p>g) Life-Long Learning Standards: Percentage of learners scoring a 3 or higher in all LLL standards. (Baseline TBD for 2015-16)</p>	
<p>Goal Applies to:</p>	<p>Schools: All learning communities</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All learners</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- a) In 2016-17 school year, suspension rate will decrease by 2% and expulsion rate will be kept below 0.3%
- b) In 2016-17 school year, the number of learners who are chronically absent (more than 18 days) will decrease by 2%
- c) In 2016-17 school year, dropout rate for all K-8 learners will decrease by 1% while dropout rate for High School learners will decrease by 2%
- b) In 2016-17 school year, TBD% of learners will respond with a 3 or higher under the emotional competence module in the CHKS (SEHM).
- c) In 2016-17 school year, 76% of parents will be satisfied with communication and collaborative opportunities offered by LUSD as measured by the Parents Satisfaction and Perception Survey.
- d) In 2016-17 the percentage of learners who demonstrates a score of 3 or above in Lifelong Learning standards will increase by 5%
- e) In 2016-17 parents participation in parent involvement opportunities such as parents nights will increase by 2%.
- f) The district will increase opportunities for involvement and parents participation rate to all parents with particular emphasis on parents of English learners, foster youth and homeless.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and form new partnerships to support focus on PBS, which includes personalized learning.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost No Cost
Provide funding to maintain adequate case managers at the Lindsay Healthy Start (FRC) to expand parent education courses and support and serve unduplicated learners' non-academic needs.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 5642 Supplemental and Concentration \$225,000
Provide Medical staff (1 RN, 3LVN, 7 Health Aides) and Nurse staffing contract to serve the medical needs of learners and to improve the conditions for learning.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 07200, Goal 11100, Function 31401 (RN) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$131,955 Resource 07200, Goal 11100, Function 31401 (RN) 3000-3999: Employee Benefits Supplemental and Concentration

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>\$23,010</p> <p>Resource 07200, Goal 81000, Function 31402 (LVN) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$123,883</p> <p>Resource 07200, Goal 81000, Function 31402 (LVN) 3000-3999: Employee Benefits Supplemental and Concentration \$80,960</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$75,235</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 3000-3999: Employee Benefits Supplemental and Concentration \$18,959</p> <p>Resource 07200, Goal 11100, Function 31400 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p>
<p>Increase engagement of Classified Staff through professional development to improve their performance which will impact student learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Type Code 2140 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,819</p> <p>Resource 07200, Type Code 2140 3000-3999: Employee Benefits Supplemental and Concentration \$5,538</p> <p>Resource 07200, Type Code 2140 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>
<p>Provide supplemental Curriculum Support to strengthen and maintain data-driven decision making resulting in increased academic achievement. (Data Systems Analyst, Coordinator of Research and Evaluation, and Clerical Assistant for Curriculum)</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$261,994</p> <p>Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental and Concentration \$80,557</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- a) In 2017-18 school year, suspension rate will decrease by 2% and expulsion rate will be maintained at 0.2% or below.
- b) In 2017-18 school year, the number of learners who are chronically absent (more than 18 days) will decrease by 3%
- c) In 2017-18 school year, dropout rate for all K-8 learners will decrease by 1% while dropout rate for High School learners will decrease by 1%
- b) In 2017-18 school year, TBD% of learners will respond with a 3 or higher under the emotional competence module in the CHKS (SEHM).
- c) In 2017-18 school year, 78% of parents will be satisfied with communication and collaborative opportunities offered by LUSD as measured by the Parents Satisfaction and Perception Survey.
- d) In 2017-18 the percentage of learners who demonstrates a score of 3 or above in lifelong learning standards will increase by 6%
- e) In 2017-18 parents participation in parent involvement opportunities such as parents nights will increase by 3%.
- f) The district will increase opportunities for involvement and parents participation rate to all parents with particular emphasis on parents of English learners, foster youth and homeless.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and form new partnerships to support PBS	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost No Cost
Provide funding to maintain adequate case managers at the Lindsay Healthy Start (FRC) to expand parent education courses and support. (2b. 1&2)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 5642 Supplemental and Concentration \$250,000
Provide Medical staff (1 RN, 3LVN, 7 Health Aides) and Nurse staffing contract to serve the medical needs of learners and to improve the conditions for learning.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource 07200, Goal 11100, Function 31401 (RN) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,566 Resource 07200, Goal 11100, Function 31401 (RN) 3000-3999: Employee Benefits Supplemental and Concentration

		<p>English proficient _ Other Subgroups: (Specify)</p>	<p>\$22,200</p> <p>Resource 07200, Goal 11100, Function 31402 (LVN) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$125,560</p> <p>Resource 07200, Goal 11100, Function 31402 (LVN) 3000-3999: Employee Benefits Supplemental and Concentration \$83,790</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,060</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 3000-3999: Employee Benefits Supplemental and Concentration \$18,930</p> <p>Resource 07200, Goal 11100, Function 31400 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p>
<p>Increase engagement of Classified Staff through professional development</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Type Code 2140 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,210</p> <p>Resource 07200, Type Code 2140 3000-3999: Employee Benefits Supplemental and Concentration \$5,816</p> <p>Resource 07200, Type Code 2140 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>
<p>Maintain supplemental Curriculum Support to strengthen and maintain data-driven decision making. (Data Systems Analyst, Coordinator of Research and Evaluation, and Clerical Assistant for Curriculum)</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resource 07200, Goal 11100, Function 21000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$283,500</p> <p>Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental \$81,900</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>a) In 2018-19 school year, suspension rates will be less than or equal to 4% of the student population and expulsion rate will be less than or equal to 0.1%</p> <p>b) In 2018-19 school year, the number of learners who are chronically absent (more than 18 days) will be at or below 2%.</p> <p>c) In 2018-19 school year, dropout rate for all K-8 learners will decrease by 1% while dropout rate for High School learners will decrease by 1%</p> <p>b) In 2018-19 school year, TBD% of learners will respond with a 3 or higher under the emotional competence module in the CHKS (SEHM).</p> <p>c) In 2018-19 school year, 80% of parents will be satisfied with communication and collaborative opportunities offered by LUSD as measured by the Parents Satisfaction and Perception Survey.</p> <p>d) In 2018-19 the percentage of learners who demonstrates a score of 3 or above in lifelong learning standards will increase by 7%</p> <p>e) In 2018-19 parents participation in parent involvement opportunities such as parents nights will increase by 4%.</p> <p>f) The district will increase opportunities for involvement and parents participation rate to all parents with particular emphasis on parents of English learners, foster youth and homeless.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and form new partnerships to support PBS	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost No Cost
Provide funding to maintain adequate case managers at the Lindsay Healthy Start (FRC) to expand parent education courses and support. (2b. 1&2)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 5642 Supplemental and Concentration \$275,000
Provide Medical staff (1 RN, 3LVN, 7 Health Aides) and Nurse staffing contract to serve the medical needs of learners and to improve the conditions for learning.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource 07200, Goal 11100, Function 31401 (RN) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$149,694 Resource 07200, Goal 11100, Function 31401 (RN) 3000-

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>3999: Employee Benefits Supplemental and Concentration \$23,310</p> <p>Resource 07200, Goal 11100, Function 31402 (LVN) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$131,838</p> <p>Resource 07200, Goal 11100, Function 31402 (LVN) 3000-3999: Employee Benefits Supplemental and Concentration \$87,980</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$105,063</p> <p>Resource 07200, Goal 11100, Function 31400 (Health Aide) 3000-3999: Employee Benefits Supplemental and Concentration \$19,877</p> <p>Resource 07200, Goal 11100, Function 31400 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p>
<p>Increase engagement of Classified Staff through professional development (Old 4b.1)</p>	<p>Districtwide</p>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Resource 07200, Type Code 2140 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,670</p> <p>Resource 07200, Type Code 2140 3000-3999: Employee Benefits Supplemental and Concentration \$6,107</p> <p>Resource 07200, Type Code 2140 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>
<p>Maintain supplemental Curriculum Support to strengthen and maintain data-driven decision making. (Data Systems Analyst, Coordinator of Research and Evaluation, and Clerical Assistant for Curriculum)</p>	<p>Districtwide</p>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Resource 07200, Goal 11100, Function 21000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$297,675</p> <p>Resource 07200, Goal 11100, Function 21000 3000-3999: Employee Benefits Supplemental and Concentration \$85,995</p>

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

GOAL 3:	Manage district resources to maintain and improve technology and facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<ul style="list-style-type: none"> The need for all learners to have access to standards-aligned instructional materials and technology The need for all school facilities to be maintained in good repair. All learners should be taught by highly qualified teachers who are appropriately credentialed and assigned to classes that match their designation
Metric	<ul style="list-style-type: none"> Facilities Inspection Tool School Reports SARCs credentialed reports Instructional Materials and Technology Inventory

Goal Applies to:	Schools: All learning communities
	Applicable Pupil Subgroups: All learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	a) All Lindsay school buildings and facilities will obtain an overall FIT report rating of “Exemplary” b) 100% of Lindsay learners will have access to CCSS aligned instructional materials in ELA, Math and Science and internet connectivity at home through the expansion of the City Wi-Fi project providing them course access and enrollment in a broad course of study. c) All Lindsay Learning Facilitators (100%) will be fully credentialed and appropriately assigned
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide technology infrastructure and access for learners and parents to maximize communication, increase the use of the learning management platform, and increase online learning beyond the school day.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 76120, Type Code 8225 (Learner Devices) Supplemental and Concentration \$600,000 Resource 07200, Object 76120, Type Code 8226 (Community WiFi) Supplemental and Concentration \$500,000 Resource 07200, Object 76120, Type Code 9804 (Erate Infrastructure Projects) Supplemental and Concentration \$200,000 Resource 07200, Object 76120, Type Code 8227 (Learner Device Repairs) Supplemental and Concentration \$50,000

<p>Improve learning environments to maximize conducive conditions for learning including, but not limited to quality lighting, HVAC repairs, carpeting, painting, and functional furnishings.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Object 89800, Type Code 8150 6000-6999: Capital Outlay Supplemental and Concentration \$750,000</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>a) All Lindsay school buildings and facilities will maintain an overall FIT report rating of “Exemplary” b) 100% of Lindsay learners will have access to CCSS aligned instructional materials in ELA, Math and Science and internet connectivity at home through the expansion of the City Wi-Fi project providing them course access and enrollment in a broad course of study. c) 100% of learning facilitators will be fully credentialed and assigned.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide technology infrastructure and access for learners and parents to maximize communication and the use of the learning management platform</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Object 76120, Type Code 8225 (Learner Devices) Supplemental and Concentration \$600,000 Resource 07200, Object 76120, Type Code 8226 (Community WiFi) Supplemental and Concentration \$500,000 Resource 07200, Object 76120, Type Code 9804 (Erate Infrastructure Projects) Supplemental and Concentration \$200,000 Resource 07200, Object 76120, Type Code 8227 (Learner Device Repairs) Supplemental and Concentration \$50,000</p>
<p>Improve learning environments to maximize conducive conditions for learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource 07200, Object 89800, Type Code 8150 6000-6999: Capital Outlay Supplemental and Concentration \$750,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	a) All Lindsay school buildings and facilities will maintain an overall FIT report rating of “Exemplary” b) 100% of Lindsay learners will have access to CCSS aligned instructional materials in ELA, Math and Science and internet connectivity at home through the expansion of the City Wi-Fi project providing them course access and enrollment in a broad course of study. c) 100% of learning facilitators will be fully credentialed and assigned.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide technology infrastructure and access for learners and parents to maximize communication and the use of the learning management platform (OLD 2c.1 & 2c.7; Old 3c.3))	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 76120, Type Code 8225 (Learner Devices) Supplemental and Concentration \$600,000 Resource 07200, Object 76120, Type Code 8226 (Community WiFi) Supplemental and Concentration \$500,000 Resource 07200, Object 76120, Type Code 9804 (Erate Infrastructure Projects) Supplemental and Concentration \$200,000 Resource 07200, Object 76120, Type Code 8227 (Learner Device Repairs) Supplemental and Concentration \$50,000
Improve learning environments to maximize conducive conditions for learning. (Old 3a.1)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource 07200, Object 89800, Type Code 8150 6000-6999: Capital Outlay Supplemental and Concentration \$750,000

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>#1a: Accelerate the number of learners at or above the content level that corresponds with their age-appropriate grade level (including all sub-groups)</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 1a</u>; <u>LUSD Learning Vision</u>, <u>LUSD Instruction Vision</u>; <u>LUSD Curriculum Vision</u>; <u>LUSD Assessment Vision</u>; <u>LUSD Guiding Principles for Learners and Learning</u>; <u>LUSD Guiding Principles for Learning Facilitators and Teaching</u>, <u>LUSD Life-long Learning Standards: Self Directed, lifelong learner</u>; <u>LUSD Core Values: Excellence, Improvement, and Accountability</u></p>	
<p>Goal Applies to: Schools: <u>All learning communities</u> Applicable Pupil Subgroups: <u>All learners</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All learners: As of 8/31/16: 65% of K-12 learners will be performing at or above grade level in ELA Non-Dual; 88% of K-8 learners will be performing at or above grade level in ELA Dual; 75% of K-8 learners will be performing at or above grade level in Math; 82% of 9-12 learners were performing at or above grade level in Math (based on graduation requirements); As of 6/15/16: 38% of learners will be reading at or above grade level as measured by the SRI; English Learners: As of 8/31/16: 50% of K-12 learners will be performing at or above grade level in</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All Learners: As of 4/20/16 (goal in progress) 48% of K-12 learners are performing at or above grade level in ELA Non-Dual; 66% of K-8 learners are performing at or above grade level in ELA Dual; 56% of K-8 learners are performing at or above grade level in Math; 31% of 9-12 learners were performing at or above grade level in Math (based on graduation requirements); As of 3/15/16 (goal in progress): 30% of learners were reading at or above grade level as measured by the SRI; English Learners: As of 4/20/16 (goal in progress): 35% of K-12 learners were performing at or above grade level in</p>

<p>ELA Non-Dual; 80% of K-8 learners will be performing at or above grade level in ELA Dual; 70% of K-8 learners will be performing at or above grade level in Math; 65% of 9-12 learners will be performing at or above grade level in Math (based on graduation requirements);</p> <p>As of 6/15/16: 25% of learners will be reading at or above grade level as measured by the SRI;</p> <p>Migrant Learners: As of 8/31/16: 60% of K-12 learners will be performing on or above grade level in ELA Non-Dual; 88% of K-8 learners will be performing at or above grade level in ELA Dual; 70% of K-8 learners will be performing at or above grade level in Math; 78% of 9-12 learners will be performing at or above grade level in Math (based on graduation requirements);</p> <p>As of 6/15/16: 33% of learners will be reading at or above grade level as measured by the SRI;</p> <p>Percent of English Learners in the Early Advanced or Advanced Level as measured by the CELDT: Goal: 60%</p> <p>English Learners Reclassification Rate: Goal - 10%</p> <p>Percent of Learners successfully passing A-G courses: Goal- 96%</p> <p>Percent of learners demonstrating college readiness via the Early Assessment Program: English: 30% Math 72%</p> <p>Percent of learners passing the AP exam with a score of 3 or higher:</p>	<p>ELA Non-Dual; 66% of K-8 learners were performing at or above grade level in ELA Dual; 54% of K-8 learners were performing at or above grade level in Math; 14% of 9-12 learners will be performing at or above grade level in Math (based on graduation requirements);</p> <p>As of 3/15/16 (goal in progress): 18% of grades 3-8 learners were reading at or above grade level as measured by the SRI;</p> <p>Migrant Learners: As of 4/20/16 (goal in progress): 38% of K-12 learners were performing on or above grade level in ELA Non-Dual; 60% of K-8 learners will be performing at or above grade level in ELA Dual; 47% of K-8 learners will be performing at or above grade level in Math; 33% of 9-12 learners will be performing at or above grade level in Math (based on graduation requirements);</p> <p>As of 3/15/16 (goal in progress): 30% of grades 3-8 learners were reading at or above grade level as measured by the SRI;</p> <p>Percent of English Learners in the Early Advanced or Advanced Level as measured by the CELDT was 36% in the 2015 CELT administration</p> <p>English Learners Reclassification Rate: Was 1.3%% for 2014-15 school year</p> <p>Percent of Learners successfully passing A-G courses: TBD by June 2016</p> <p>Percent of learners demonstrating college readiness via the Early Assessment Program: English: TBD after SBAC Math TBD after SBAC</p> <p>Percent of learners passing the AP exam with a score of 3 or</p>
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<p>This data is still being confirmed and will be included and goal established when the baseline data is confirmed</p> <p>**All actions and services included address and/or support these expected outcomes.</p>	<p>higher: TBD by May</p> <p>This data is still being confirmed and will be included and goal established when the baseline data is confirmed</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. Maintain 1 additional learning facilitator from Y1 per K-8 site for intervention, class-size reduction, Level 4 learning opportunities*, and site-specific instructional needs.</p> <p>*- Level 4 learning opportunities are those learning opportunities which go above the beyond the requirement of the standard and require the application of knowledge to demonstrate mastery.</p>	<p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$395,781</p> <p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$159,137</p>	<p>1. Maintained 1 additional learning facilitator from Y1 per K-8 site for intervention, class-size reduction, Level 4 learning opportunities*, and site-specific instructional needs.</p> <p>*- Level 4 learning opportunities are those learning opportunities which go above the beyond the requirement of the standard and require the application of knowledge to demonstrate mastery.</p>	<p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$424,478</p> <p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$161,847</p>
<p>Scope of Service</p>	<p>Schoolwide (all K-8 schools)</p>	<p>Scope of Service</p>	<p>Schoolwide (all K-8 schools)</p>
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Maintain 1 additional learning facilitator from Y1 for 8th grade academic transition classroom on Lindsay High School campus</p>	<p>07200/11417/10000/Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,232</p>	<p>2. Maintained 1 additional learning facilitator from Y1 for 8th grade academic transition classroom on Lindsay High School campus</p>	<p>07200/11417/10000/Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,787</p>

	07200/11417/10000/Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$23,786		07200/11417/10000/Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$24,044				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide (Lindsay High School)</td> </tr> </table>	Scope of Service	School wide (Lindsay High School)		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide (Lindsay High School)</td> </tr> </table>	Scope of Service	School wide (Lindsay High School)	
Scope of Service	School wide (Lindsay High School)						
Scope of Service	School wide (Lindsay High School)						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
3. Maintain one Reading specialist at Lindsay High School	07200/11341/10000/Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,721 07200/11341/10000/Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$25,095	3. Maintained one Reading specialist at Lindsay High School	07200/11341/10000/Site 40 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,619 07200/11341/10000/Site 40 3000-3999: Employee Benefits Supplemental and Concentration \$27,943				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide (Lindsay High School)</td> </tr> </table>	Scope of Service	School wide (Lindsay High School)		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide (Lindsay High School)</td> </tr> </table>	Scope of Service	School wide (Lindsay High School)	
Scope of Service	School wide (Lindsay High School)						
Scope of Service	School wide (Lindsay High School)						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
4. Provide targeted interventions during the school day, after and before school, weekends, and intersessions	07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a1 07200/11417/10000/Sites 10, 15, 20,	4. Provided targeted interventions during the school day, after and before school, weekends, and intersessions with Intervention teachers and classified Reading Specialists. The district was	07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a1 07200/11417/10000/Sites 10, 15, 20,				

	<p>25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a1</p> <p>07200/11341/10000/Sites 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$259,728</p> <p>07200/11341/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$86,508</p>	<p>unable to fully hire all Classified Reading Specialists for 2015-16.</p>	<p>25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a1</p> <p>07200/11341/10000/Sites 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$89,757</p> <p>07200/11341/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$74,793</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide (all K-8 schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Maintain a college/career-readiness and Performance Based System Coordinator at Lindsay High School to establish academic pathways, develop a college/career-focused culture, and increase the number of learners attending a 4-year college</p>	<p>07200/11100/21500 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,302</p> <p>07200/11100/21500 3000-3999: Employee Benefits Supplemental and Concentration \$26,871</p>	<p>5. Maintained a college/career-readiness and Performance Based System Coordinator at Lindsay High School to establish academic pathways, develop a college/career-focused culture, and increase the number of learners attending a 4-year college</p>	<p>07200/11100/21500 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$48,241</p> <p>07200/11100/21500 3000-3999: Employee Benefits Supplemental and Concentration \$27,746</p>
<p>Scope of Service School wide (Lindsay High School)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide (Lindsay High School)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>6. Plan and implement Race to the Top Professional Development days</p>	<p>50370/Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top \$375,535 50370/Type Code 0167 3000-3999: Employee Benefits Race To The Top \$58,016</p>	<p>6. Planned and implemented Race to the Top Professional Development days</p>	<p>50370/Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top \$405,021 50370/Type Code 0167 3000-3999: Employee Benefits Supplemental and Concentration \$63,725</p>
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Maintain three full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers. And hire three additional full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers.</p>	<p>07200/11341/10000 Sites 00, 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$450,684 07200/11341/10000 Sites 00, 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$164,141</p>	<p>7. Maintained three full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers. And hired three additional full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers. Purchased Materials and Supplies for new Learning Centers for Reading Intervention.</p>	<p>07200/11341/10000 Sites 00, 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$541,792 07200/11341/10000 Sites 00, 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration \$183,687 07200/11341/10000 Sites 00, 10, 15, 20, 25, 30, 35 4000-4999: Books And Supplies Supplemental and Concentration \$82,610</p>
<p>Scope of Service: Schoolwide (all K-8 schools)</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: Schoolwide (all K-8 schools)</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)							
8. Ensure the needs of all Special Education learners are met while remaining in compliance with Special Education law	07200/Object 89800/Function 11300 Special Education: Supplemental Aids and Services Supplemental and Concentration \$243,741	8. Ensure the needs of all Special Education learners are met while remaining in compliance with Special Education law with supplemental contribution to Special Ed.	07200/Object 89800/Function 11300 Special Education: Supplemental Aids and Services Supplemental and Concentration \$213,365				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Districtwide</td> </tr> </table> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Districtwide</td> </tr> </table> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
9. Use existing resources (Learning Directors, Library-Media techs, Director of Research and Evaluation, Counselors, Student Advocates or Curriculum department staff) and the Alignment of Inquiry data analysis process to identify student achievement gaps, set goals, implement intervention and monitor progress	07200/Object 89800/Function 1000-2999 Instruction and Instructional Supervision Supplemental and Concentration \$1,323,634 07200/11100/21100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$149,094 07200/11100/21100 3000-3999: Employee Benefits Supplemental and Concentration \$21,743	9. Used existing resources (Learning Directors, Library-Media techs, Director of Research and Evaluation, Counselors, Student Advocates or Curriculum department staff) and the Alignment of Inquiry data analysis process to identify student achievement gaps, set goals, implement intervention and monitor progress (Former EIA Activities). Hired and maintained Director of Personalized Learning.	07200/Object 89800/Function 1000-2999 Instruction and Instructional Supervision Supplemental and Concentration \$1,323,633 07200/11100/21100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$156,387 07200/11100/21100 3000-3999: Employee Benefits Supplemental and Concentration \$24,393				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						

<p>10. Hire one Math Specialist at Lindsay High School to provide intensive math instruction for at-risk learners, model effective math instruction for other learning facilitators, and lead the instructional efforts of the math department</p>	<p>07200/11327/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,079</p> <p>07200/11327/10000 3000-3999: Employee Benefits Supplemental and Concentration \$27,237</p>	<p>Position was advertised, but no viable candidates were available.</p>	
<p>Scope of Service School wide (Lindsay High School)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide (Lindsay High School)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11. Hire one agriculture learning facilitator at the K-8 level to augment the existing agriculture program offered at Lindsay High School and provide release time for planning and professional collaboration on learner needs</p>	<p>07200/11302/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,079</p> <p>07200/11302/10000 3000-3999: Employee Benefits Supplemental and Concentration \$27,236</p>	<p>Person transferred to this position resigned and no viable candidate was available. A few supplies were purchased for the K-8 Ag Program prior to resignation.</p>	<p>07200/11302/10000 4000-4999: Books And Supplies Supplemental and Concentration \$456</p>
<p>Scope of Service Schoolwide (all K-8 schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide (all K-8 schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>12. Hire three full-time Visual and Performing Arts learning facilitators for the six K-8 schools to provide release time for planning and professional collaboration on learner needs</p>	<p>07200/11304/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,080</p> <p>07200/11304/10000 3000-3999: Employee Benefits Supplemental and Concentration \$27,237</p> <p>07200/11330/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$156,160</p> <p>07200/11330/10000 3000-3999: Employee Benefits Supplemental and Concentration \$54,474</p>	<p>12. Hired three full-time Visual and Performing Arts learning facilitators for the six K-8 schools to provide release time for planning and professional collaboration on learner needs, purchased materials and supplies, mileage stipends, and capital expenditures for the programs</p>	<p>07200/11304/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,653</p> <p>07200/11304/10000 3000-3999: Employee Benefits Supplemental and Concentration \$31,455</p> <p>07200/11330/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$133,247</p> <p>07200/11330/10000 3000-3999: Employee Benefits Supplemental and Concentration \$54,316</p> <p>07200/11304/10000 4000-4999: Books And Supplies Supplemental and Concentration \$13,592</p> <p>07200/11304/10000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,080</p> <p>07200/11330/10000 4000-4999: Books And Supplies Supplemental and Concentration \$14,902</p> <p>07200/11330/10000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,460</p> <p>07200/11330/10000 6000-6999: Capital Outlay Supplemental and Concentration \$22,135</p>								
<table border="1"> <tr> <td data-bbox="86 1156 231 1234">Scope of Service</td> <td data-bbox="231 1156 562 1234">Schoolwide (all K-8 schools)</td> </tr> <tr> <td colspan="2" data-bbox="86 1234 562 1481"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> </table>	Scope of Service	Schoolwide (all K-8 schools)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<table border="1"> <tr> <td data-bbox="1026 1156 1171 1234">Scope of Service</td> <td data-bbox="1171 1156 1520 1234">Schoolwide (all K-8 schools)</td> </tr> <tr> <td colspan="2" data-bbox="1026 1234 1520 1481"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Schoolwide (all K-8 schools)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Schoolwide (all K-8 schools)										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient											
Scope of Service	Schoolwide (all K-8 schools)										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 goals were set using performance indicators that were not reliable. New goals have been established using reliable performance indicators. Changes for 2016-17 include, changing from a College and Career Readiness Coordinator to a Work-Based Learning Coordinator; adding an additional 3 Reading Specialists to the already existing 3 to increase services to unduplicated learners; eliminate hiring of a K-8 Ag Learning Facilitator due use resources on academic focus areas such as math and reading.		

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

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

Original GOAL 2 from prior year LCAP:	#1b: All learners will have access to the Common Core State Standards (CCSS) through the implementation of the Performance Based System	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 1b</u> ; <u>LUSD Learning Vision</u> , <u>LUSD Instruction Vision</u> ; <u>LUSD Curriculum Vision</u> ; <u>LUSD Assessment Vision</u> ; <u>LUSD Guiding Principles for Learners and Learning</u> ; <u>LUSD Guiding Principles for Learning Facilitators and Teaching</u> ; <u>LUSD Core Value: Alignment</u>	
Goal Applies to:	Schools: All learning communities	Applicable Pupil Subgroups: All learners	
Expected Annual Measurable Outcomes:	80% of curriculum, assessments, and resources will be aligned to CCSS aligned in Math, ELA, Science, and HSS for grades K-12 and accessible by all learning facilitators in planning and delivering instruction. This will be measured by calculating what is available in the digital learning platform and in other district electronic drives; and through conducting observations during planning and instructional delivery time.	Actual Annual Measurable Outcomes:	In 2015-16 school year, all content areas were aligned to CCSS. The CCSS aligned content is the guaranteed and viable identified curriculum which all staff has access to and have to score in the learning management system. Scoring the CCSS targets ensures fidelity to CCSS
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Modify and/or purchase curriculum, assessments, and resources that are CCSS aligned in Math and ELA. Design and/or purchase curriculum, assessments, and resources that are CCSS aligned in Science, History Social Science, and ELD	50370/Type Code 2160 5800: Professional/Consulting Services And Operating Expenditures Race To The Top \$50,000	1. Modified and purchased curriculum, assessments, and resources that are CCSS aligned in Math and ELA. Design and/or purchase curriculum, assessments, and resources that are CCSS aligned in Science, History Social Science, and ELD	50370/Type Code 2160 5000-5999: Services And Other Operating Expenditures Race To The Top \$73,400
Scope of Service	Districtwide	Scope of Service	Districtwide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Plan and implement Common Core Professional Development days</p>	<p>50370 / Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top Included in #1a6</p> <p>50370 / Type Code 0167 3000-3999: Employee Benefits Race To The Top Included in #1a6</p>	<p>2. Planned and implemented Common Core Professional Development days</p>	<p>50370 / Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top Included in #1a6</p> <p>50370 / Type Code 0167 3000-3999: Employee Benefits Race To The Top Included in #1a6</p>
<p>Scope of Service</p> <p>Districtwide</p>		<p>Scope of Service</p> <p>Districtwide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Ensure that all instruction and assessment are CCSS aligned in Math and ELA through classroom observations, site walkthroughs, review of data, coaching, etc.</p>	<p>No additional cost No cost</p>	<p>3. Ensured that all instruction and assessment are CCSS aligned in Math and ELA through classroom observations, site walkthroughs, review of data, coaching, etc.</p>	<p>No additional cost No cost</p>
<p>Scope of Service</p> <p>Districtwide</p>		<p>Scope of Service</p> <p>Districtwide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
4. Prepare learners for Smarter-Balanced Assessment Consortium (SBAC) testing through technology access, training, interim assessments, exposure to released items		07200/ Type Code 9804 / Object 76120 Supplemental and Concentration \$200,000 07200/ Type Code 8225 / Object 76120 Supplemental and Concentration \$600,000	4. Prepared learners for Smarter-Balanced Assessment Consortium (SBAC) testing through technology access, training, interim assessments, exposure to released items - purchase of Learner devices and investment technology infrastructure. 07200/ Type Code 9804 / Object 76120 Supplemental and Concentration \$200,000 07200/ Type Code 9804 / Object 76120 Supplemental and Concentration \$600,000
Scope of Service	Districtwide		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Provide each learning facilitator with additional classroom supply/material funds		07200 4000-4999: Books And Supplies Supplemental and Concentration \$31,500	5. Provided each learning facilitator with additional classroom supply/material funds 07200, all sites,except 00 4000-4999: Books And Supplies Supplemental and Concentration \$28,478
Scope of Service	Districtwide		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Maintain three full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers. Hire three additional Reading Specialists for the six K-8 schools.		07200/11341/10000/ Sites 00, 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a7	6. Maintained three full-time Reading Specialists for the six K-8 schools to provide intensive Reading instruction for at-risk readers. Hired three additional Reading Specialists for the six K-8 schools. 07200/11341/10000/ Sites 00, 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a7 07200/11341/10000/ Sites 00, 10, 15,

		07200/11341/10000/ Sites 00, 10, 15, 20, 25, 30, 35 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included in #1a7			20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a7
Scope of Service	Schoolwide (all K-8 schools)		Scope of Service	Schoolwide (all K-8 schools)	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The actions and services in this section will continue to provide support for the implementation of common core state standard, but may not be concentrated solely in goal 2. The 2015-16 goals were streamlined from 10 overall goals to 3 goals in 2016-17.			

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>#1c: Increase opportunities for Level 4 learning* * Level 4 learning opportunities are learning opportunities that go above and beyond the requirements of the standard and require the application of knowledge.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LUSD Board Priority 1c; LUSD Learning Vision, LUSD Instruction Vision; LUSD Curriculum Vision; LUSD Assessment Vision; LUSD Guiding Principles for Learners and Learning; LUSD Guiding Principles for Learning Facilitators and Teaching; LUSD Core Value: Excellence</u></p>	
<p>Goal Applies to: Schools: All learning communities Applicable Pupil Subgroups: All learners</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>35% of K-12 learners will meet 1 or more LTs at Score 4.0 in ELA (Non-Dual and Dual); 35% of K-12 learners will meet 1 or more LTs at Score 4.0 in Math; 35% of K-12 learners will meet 1 or more LTs at Score 4.0 in Science; 35% of K-12 learners will meet 1 or more LTs at Score 4.0 in HSS; 45% of the guaranteed curriculum in all subject area will include Level 4 learning opportunities; 45% of K-8 learners will have access to applied learning opportunities (e.g., robotics, STEM, project-based learning); 20% of learners will participate in Linked Learning/Academies/Pathways opportunities at grades 9-12 and career exploration opportunities for grades 7-8 **All actions and services included address and/or support these expected outcomes.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>As of April 27, 2016 (goal in progress) 12% of K-12 learners met 1 or more LTs at Score 4.0 in ELA (Non-Dual and Dual); 5% of K-12 learners met 1 or more LTs at Score 4.0 in Math; 3% of K-12 learners met 1 or more LTs at Score 4.0 in Science; 5% of K-12 learners met 1 or more LTs at Score 4.0 in HSS; The district constructed a level 4 framework that clearly outlines the options that learning facilitators use to construct level 4 opportunities. Learning facilitators now use the level 4 criteria and construct level 4 opportunities that all learners have equal access to. All learners now have access to applied learning through the implementation of NGSS beginning 2016.17;</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>	

<p>1. A key role of the additional learning facilitator per K-8 site noted in Goal (a) will be to assist with the planning and implementation of Level 4 learning opportunities</p>	<p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a1</p> <p>07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a1</p>	<p>Included in #1a1</p>	<p>Included in #1a1</p> <p>Included in #1a1</p>
<p>Scope of Service Schoolwide (all K-8 schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide (all K-8 schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Maintain three academic and enrichment counselors (1 counselor per 2 K-8 sites) to assist with the development of a college and career-going culture</p>	<p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds \$295,476</p> <p>58134/11100/31100 3000-3999: Employee Benefits Federal Funds \$59,658</p>	<p>2. Maintained three academic and enrichment counselors (1 counselor per 2 K-8 sites) to assist with the development of a college and career-going culture</p>	<p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds \$316,158</p> <p>58134/11100/31100 3000-3999: Employee Benefits Federal Funds \$63,014</p> <p>58134/11100/31100 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,906</p>
<p>Scope of Service School wide (all K-8 Schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide (all K-8 Schools)</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>3. Maintain a college/career-readiness and PBS Coordinator at Lindsay High School to establish academic pathways, develop a college/career-focused culture, increase level 4 learning opportunity and increase the number of learners attending a 4-year college</p>	<p>07200/11100/21500 2000-2999: Classified Personnel Salaries Supplemental and Concentration Included in #1a5 07200/11100/21500 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a5</p>	<p>Included in #1a5</p>	<p>Included in #1a5 Included in #1a5</p>
<p>Scope of Service 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Learners will present to the Lindsay Unified Board of Education, participate in exhibition nights, and other Level 4 presentation opportunities</p>	<p>No Cost No Cost</p>	<p>4. Learners presented to the Lindsay Unified Board of Education, participated in exhibition nights, and other Level 4 presentation opportunities</p>	<p>No Cost No Cost</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Modify curriculum to ensure that Level 4 learning opportunities are included for all subject areas</p>	<p>50370/Type Code 2160 5000-5999: Services And Other Operating Expenditures Race To The Top Included in #1b1</p>	<p>5. Modified curriculum to ensure that Level 4 learning opportunities are included for all subject areas</p>	<p>Included in #1b1</p>

<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>6. Provide applied learning opportunities (e.g., robotics, STEM, project-based learning) at grades K-8</p>	<p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2</p>	<p>6. Provided applied learning opportunities (e.g., robotics, STEM, project-based learning) at grades K-8</p>	<p>Included in #1c2 Included in #1c2</p>
<p>Scope of Service Schoolwide (all K-8 schools)</p>		<p>Scope of Service Schoolwide (all K-8 schools)</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>7. Expand Linked Learning, Academies and Pathways opportunities at grades 9-12 and career exploration opportunities for grades 7-8</p>	<p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2</p>	<p>7. Expanded Linked Learning, Academies and Pathways opportunities at grades 9-12 and career exploration opportunities for grades 7-8</p>	<p>Included in #1c2 Included in #1c2</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>8. Implement a comprehensive Visual and Fine Arts program for K-8</p>	<p>07200/11330/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a12 07200/11330/10000 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a12 07200/11304/10000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a12 07200/11304/10000 3000-3999: Employee Benefits Supplemental and Concentration Included in #1a12</p>	<p>Hired 2 Music and 1 Art Learning Facilitators - included in #1a12</p>	<p>Included in #1a12 ----- Included in #1a12 ----- Included in #1a12 ----- Included in #1a12</p>
<p>Scope of Service School wide (all K-8 schools)</p>		<p>Scope of Service School wide (all K-8 schools)</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>All 2015-16 goals were condensed to provide sharp focus on academic achievement. The 16/17 LCAP will continue to provide focus on application level learning (level 4). The College and Career Readiness Coordinator position has been eliminated and replaced by a Work-Based Learning Coordinator to increase services for learners to experience relevant learning.</p>		

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

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

Original GOAL 4 from prior year LCAP:	#2a: Maintain existing partnerships and form new partnerships as needed	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 2a</u> ; <u>LUSD Guiding Principles for Learning Communities</u> ; <u>LUSD Stakeholder Vision</u> ; <u>LUSD Core Values: Teamwork, Commitment, Alignment</u>	
Goal Applies to:	Schools: Districtwide Applicable Pupil Subgroups: All learners		
Expected Annual Measurable Outcomes:	100% of existing partnerships will be maintained and strengthened through ongoing collaboration as appropriate to PBS development. At least two new partnerships will formed to advance PBS.	Actual Annual Measurable Outcomes: The district has implemented systems and structures to ensure that partnerships with other organizations are carefully scrutinized and consistent action is taken. We have entered and sustained partnerships with Gates Foundation, Summit Schools, Mass Customized Learning Partners. We have recently built a partnership with StartUp Education.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Maintain and form new partnerships to support PBS. Efforts to be led by the Coordinator of Development and Public Relations Specialist		1. Maintained and formed new partnerships to support PBS. Efforts led by the Coordinator of Development and Public Relations Specialist	
No cost No Cost		No cost No Cost	
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English		<input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
2. Maintain funding for a School Resource Officer in collaboration with the Lindsay Police Department	58132/ Type Code 0135 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$79,065	2. Maintained funding for a School Resource Officer in collaboration with the Lindsay Police Department	58132/ Type Code 0135 5000-5999: Services And Other Operating Expenditures Federal Funds \$83,272
Scope of Service: Districtwide		Scope of Service: Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes in actions are planned. Activities will continue, but will be performed outside of the LCAP.		

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

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

Original GOAL 5 from prior year LCAP:	#2b: Expand parent involvement and learning opportunities		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 2b</u> ; <u>LUSD Guiding Principles for Learning Communities</u> ; <u>LUSD Stakeholder Vision</u> ; <u>LUSD Core Values: Teamwork, Commitment, Alignment</u>	
Goal Applies to:	Schools:	Districtwide		
	Applicable Pupil Subgroups:	All learners		
Expected Annual Measurable Outcomes:	Parents are accessing learner data electronically on a weekly basis. Each site will conduct at least 10 activities per year designed to promote parent participation at school 7% of parents will participate in formal parents education events or courses		Actual Annual Measurable Outcomes:	At the end of 2015-16, the Community Wifi project was completed and evidence indicates that parents have been accessing learner data electronically. Sites have conducted various school activities that promote parent involvement and parent education. Data is unavailable as to the exact number. Although there have been several events with parents attending, data is unavailable as to the exact number.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Expand parent education courses through the Lindsay Family Resource Center (FRC) and Migrant department (PIQE, PACE, Parenting Wisely)		07200/89800/Type Code 5642/Function 21100 Instructional Supervision Supplemental and Concentration \$200,000	1. Expanded parent education courses through the Lindsay Family Resource Center (FRC) and Migrant department (PIQE, PACE, Parenting Wisely) through a contribution to the Family Resource Center and Healthy Start Program.	
Scope of Service	Districtwide		Scope of Service	Districtwide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Provide funding to maintain adequate case managers at the Lindsay Healthy Start FRC</p>	<p>07200/89800/Type Code 5642/Function 21100 Instructional Supervision Supplemental and Concentration Included in #2b1</p>	<p>2. Provided funding to maintain adequate case managers at the Lindsay Healthy Start FRC</p>	<p>07200/89800/Type Code 5642/Function 21100 Instructional Supervision Supplemental and Concentration Included in #2b1</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Expand the Team Empower parent groups and conduct site events to promote parent involvement at school</p>	<p>No cost No Cost</p>	<p>3. Expanded the Team Empower parent groups and conduct site events to promote parent involvement at school</p>	<p>No cost No Cost</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Train parents in the use of Educate/Empower</p>	<p>No Cost No Cost</p>	<p>No yet implemented.</p>	<p>No Cost No Cost</p>

Scope of Service Districtwide		Scope of Service Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Provide Adult Education courses in collaboration with Sequoias Adult Ed Consortium	Funding to be determined Adult Ed Block Grant	No yet implemented pending funding.	Funding to be determined Adult Ed Block Grant
Scope of Service Districtwide		Scope of Service Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 goals were set using performance indicators that were not reliable. New goals have been established using reliable performance indicators. Fewer goals have been established in order to provide focus on increased services to expand parent involvement. Adult Education courses are planned for 2016-17, but not included in future LCAPs.		

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

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

Original GOAL 6 from prior year LCAP:	#2c: Deepen and expand opportunities for learners to take ownership for their continued learning, and improve pupil engagement and school climate	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 2c</u> ; <u>LUSD Learning Vision</u> ; <u>LUSD Instruction Vision</u> ; <u>LUSD Guiding Principles for Learning Facilitators and Teaching</u> ; <u>LUSD Life-long Learning Standards: Well-balanced person</u> ; <u>LUSD Core Value: Excellence</u>	
Goal Applies to:	Schools: Districtwide Applicable Pupil Subgroups:	All learners	
Expected Annual Measurable Outcomes:	In 2015-16, grade 2-8 learners will access Empower an average of 80 times (approximately 2 x week) In 2015-16, grade 9-12 learners will access Empower an average of 180 times (approximately 5 x week) Graduation rate will increase to 86%; K-12 attendance rate (excluding alternative education) will be at least 96.6%; Chronic absenteeism rates will be included in plan update when data is confirmed Suspension rate will decrease to 8%; Expulsion rate will not exceed 0.3%; High School Dropout Rate will not exceed 1.5% Middle School Dropout rates will be included in plan update when data is confirmed Measures of learners feeling connected to school via the California Healthy Kids Survey will increase to 55% **All actions and services included address and/or support these expected outcomes.	Actual Annual Measurable Outcomes:	As of April 2016, grade 2-8 learners have accessed Empower an average of 22 times As of April 2016, grade 9-12 learners have accessed Empower an average of 97 times Due to a data discrepancy at the CDE level, LUSD graduation data has not been released for 2014-15. In 2015-16, K-12 attendance rate (excluding alternative education) is currently unavailable.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>1. Provide opportunities for learners to maximize the use of the learning management platform (goal setting, progress monitoring, communication with peers and learning facilitators, and accessing content, resources, and assessments).</p>	<p>07200/76120/Type Code 8225 Supplemental and Concentration Included in #1b4 07200/76120/Type Code 9804 Supplemental and Concentration Included in #1b4 07200/76120/Type Code 8226 Supplemental and Concentration \$500,000</p>	<p>1. Provided opportunities for learners to maximize the use of the learning management platform (goal setting, progress monitoring, communication with peers and learning facilitators, and accessing content, resources, and curriculum). Made contribution towards sustainability of the One-too-World initiative, Community Wifi, and additional technology infrastructure on school campuses.</p>	<p>07200/76120/Type Code 8225 Supplemental and Concentration Included in #1b4 07200/76120/Type Code 9804 Supplemental and Concentration Included in #1b4 07200/76120/Type Code 8226 Supplemental and Concentration \$500,000</p>
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. All learning facilitators will engage in professional development related to building a learner-centered environment (through formal training, on-going coaching, and collaboration)</p>	<p>50370/Type Code 2145 5800: Professional/Consulting Services And Operating Expenditures Race To The Top \$120,000</p>	<p>2. All learning facilitators engaged in professional development related to building a learner-centered environment (through formal training, on-going coaching, and collaboration) - Provided additional professional development.</p>	<p>50370/Type Code 2145 5000-5999: Services And Other Operating Expenditures Race To The Top \$176,208</p>
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Learner outcomes will be clearly</p>	<p>50370/Type Code 2145 5800:</p>	<p>3. Learner outcomes were clearly</p>	<p>50370/Type Code 2145 5000-5999:</p>

aligned to the life-long learning standards for the purpose of increasing learner ownership	Professional/Consulting Services And Operating Expenditures Race To The Top Included in #2c2	aligned to the life-long learning standards for the purpose of increasing learner ownership - additional professional development.	Services And Other Operating Expenditures Race To The Top Included in #2c2				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
4. All learning facilitators, counselors, and administrators will engage in the Alignment of Inquiry (i.e., data analysis and progress monitoring) for the purpose of clearly understanding learner progress towards graduation and content level completion.	07200/89800/Type Code 7091/Function 1000-2999 Instruction and Instructional Supervision Supplemental and Concentration Included in #1a9	4. All learning facilitators, counselors, and administrators engaged in the Alignment of Inquiry (i.e., data analysis and progress monitoring) for the purpose of clearly understanding learner progress towards graduation and content level completion. Maintained EIA activities.	07200/89800/Type Code 7091/Function 1000-2999 Instruction and Instructional Supervision Supplemental and Concentration Included in #1a9				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
5. Learners who are behind pace in graduation or below content level will be provided intervention before and after the school day and during intersessions, including through the Red Zone at Lindsay High School.	07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a1 07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated	5. Learners who were behind pace in graduation or below content level were provided intervention before and after the school day and during intersessions, including through the Red Zone at Lindsay High School.	07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1a1 07200/11417/10000/Sites 10, 15, 20, 25, 30, 35 3000-3999: Employee				

	<p>Personnel Salaries Supplemental and Concentration Included in #1a1</p> <p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2</p> <p>58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2</p> <p>07200/Type Code 9210 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$95,000</p>		<p>Benefits Supplemental and Concentration Included in #1a1</p> <p>58134/11100/31100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Included in #1c2</p> <p>58134/11100/31100 3000-3999: Employee Benefits Supplemental and Concentration Included in #1c2</p> <p>07200/Type Code 9210 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,000</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Learners will monitor their own progress towards content level completion, graduation requirements, and other learning goals through the learning management system.</p>	<p>07200/76120/Type Code 8225 Supplemental and Concentration Included in #1b4</p>	<p>6. Learners monitored their own progress towards content level completion, graduation requirements, and other learning goals through the learning management system. One-To-World Initiative</p>	<p>07200/76120/Type Code 8225 Supplemental and Concentration Included in #1b4</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)																			
7. Parents will have access to learner academic progress through the learning management system.	07200/76120/Type Code 8226 Supplemental and Concentration Included in #2c1	7. Parents were given access to learner academic progress through the learning management system. - community Wifi	07200/76120/Type Code 8226 Supplemental and Concentration Included in #2c1																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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8. Attendance clerks, counselors, learning facilitators, administration, School Resource Officer, and Student Services will coordinate efforts to increase attendance (home visits, parent communication, Student Study Teams, incentives, engaging learning opportunities, additional K-8 counselors).	58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2 58132/Type Code 0135 5800: Professional/Consulting Services And Operating Expenditures Federal Funds Included in #2a2	8. Attendance clerks, counselors, learning facilitators, administration, School Resource Officer, and Student Services coordinated efforts to increase attendance (home visits, parent communication, Student Study Teams, incentives, engaging learning opportunities, additional K-8 counselors).	58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2 58132/Type Code 0135 5700-5799: Transfers Of Direct Costs Federal Funds Included in #2a2																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;">OR:</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Districtwide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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9. Maintain funding to maintain adequate case managers at the	07200/89800/Type Code 5642/Function 21100 Instructional	9. Maintained funding to maintain adequate case managers at the Lindsay	07200/89800/Type Code 5642/Function 21100 Instructional																

Lindsay Healthy Start Family Resource Center	Supervision Supplemental and Concentration Included in #2b1	Healthy Start Family Resource Center - contribution to FRC/Healthy Start	Supervision Supplemental and Concentration Included in #2b1
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Maintain one full time District Registered Nurse and seven part-time Certified Nursing Assistants to ensure proper medical care for Learners at each school site.</p>	<p>07200/11100/31401 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,821</p> <p>07200/11100/31401 3000-3999: Employee Benefits Supplemental and Concentration \$20,403</p> <p>07200/11100/31400 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$71,298</p> <p>07200/11100/31400 3000-3999: Employee Benefits Supplemental and Concentration \$16,987</p>	<p>10. Maintained one full time District Registered Nurse and seven part-time Certified Nursing Assistants to ensure proper medical care for Learners at each school site. Also hired 2 LVN's. Supplies and Materials for new LVNs.</p>	<p>07200/11100/31401 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$128,706</p> <p>07200/11100/31401 3000-3999: Employee Benefits Supplemental and Concentration \$20,106</p> <p>07200/11100/31400 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$73,581</p> <p>07200/11100/31400 3000-3999: Employee Benefits Supplemental and Concentration \$17,186</p> <p>07200/11100/31402 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$47,127</p> <p>07200/11100/31402 3000-3999: Employee Benefits Supplemental and Concentration \$25,062</p> <p>07200/81000/31402 4000-4999: Books And Supplies Supplemental and Concentration \$2,246</p> <p>07200/81000/31402 5000-5999: Services And Other Operating Expenditures Supplemental and</p>

				Concentration \$792
Scope of Service	Districtwide		Scope of Service	Districtwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Counselors, learning facilitators, administration, and Student Services will coordinate efforts to decrease suspension and expulsion rates (Student Study Teams, incentives, bully prevention programs, increased monitoring, and additional K-8 counselors).		58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2	11. Counselors, learning facilitators, administration, and Student Services coordinated efforts to decrease suspension and expulsion rates (Student Study Teams, incentives, bully prevention programs, increased monitoring, and additional K-8 counselors).	
58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2		58134/11100/31100 1000-1999: Certificated Personnel Salaries Federal Funds Included in #1c2 58134/11100/31100 3000-3999: Employee Benefits Federal Funds Included in #1c2		
Scope of Service	Districtwide		Scope of Service	Districtwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. The accumulation of above activities (#1-11) will also serve to increase school connectedness (e.g., increased student engagement, personalized learning opportunities, relevant instruction).		See previous See Previous	12. The accumulation of above activities (#1-11) also served to increase school connectedness (e.g., increased student engagement, personalized learning opportunities, relevant instruction).	
See previous See previous		See previous See previous		
Scope of Service	Districtwide		Scope of Service	Districtwide

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 goals were reduced so actions and services could be consolidated. Goals addressed the need to deepen and expand learner agency. All actions and services in this section remain consistent and continue into 20161-17.		

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

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

Original GOAL 7 from prior year LCAP:	#3a: Maintain the fiscal integrity of the District through prudent and responsible use of resources	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 3a</u>	
Goal Applies to:	Schools: Districtwide Applicable Pupil Subgroups: All learners		
Expected Annual Measurable Outcomes:	Completion of facilities upgrades and improvements as outlined on the district's master facilities plan and three-year deferred maintenance plan for each site and department. Projects include work at each school and district facility related to asbestos, classroom lighting, electrical, floor covering, air conditioning/heating, lead, painting, paving, plumbing, roofing, underground tanks, and wall systems.	Actual Annual Measurable Outcomes: The district completed several projects to improve learning conditions for pupils. Some of these projects include, asbestos abatement, classroom lighting, electrical improvements, floor covering improvements, HVAC improvements and replacements, painting, plumbing, roofing, and other facility improvements.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Capital investment in facility upgrades and improvements		The district contributed towards the improvement of several projects to improve learning conditions. The total cost of these improvements exceeded the contribution listed here.	
07200/89800/Type Code 8150 6000-6999: Capital Outlay Supplemental and Concentration \$750,000		07200/89800/Type Code 8150 Supplemental and Concentration \$750,000	
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

The district will continue facility improvements to improve learning and the climate.

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

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

Original GOAL 8 from prior year LCAP:	#3c: Manage the sustainability and scalability of the LUSD Technology Plan	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LUSD Board Priority 3c; LUSD Technology Vision; LUSD Instruction Vision; LUSD Stakeholder Vision; LUSD Core Values: Alignment, Improvement</u>	
Goal Applies to:	Schools: Districtwide		
	Applicable Pupil Subgroups:	All learners	
Expected Annual Measurable Outcomes:	100% of learners have access to their own technology device while at school 100% of learners have access to the internet at home District bandwidth capability will be 10 Gig 80% of Math, Science, and HSS curriculum, assessments, and resources will be accessible electronically for 24/7 learning opportunities Professional development opportunities designed to specifically enhance staff technology literacy and use of technology for learning will be conducted on each district professional development day, on six Wednesday PD sessions during the year, and through daily support by the site Cultural Development Team	Actual Annual Measurable Outcomes: By the end of 2015-16, 100% of learners have access to their own technology device while at school By the end of 2015-16, 100% of learners have access to the internet at home District bandwidth capability was increased to 10 Gig A high percentage of Math, Science, and HSS curriculum, assessments, and resources are accessible electronically for 24/7 learning opportunities Professional development opportunities designed to specifically enhance staff technology literacy and use of technology for learning were conducted on each district professional development day, on six Wednesday PD sessions during the year, and through daily support by the site Cultural Development Team	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide all families with network and Internet access and all learners with technological devices while at school and at home	07200/76120/8225 Supplemental and Concentration Included in #1b4 07200/76120/9804 Supplemental and Concentration Included in #1b4 07200/76120/8226 Supplemental	1. Provided all families with network and Internet access and all learners with technological devices while at school and at home	07200/76120/8225 Supplemental and Concentration Included in #1b4 07200/76120/9804 Supplemental and Concentration Included in #1b4 07200/76120/8226 Supplemental and

		and Concentration Included in #2c1			Concentration Included in #2c1
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2. Ensure ELA, Math, HSS, and Science curriculum, assessments, and resources are accessible electronically for 24/7 learning opportunities.		50370/Type Code 2150 4000-4999: Books And Supplies Race To The Top \$33,747 50370/Type Code 2150 5000-5999: Services And Other Operating Expenditures Race To The Top \$97,000	2. Ensured ELA, Math, HSS, and Science curriculum, assessments, and resources were accessible electronically for 24/7 learning opportunities.		50370/Type Code 2150 4000-4999: Books And Supplies Race To The Top \$9,554 50370/Type Code 2150 5000-5999: Services And Other Operating Expenditures Race To The Top \$177,985
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
3. Ensure that electronic communication networks are available to learners, parents, and staff for communication and provide training as necessary		07200/76120/8225 Supplemental and Concentration Included in #1b4 07200/76120/9804 Supplemental and Concentration Included in #1b4 07200/76120/8226 Supplemental and Concentration Included in #2c1	3. Ensured that electronic communication networks were available to learners, parents, and staff for communication and provide training as necessary		07200/76120/8225 Supplemental and Concentration Included in #1b4 07200/76120/9804 Supplemental and Concentration Included in #1b4 07200/76120/8226 Supplemental and Concentration Included in #2c1
Scope of Service	Districtwide		Scope of Service	Districtwide	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Professional development opportunities are provided to enhance learning facilitators and leaders technology literacy and use of technology for learning (during weekly staff development, Race to the Top District professional development, personalized coaching, and online)</p>	<p>50370/Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top Included in #1a6</p> <p>50370/Type Code 0167 3000-3999: Employee Benefits Race To The Top Included in #1a6</p>	<p>4. Professional development opportunities were provided to enhance learning facilitators and leaders technology literacy and use of technology for learning (during weekly staff development, Race to the Top District professional development, personalized coaching, and online)</p>	<p>50370/Type Code 0167 1000-1999: Certificated Personnel Salaries Race To The Top Included in #1a6</p> <p>50370/Type Code 0167 3000-3999: Employee Benefits Race To The Top Included in #1a6</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The 2015-16 goals were set using performance indicators that are not reliable. New relevant goals have been established.</p>		

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

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

Original GOAL 9 from prior year LCAP:	#4a: Further develop the commitment of all staff in building the Performance Based System by embracing the Strategic Design	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LUSD Board Priority 4a</u> ; <u>LUSD Leadership Vision</u> ; <u>LUSD Personnel Vision</u> ; <u>LUSD Stakeholder Vision</u> ; <u>LUSD Core Values: Commitment, Excellence, Alignment, Teamwork</u>	
Goal Applies to:	Schools: Districtwide		
	Applicable Pupil Subgroups:	All learners	
Expected Annual Measurable Outcomes:	Monthly District Strategic Leadership meetings will include an item that focuses on and promotes the Strategic Design/PBS as evident on the agenda Central Valley Leadership Institute staff will conduct seven leadership trainings for management staff 50% LUSD managers will receive individualized formal coaching through various educational partners and LUSD leadership team members 20 classified leaders will participate in the Collaborative Lindsay Leadership training 4 publications will be developed and distributed to various stakeholder groups 60% of meetings and professional development offered in all departments and at all sites will be directly linked to one or more components of the Strategic Design as evidenced by the agenda	Actual Annual Measurable Outcomes: Agendas show that monthly DSL meetings focused on the Strategic Design. Evidence shows that CVLI conducted several leadership trainings for management staff. At least 50% of LUSD managers received various styles of coaching. At least 20 classified leaders participated in CLL. At least 4 publications were developed and distributed to various stakeholder groups. The district has knowledge of meetings and professional development being offered in all departments and at all sites that was directly linked to one or more components of the Strategic Design, but did not collect agendized evidence.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Ensure at least one item on each District Strategic Leadership agenda (monthly) focuses on increasing understanding and deepening	No cost No Cost	1. Ensured at least one item on each District Strategic Leadership agenda (monthly) focused on increasing understanding and deepening	No cost No cost

commitment to the Strategic Design.			commitment to the Strategic Design.		
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2. Provide leadership trainings and individual coaching through partners and in-house leaders		50370/Type Code 2145 5000-5999: Services And Other Operating Expenditures Race To The Top Included in #2c2	2. Provided leadership trainings and individual coaching through partners and in-house leaders		50370/Type Code 2145 5000-5999: Services And Other Operating Expenditures Race To The Top Included in #2c2
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
3. Explicitly connect all professional development and department activities to the Strategic Design.		No Cost No Cost	3. Explicitly connected all professional development and department activities to the Strategic Design.		No Cost No Cost
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 goals were set using performance indicators that are not reliable. New relevant goals have been established.		

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

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

Original GOAL 10 from prior year LCAP:	#4b: Continue to address the professional development needs of the Classified staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LUSD Board Priority 4b; LUSD Leadership Vision; LUSD Personnel Vision; LUSD Stakeholder Vision; LUSD Core Values: Commitment, Excellence, Alignment, Teamwork</u>	
Goal Applies to:	Schools: Districtwide Applicable Pupil Subgroups: learners		
Expected Annual Measurable Outcomes:	85% of classified staff participated in the two district-wide professional days 25% of classified staff have individual professional development plans linked to their area of responsibility and need	Actual Annual Measurable Outcomes: The district conducted two district-wide professional development days where the far majority of classified staff were on contracted work days, which ensured 85% attendance. The district did not implement the individual professional development plans in 2015-16.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide professional development opportunities for classified staff as identified through the professional development needs assessment	No Cost No Cost	1. Provided professional development opportunities for classified staff as identified through the professional development needs assessment	No Cost No Cost
Scope of Service: Districtwide		Scope of Service: Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
2. Provide individualized support and professional development for classified staff		No Cost	No Cost	2. Provided individualized support and professional development for classified staff
Scope of Service	Districtwide			Scope of Service
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue to provide professional development days, but will not implement individual professional development plans.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$9,289,786</u>
Demographics of the district indicate that our unduplicated learners constitute 90% of the learner population. All district goals are designed to meet the needs of these targeted learners. By implementing goals and programs to close the achievement gap for these learners, our remaining 10% of learners automatically receive similar key programs. The targeted funds are used in various ways including the following activities: The district provides technology for each learner, a blended learning support assistant at each school site to help learners learn to navigate their learning through technology, and professional development that trains staff in how to use technology for effective teaching. Additional professional development opportunities focus on the needs of English learners and struggling learners throughout the year. The district has increased staff including reading specialists to support learners who are reading below grade level. At the secondary level, the district has added personnel to focus on math, reading, and college/workforce pathways. The district has increased health services to learners by adding two additional Licensed Vocational Nurses. Each of our schools operates under Schoolwide Title 1 programs. By providing these services district wide, we are able to reach and serve the unduplicated population.	

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.

28.9 8	%
The district is using a quantitative expenditure approach to demonstrate compliance with this requirement. The district has added actions and services to address the needs of unduplicated pupils, such as reading support, math support, family support, and access to technology that they may not otherwise have available. Key deliverables are an increase in reading achievement, an improvement in school culture and climate, and high levels of attendance (approximately 96%). The district funds the Director of Research and Evaluation in order to conduct data summits that focus on making data-drive decisions to meet the needs of unduplicated learners including programs and interventions to raise achievement. The district has increased staff including the Director of Personalized Learning to provide focus and support on instructional programs and pedagogy to address English Learners. The district has increased funding to ensure that the Family Resource Center provides support to the unduplicated learners and their families.	

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
	Supplemental and Concentration	3,067,375.00	3,836,998.00	3,235,597.00	3,343,627.00	3,455,808.00	10,035,032.00
1000-1999: Certificated Personnel Salaries	Federal Funds	295,476.00	316,158.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Race To The Top	375,535.00	405,021.00	97,479.00	0.00	0.00	97,479.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,623,731.00	1,596,669.00	2,952,342.00	3,539,011.00	4,147,733.00	10,639,086.00
2000-2999: Classified Personnel Salaries	Race To The Top	0.00	0.00	309,075.00	0.00	0.00	309,075.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	376,328.00	258,706.00	831,877.00	1,108,601.00	764,072.00	2,704,550.00
3000-3999: Employee Benefits	Federal Funds	59,658.00	63,014.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Race To The Top	58,016.00	0.00	193,577.00	0.00	0.00	193,577.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	81,900.00	0.00	81,900.00
3000-3999: Employee Benefits	Supplemental and Concentration	680,855.00	736,303.00	1,293,282.00	1,600,030.00	1,705,995.24	4,599,307.24
4000-4999: Books And Supplies	Race To The Top	33,747.00	9,554.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	31,500.00	142,284.00	84,150.00	95,000.00	100,000.00	279,150.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	85,178.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Race To The Top	97,000.00	427,593.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	101,332.00	155,353.00	140,000.00	140,000.00	435,353.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds	79,065.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Race To The Top	170,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	95,000.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	750,000.00	22,135.00	750,000.00	750,000.00	750,000.00	2,250,000.00

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).