

§ 15497. Local Control and Accountability Plan and Annual Update Template

LEA: Piner-Olivet Union School District
School: Piner-Olivet Charter School
Contact Person: Diana Drew-Ingham
Position: Principal
E-mail Address: ddrew-ingham@pousd.org
Phone Number: 707-522-3310
LCAP Year: 2014-15

Introduction

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.

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. 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 should comply with instructions and 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. 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.

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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 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

Parent involvement: efforts to seek parent input in decision making, 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

Instructions and Guiding Questions

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Description of Involvement Processes Implemented	
Involvement Process	Impact on LCAP
September-December, 2013 -- Inform and educate: At the September 19, 2013 Executive Committee / School Site Council meeting provided information on the LCAP process, including the purpose, requirements, eight state priorities, goal setting and alignment to District Areas of Focus. Responded to questions regarding the LCAP process, goal setting and alignment to District Areas of Focus.	Input provided was incorporated into the process of brainstorming student outcomes.
December 4th, 2013 -- Presentation to Staff on LCFF, LCAP, the planning process and stakeholder engagement at Piner-Olivet Charter School. Responded to clarifying questions about the process, goal setting and alignment with District Areas of Focus.	Informed staff on LCAP planning process and stakeholder engagement. Gathered ideas on how to engage community and the types of input needed.

Description of Involvement Processes Implemented

Involvement Process	Impact on LCAP
<p>January-March, 2014 -- Stakeholder Engagement Met with Piner-Olivet Educators Association to discuss updates on planning process as well as ways of engaging staff and community: January 15, 2014; February 5, 2014; and March 5, 2014.</p>	<p>Discussed ways of engaging staff in the LCAP planning process.</p>
<p>January 8th, 2014 Board Meeting -- Board members and two staff members in attendance discussed stakeholder engagement process. January 24, 2014 -- Board Workshop to review and discuss student outcomes as well outline plan for gathering input from staff, parents, and community.</p>	<p>Based on discussions, a plan was developed including specific actions related to stakeholder engagement.</p>
<p>February, 2014: Conducted Staff and Parent/Community sessions to gather input on the vision of student outcomes and brainstormed ideas about what needs to be in place to support students in achieving the outcomes. * February 12, 2014 at 3:00 pm - 4:00 pm -- LCAP Staff Session available via webinar. Two staff accessed webinar and participated. * February 13, 2014 at 3:00 pm -- 4:00 pm -- LCAP Staff Session at Jack London Elementary School/ Piner-Olivet Charter School. Twelve (12) staff members (certificated and classified) attended the LCAP Staff Session on February 13th, 2014. Reviewed District Student Outcomes and staff provided feedback. * February 18, 2014 at 6:00 pm - 7:00 pm -- LCAP Parent and Community Session at Jack London Elementary School/ Piner-Olivet Charter School. Approximately 20 parents attended the LCAP Parent/Community session on February 18th, 2014. Reviewed District Student Outcomes and parents provided feedback. Informed of next collaborative planning sessions scheduled and ways they could be involved. *February 27, 2014 at 4:30 - 6:00 pm - The current draft of Student Outcomes was reviewed by POCS Executive Committee and members provided feedback.</p>	<p>The feedback provided by staff was used to further revise/refine the District Student Outcomes. All supported the outcomes. Brainstormed what needs to be in place to support students in achieving the student outcomes. Identified the need to articulate what the student outcomes look like across grade levels. Staff also provided input on kinds of learning opportunities, school climate, teaching approaches that students need to be able to achieve the outcomes. For example, the need for students to feel safe and connected to school (focusing on social emotional needs), the need for more integrated approaches to teaching and learning, and more opportunities to engage in creative endeavors and physical education. The feedback from the parent and Executive Committee sessions were used to revise/refine the District's Student Outcomes. All supported the outcomes with revisions. Parent and Executive Committee feedback also emphasized the need to balance academic skills (literacy and numeracy) with student outcomes such as collaboration, communication, critical thinking and creativity.</p>
<p>A video recording of the presentation on the District's LCAP planning process and draft of the Student Outcomes was posted on the District website. The video was viewed 68 times. A link to a survey was also posted to gather input on the outcomes. No survey responses were submitted via the website.</p>	
<p>February 26, 2014 at 6:30 pm - 7:30 pm -- District English Learning Advisory Committee at Schaefer Charter School. Ten (10) parents attended the DELAC meeting on February 26th, 2014. Reviewed and discussed District Student Outcomes. Parents provided feedback. All supported the outcomes.</p>	<p>This feedback was used to further refine outcomes. Gathered input on what their child needs to be able to achieve student outcomes as well as ways to improve communication and engagement with parents. This feedback was incorporated into the Student Outcomes, Conditions of Learning and Engagement (parent involvement) sections of the LCAP.</p>

Description of Involvement Processes Implemented

Involvement Process	Impact on LCAP
<p>January 20, 2014 - February 21, 2014: School Culture Survey administered to students and teachers. Student survey results highlighted areas for improvement: students feeling more comfortable taking risks in the classroom as well as participating in more engaging learning activities and leadership opportunities.</p>	<p>The results from the student survey were incorporated into the Conditions for Learning (school climate) and Engagement (student engagement) sections of the LCAP.</p>
<p>January 20, 2014- February 21, 2014: BrightBytes Survey administered to students, parents and teachers to gather information on integration of technology into learning as well as 21st Century learning opportunities at school and home.</p>	<p>Survey results suggest the following: Overall, teachers, parents and students believe that technology has the potential to enhance student learning. In general, most students have access to devices and infrastructure at school and home. Students feel comfortable using technology to create multimedia. Needs identified: 1) More opportunities for students to use digital tools for collaboration, communication, critical thinking and creativity (4C's). 2) Students need more opportunities to learn digital citizenship. 3) More professional learning opportunities (formal and informal) to help teachers integrate technology into classroom learning.</p>
<p>March 5, 2014 -- Governing Board meeting -- Review and take action on the Student Outcomes.</p>	<p>Board members unanimously adopted Student Outcomes that guided the development of specific action steps incorporated into the LCAP.</p>
<p>March 6, 2014 -- LCAP Collaborative Planning Session (in person as well as availability via online webinar). Six people attended (four staff, two parents). No participants accessed the session via the webinar.</p>	<p>Feedback gathered on ways to improve communication with parents using the website and other digital tools; identified the need for clarity around what the student outcomes look like across the grades as well as how adults (parents and teachers) can support students in meeting them. This input was incorporated into the Conditions of Learning (Courses of Study), Pupil Outcomes (academic achievement, student outcomes) and Engagement (Student, parent) components of the LCAP.</p>
<p>March 12, 2014 -- LCAP Collaborative Planning Session to identify needs based on student outcomes in the areas of student achievement, Common Core implementation, school climate, and student engagement. Twelve staff participated in small group discussions focused on state priorities. Each small group generated lists of needs in each area. The ideas were summarized in a brainstorming synthesis document.</p>	<p>The lists of needs were used as a basis for developing specific actions in the areas of Conditions for Learning (Common Core implementation, Broad Course of Study, etc.), pupil outcomes and student engagement.</p>
<p>March 13, 2014 -- Meeting with Piner-Olivet Classified Association. Provided update on the district student outcomes, LCFF and the LCAP Collaborative Planning process. All supported the outcomes. Gathered input on what needs to be in place to support students in achieving outcomes. Four people attended, including the Association president and vice president.</p>	<p>Participants provided input on student needs related to school safety, school climate, and intervention support.</p>
<p>March 13, 2014 - Meeting with POCS Executive Committee. Update on Student Outcomes, LCFF, and LCAP input and planning process. Nine people attended.</p>	<p>Participants supported the Student Outcomes and processes outlined.</p>
<p>March 26, 2014, - POCS English Learning Advisory Committee met at Piner-Olivet Charter School. Four (4) parents were in attendance. Reviewed LCAP Collaborative Planning process and discussed the Student Outcomes. All supported the</p>	<p>Participants provided input on student needs and parent involvement to support students in achieving Student Outcomes.</p>

Description of Involvement Processes Implemented

Involvement Process	Impact on LCAP
outcomes. Parents provided feedback on what needs to be in place to support students and parent involvement in achieving outcomes.	
April 10, 2014 - POCS Executive Committee met to give input on what is needed to support the Student Outcomes and meet the goals in the LCAP. Eight people attended.	Participants provided input on support needed to achieve Student Outcomes and LCAP goals.
April 23, 2014 - POCS English Learning Advisory Committee met at Piner-Olivet Charter School. The LCAP was reviewed and approved.	Participants approved the LCAP.
April 28, 2014 - POCS Executive Committee met at Piner-Olivet Charter School. The LCAP was reviewed and approved.	Participants approved the LCAP.
May 8, 2014 -- Meeting with the Piner-Olivet Educators Association (POEA) Executive Board to review the draft of the LCAP. The President, Vice President, Secretary, and Treasurer met with the Director of Business Services and the Superintendent.	POEA Officers expressed a need to include language in the LCAP that addressed "the recruitment and retention of highly qualified teachers." Language referencing Highly Qualified Teachers is included under Goal #3 (Student proficiency in skills and behaviors necessary for college/career success). The officers also asked clarifying questions about the specific elements of the plan (before/after school enrichment activities, summer program, PE instruction, arts education, counseling, digital literacy/citizenship instruction). These elements were included in the draft reviewed by the Executive Council.

Section 2: Goals and Progress Indicators

Instructions and Guiding Questions

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions:

Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section 2: Goals and Progress Indicators

¹What needs have been identified and what metrics are used to measure progress?

²Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.

³Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.

⁴Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.

Description of Goals				
Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
<p>1. Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to connect to school and school adults in a positive way, to participate in engaging learning activities, and feel connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - to be implemented in 2014-2015; CHKS - Relationship w/ caring adult - 40% CHKS - Feel very safe at school - 25%</p> <p>Best Luncheon # Tri 2 -110 Incentive # - Tri 2- 106 Attendance Rate - 96.87% Truancy Rate - 2 % Suspension Rates - 2.5% Behavior Reports - 159 Detentions- 78</p>	<p>Create a positive, learning focused environment and culture for all students.</p>	All	All	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>
<p>2. Teachers need to have opportunities for</p>	<p>Implement teaching practices that support students in the achievement of California</p>	All	All	<p>State Priorities: Implementation of</p>

Description of Goals				
Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
<p>professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the CCSS and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p> <p>Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 27% report ease with these type of tasks. Online Skills -- 27% utilize these skills. Multimedia Skills -- 27% report ease with these types of tasks.</p>	Content Standards and the District's Student Outcomes.			<p>Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>
3. Students need to develop proficiency in CCSS, study and organization skills, English language skills (EL), the use of digital tools,	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.	All	LEA-wide	<p>State Priorities: Student Achievement Other Student Outcomes</p>

Description of Goals

Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
<p>digital citizenship, research, and physical fitness. Students need to deveop proficiency in productive collaboration, crititcal and creative thinking, and effective communication.</p> <p>As measured by: Study Island or other identified Benchmarks-CCSS Language Arts and Math Reading & Language Arts: 46% of students in grades 7 & 8 score at Proficient and above on Study Island Benchmarks - CCSS</p> <p>Math: 5% students score Proficient or above on Study Island Benchmarks - CCSS</p> <p>CELDT: 69% of EL students score in the Early Advanced/Advanced range. Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met) BrightBytes Student</p>				<p>District Areas of Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>

Description of Goals

Identified Need and Metric ¹	Description of Goal	Applicable Pupil Subgroup(s) ²	School(s) Affected ³	Related State and Local Priorities ⁴
<p>Survey: 14% of students asked to write online at least monthly. 59% of students collaborate with classmates online at least monthly. 33% of students solve problems online at least monthly</p> <p>Physical Fitness Test (7th grade) HFZ - Healthy Fitness Zone: Aerobic Capacity -- 67% Body Composition -- 61%</p>				
<p>4. Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community.</p> <p>As measured by: Attendance at Parent Club Meetings % of Parents meeting Participation Goals # Parent Volunteers # Parent Participation Hours</p>	<p>Improve parent engagement.</p>	<p>All</p>	<p>LEA-wide</p>	<p>State Priority: Parent Involvement</p> <p>District Area of Focus: Improve stakeholder engagement.</p>

Description of Goals

Identified Need and Metric¹	Description of Goal	Applicable Pupil Subgroup(s)²	School(s) Affected³	Related State and Local Priorities⁴
% parents accessing e-newsletters and bulletins				

Section 2: Goals and Progress Indicators

¹Based on identified metric.

LCAP Year 1 (2014-2015): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. Create a positive, learning focused environment and culture for all students.		<p>Students feel safe to take risks, express their ideas, and collaborate with others. Students connect to school and school adults in a positive way, are engaged in learning activities, and feel connection to their school community. As measured by: My Voice Survey (students, teachers and parents) - implemented in 2014-2015;</p> <p>Increase the following by 5%: BEST Luncheon participation -115 or more Incentive Fieldtrip participation - 111 or more CHKS- Feel very safe at school - Increase to 28% CHKS- Relationship w/caring adult - increase to 42%</p> <p>Attendance Rates -- Increase & maintain at 97% or more Truancy Rate -- Maintain at 2% or less Suspension Rates -- Maintain at 2.5 % or less Behavior Report # - Decrease 10% to 143 or less Detention # - Decrease 10% to 71 or less</p>
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		<p>Teachers have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the CCSS and the District's Student Outcomes (student work products, lessons/units, rubrics developed).</p>

LCAP Year 1 (2014-2015): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		<p>Teacher feedback on professional learning opportunities offered.</p> <p>BrightBytes Survey: Foundational Skills -- 50% report ease with these type of tasks. Online Skills -- 70% utilize these skills. Multimedia Skills -- 50% report ease with these types of tasks.</p>
<p>3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>		<p>Students develop proficiency in CCSS. Students develop proficiency in English language skills (EL). Students demonstrate proficiency in the use digital tools for research (accessing information), evaluating sources, digital citizenship, and problem solving for college and career readiness. Students deveop proficiency in productive collaboration, crititcal and creative thinking, and effective communication. Students develop physical fitness.</p> <p>As measured by: Study Island Benchmarks - CCSS Language Arts 50% of students in grades 7 & 8 read grade level literary and informational text with accuracy and comprehension. Study Island Benchmarks - CCSS Math 35% students score at or above proficiency on grade level standards.</p> <p>CELDT: 75% of EL students score in the Early Advanced/Advanced range. Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met) BrightBytes Student Survey: 100% of students asked to write online at least monthly.</p>

LCAP Year 1 (2014-2015): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		<p>80% of students collaborate with classmates online at least monthly. 80% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (7th grade): Aerobic Capacity -- increase to 70% Body Composition -- increase to 65%</p>
<p>4. Improve parent engagement.</p>		<p>Parents have access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents feel a sense of connection and engagement with the school community.</p> <p>As measured by: Attendance at Parent Club Meetings % of Parents meeting Participation Goals # Parent Volunteers # Parent Participation Hours % parents accessing e-newsletters and bulletins</p>

Section 2: Goals and Progress Indicators

¹Based on identified metric.

LCAP Year 2 (2015-2016): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. Create a positive, learning focused environment and culture for all students.		<p>Students feel safe to take risks, express their ideas, and collaborate with others. Students feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice to be implemented 2014-15 - BEST Luncheon participation -120 or more Incentive Fieldtrip participation - 115 or more CHKS- Feel very safe at school - Increase to 40% CHKS- Have trusted adult at school - Increase to 44%</p> <p>Attendance Rates -- Maintain at 97% or more Truancy Rate -- Maintain at 2% or less Suspension Rates -- Maintain at 2.5 % or less Behavior Report # - Decrease to 129 or less Detention # - Decrease to 64 or less</p>
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		<p>Teachers have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). Teacher feedback on professional learning opportunities offered. BrightBytes Survey:</p>

LCAP Year 2 (2015-2016): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		Foundational Skills -- 70% report ease with these type of tasks. Online Skills -- 80% utilize these skills. Multimedia Skills -- 70% report ease with these types of tasks.
3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creating thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Student need to develop physical fitness. As measured by: Study Island Benchmarks - CCSS Language Arts 55% of students in grades 7 & 8 read grade level literary and informational text with accuracy and comprehension. Study Island Benchmarks - CCSS Math 40% students score at or above proficiency on grade level standards. CELDT: 80% of EL students score in the Early Advanced/Advanced range. Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met) BrightBytes Student Survey: 100% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly.

LCAP Year 2 (2015-2016): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		<p>100% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (7th grade): Aerobic Capacity -- Increase to 73% Body Composition --Increase to 68%</p>
<p>4. Improve parent engagement.</p>		<p>Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community.</p> <p>As measured by: Attendance at Parent Meetings %- Parent volunteers %- # Parent participation hours - e-newsletters - Reader % -</p>

Section 2: Goals and Progress Indicators

¹Based on identified metric.

LCAP Year 3 (2016-2017): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
1. Create a positive, learning focused environment and culture for all students.		<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: My Voice Survey (students, teachers and parents) - implemented in 2014-2015; BEST Luncheon participation -125 or more Incentive Fieldtrip participation - 120 or more CHKS- Feel very safe at school - Increase to 50% CHKS- Have trusted adult at school - Increase to 50%</p> <p>Attendance Rates -- Maintain at 97% or more Truancy Rate -- Maintain at 2% or less Suspension Rates -- Maintain at 2.5 % or less Behavior Report # - Decrease to 115 or less Detention # - Decrease to 58 or less</p>
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). Teacher feedback on professional learning opportunities offered. BrightBytes Survey: Foundational Skills -- 100% report ease with these</p>

LCAP Year 3 (2016-2017): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		type of tasks. Online Skills -- 100% utilize these skills. Multimedia Skills -- 100% report ease with these types of tasks.
3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creating thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Student need to develop physical fitness. As measured by: Study Island Benchmarks - CCSS Language Arts 60% of students in grades 7 & 8 read grade level literary and informational text with accuracy and comprehension. Study Island Benchmarks - CCSS Math 45% students score at or above proficiency on grade level standards. CELDT: Maintain or increase above 80% of EL students score in the Early Advanced/Advanced range. Title III Accountability AMAO I - Students making progress learning English 45.1 % (met) AMAO II -- Less than 5 yrs. attaining English Proficiency 15.9% (met) BrightBytes Student Survey: 100% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly. 100% use digital tools to solve authentic problems at

LCAP Year 3 (2016-2017): Analysis of Progress

Description of Goal	Analysis of Progress	What will be different / improved for students? ¹
		least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (7th grade): Aerobic Capacity -- 75% Body Composition -- 65%
4. Improve parent engagement.		Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. As measured by: Attendance at Parent Meetings %- Parent volunteers %- # Parent participation hours - e-newsletters - Reader % -

Section 3: Actions, Services, and Expenditures

Instructions and Guiding Questions

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions:

Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve Low-Income, English Learner, RFEP, and/or Foster Youth Pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Section 3: Actions, Services, and Expenditures

A. Actions, Services and Expenditures for All Students

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³		
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
<p>1.1 Beginning-of-the-year activities build community, self-reliance, and self-confidence. Students learn expectations, procedures, and routines during the first two weeks of school. Specific activities help students get to know each other and build community among students, staff, and parents.</p>	<p>Bus to swim party and ropes course</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Supplemental</p>	<p>\$500</p>

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

Activities include a schoolwide swim party, learning style activities, a challenge ropes course, and classroom Tribes-type community building activities. All students participate in a challenge ropes course to build community, connection, self-reliance, and self-confidence. Eighth graders participate in Challenge Day to build connections and acceptance of self and one another.

1.2	Incentive and recognition programs recognize student academic and athletic accomplishments.	Incentive field trip busing costs	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$500
		Renaissance T-shirts	4000-4999: Books And Supplies	Supplemental	\$700
		Certificates, placques, trophies, and other recognition materials	4000-4999: Books And Supplies	Supplemental	\$500
1.3	Regular Class Meetings provide opportunities for students to build community, identify problems, and resolve conflicts.				
1.4	Student Leadership class provides leadership opportunities for students and plans and organizes student spirit and community service activities.	Classified staffing	2000-2999: Classified Personnel Salaries	Supplemental	\$4,018
1.5	Provide in school and extra-curricular activities such as: sports, Mouse Squad, homework support, dances, mural project, music, and yearbook.	PE Instructor	2000-2999: Classified Personnel Salaries	Base	\$31,619
		Extra Curricular Sports Coaches	1000-1999: Certificated Personnel Salaries	Supplemental	\$12,700
		Artist fee for mural project	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$3,000

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

		Music Instructor	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$5,000
		History of Music Instructor	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$1,500
		Teacher hourly rate	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,000
		Program Assistant hourly rate	2000-2999: Classified Personnel Salaries	Base	\$4,018
		Yearbook Advisor	1000-1999: Certificated Personnel Salaries	Supplemental	\$1,698
		Performing Arts Advisor	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,038
1.6	A part-time school counselor is available 4 days a week.	Counselor	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$8,100
1.7	Staff members participate in professional development activities to support a positive school climate.	Training	5000-5999: Services And Other Operating Expenditures	Supplemental	\$12,500
1.8	Pilot Brainology Program with two classrooms.	Annual subscription			250
1.9	Learning Plan interviews build connection with school, clarify expectations, plan for individual student success to help build a strong culture of learning.	Teacher Hourly Rate	1000-1999: Certificated Personnel Salaries	Base	\$2,300
1.10	Maintain and provide facilities and classroom space to promote positive school culture and promote greater collaboration and project-based learning.	Classroom furniture and equipment - replace chairs, tables.	4000-4999: Books And Supplies	Base	\$3,000
		Repair and maintenance	5800: Professional/Consulting Services And Operating Expenditures	Base	\$7,000

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

	Maintenance supplies	4000-4999: Books And Supplies	Base		\$2,500
2.	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services. District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.	All	
2.1	Provide scheduled opportunities for department and team collaboration (1-2 times per month during school day, after school, district and site faculty meetings) to review student work, plan instruction, develop rubrics, and reflect on teaching practice.	Substitute teachers to provide classroom coverage as needed	1000-1999: Certificated Personnel Salaries	Base	\$3,000
2.2	Provide opportunities for teachers to observe other classrooms and engage in collaborative dialog on professional practices.	Substitute teachers to provide classroom coverage as needed	1000-1999: Certificated Personnel Salaries	Base	\$3,000
2.3	Provide opportunities for teachers to attend AVID Summer Institute and professional development to continue AVID implementation.	Summer Institute registration and attendance costs	5000-5999: Services And Other Operating Expenditures	Supplemental	\$3,500
		Training registration and attendance costs	5000-5999: Services And Other Operating Expenditures	Supplemental	\$1,200
2.4	Provide professional development opportunities focused on instructional practices aligned with Common Core and District Student Outcomes, such as writing, PBL, Next Generation Science Standards, technology, math for certificated and support staff	Professional Development Days	1000-1999: Certificated Personnel Salaries	Supplemental	\$11,200
		Professional Development registration or provider and substitute costs	5000-5999: Services And Other Operating Expenditures	Supplemental	\$3,000
		Online resources for professional learning	5000-5999: Services And Other Operating Expenditures	Base	\$100

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

		Conference registration and associated costs (ie. Middle School, CUE, Google, Charter School)	5000-5999: Services And Other Operating Expenditures	Supplemental	\$3,000
		Sonoma Leadership Network - Registration fees and substitute	5000-5999: Services And Other Operating Expenditures	Supplemental	\$2,000
2.5	Develop units of study aligned with CCSS math and Next Generation science standards, including assessments.	Substitute costs to provide additional planning time to develop units and assessments	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,000
		Planning time to develop units of study and assessment - teacher hourly rate	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,000
		Math curriculum and instructional materials	4000-4999: Books And Supplies	Other	\$5,000
2.6	Develop units of study aligned with CCSS history and language arts, including assessments.	Substitute costs to provide additional planning time to develop units and assessments	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,000
		Language Arts curriculum and instructional materials	4000-4999: Books And Supplies	Base	\$8,000
2.7	Provide teacher equipment for effective instruction.	Replace document readers	4000-4999: Books And Supplies	Base	\$5,000
		Front Row voice enhancing equipment	4000-4999: Books And Supplies	Supplemental	\$3,000
2.8	Program Assistants provide student support in classrooms.	Program Assistants	2000-2999: Classified Personnel Salaries	Supplemental	\$80,000
2.9	Before and afterschool support is provided to support skill building and homework, and provide opportunities for access to technology for students who do not have it at home.	Program Assistants - 30 min x 4 days; 60 min x 3 days	2000-2999: Classified Personnel Salaries	Supplemental	\$4,018
		Teacher Hourly rate to plan / supervise programs - 36hrs	1000-1999: Certificated Personnel Salaries	Base	\$1,800
2.10	Provide extended learning time for students who need support through and Independent summer learning programs	Teacher hourly rate to plan and monitor	1000-1999: Certificated Personnel Salaries	Supplemental	\$2,500
3.	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		State Priorities: Student Achievement Other Student Outcomes	LEA-wide	

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

District Areas of Focus:
 Implement Common Core within a 21st Century Framework
 POUUSD Student Outcomes -
 Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

3.1	Assess student progress toward mastery of content standards	Study Island Benchmark subscription	4000-4999: Books And Supplies	Base	\$1,000
		Collaboration for teams and departments to develop rubrics aligned with District Student Outcomes and assessments as needed.	1000-1999: Certificated Personnel Salaries	Base	\$1,000
3.2	Provide students with instruction focused on integrated units of study aligned with California Content Standards	Highly Qualified Teachers appropriately assigned	1000-1999: Certificated Personnel Salaries	Base	\$721,777
		Student digital and print resources - ie, fiction and non-fiction, research sources. May include materials and /or subscriptionss	4000-4999: Books And Supplies	Base	\$500
		WeVideo (video editing tool) annual subscription	5000-5999: Services And Other Operating Expenditures	Supplemental	\$1,000
3.3	Provide targeted instruction to build proficiency in content standards and RTI for students who need targeted instruction and academic intervention.	Highly Qualified Teachers appropriately assigned Academic Support Classes - Teacher salary costs included above	1000-1999: Certificated Personnel Salaries	Base	\$721,777
		Collaboration time to review student data, plan targeted instruction, and evaluate progress.	1000-1999: Certificated Personnel Salaries	Base	\$1,000

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

		Intervention materials	4000-4999: Books And Supplies	Base	\$500
		Program Assistants for three academic support classes	2000-2999: Classified Personnel Salaries	Supplemental	\$12,000
		Study Island subscription	4000-4999: Books And Supplies	Base	\$2,500
3.4	Implement Project-based learning / inquiry methods focused on integrated unit of study aligned with CCSS.	Professional Development	5000-5999: Services And Other Operating Expenditures	Supplemental	\$2,000
		Collaboration Time	1000-1999: Certificated Personnel Salaries	Base	\$1,000
		Student mobile devices	4000-4999: Books And Supplies	Base	\$5,000
3.5	Provide instruction to students in developing literacy, research and digital citizenship	Professional development for teachers focused on digital/media literacy and digital citizenship	5000-5999: Services And Other Operating Expenditures	Supplemental	\$2,000
		Planning time to develop instructional plan	1000-1999: Certificated Personnel Salaries	Base	\$1,000
		Research resources	4000-4999: Books And Supplies	Base	\$500
3.6	Provide AVID and Career Exploration classes to develop skills for college and career success.	Provide planning time to restructure and develop instructional plans.	1000-1999: Certificated Personnel Salaries	Base	\$1,000
		Substitute costs for fieldtrips.	1000-1999: Certificated Personnel Salaries	Base	\$420
		Bus costs	5000-5999: Services And Other Operating Expenditures	Base	\$400
		Enrichment Class Teachers	1000-1999: Certificated Personnel Salaries	Base	\$50,000
3.7	Provide arts education for students to develop communication, creativity, and critical thinking skills	Mural artist to work with students and in collaboration with teacher	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$2,500
		Enrichment class teacher - art	1000-1999: Certificated Personnel Salaries	Base	\$50,000

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for All Students

3.8	Provide students with physical education instruction	PE Instructor	2000-2999: Classified Personnel Salaries	Base	\$31,619
3.9	Provide academic support for students with disabilities to access a rigorous curriculum aligned with CCSS and the District's Student Outcomes	RSP Teacher - Program provided by sponsoring District RSP Assistant - Program provided by sponsoring District			
3.10	Collaboration/Articulation with high school	Buses for field trip	5000-5999: Services And Other Operating Expenditures	Base	\$400
<hr/>					
4.	Improve parent engagement.		State Priority: Parent Involvement	LEA-wide	
			District Area of Focus: Improve stakeholder engagement.		
4.1	Communicate to parents through newsletters, email, call notification, and regularly scheduled meetings	Annual subscriptions- Weebly, School Go, Bright Arrow	4000-4999: Books And Supplies	Base	\$1,000
4.2	Develop Webpage to include expanded school and parent information	Subscription costs	5800: Professional/Consulting Services And Operating Expenditures	Base	\$100
4.3	Provide Parent Education at Parent Club meetings and other parent meetings as identified through parent input	No cost.			
4.4	Research and select online grading / report card with parent portal	Annual subscription costs	4000-4999: Books And Supplies	Base	\$500
4.5	Expand parent notification and information for parent volunteer opportunities.	Webpage, Mailchimp	5000-5999: Services And Other Operating Expenditures	Base	\$500

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-2015): Review of Actions, Services and Expenditures for All Students

Description of Goal¹	Related State and Local Priorities²	Level of Service³
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>

Action and Services

1.1 Beginning-of-the-year activities build community, self-reliance, and self-confidence.
 Students learn expectations, procedures, and routines during the first two weeks of school.
 Specific activities help students get to know each other and build community among students, staff, and parents. Activities include a schoolwide swim party, learning style activities, a challenge ropes course, and classroom Tribes-type community building activities.
 All students participate in a challenge ropes course to build community, connection, self-reliance, and self-confidence.
 Eighth graders participate in Challenge Day to build connections and acceptance of self and one another.

Annual Update: Review of Actions/Services

LCAP Year 1 (2014-2015): Review of Actions, Services and Expenditures for All Students

- 1.2 Incentive and recognition programs recognize student academic and athletic accomplishments.
- 1.3 Regular Class Meetings provide opportunities for students to build community, identify problems, and resolve conflicts.
- 1.4 Student Leadership class provides leadership opportunities for students and plans and organizes student spirit and community service activities.
- 1.5 Provide in school and extra-curricular activities such as: sports, Mouse Squad, homework support, dances, mural project, music, and yearbook.
- 1.6 A part-time school counselor is available 4 days a week.
- 1.7 Staff members participate in professional development activities to support a positive school climate.
- 1.8 Pilot Brainology Program with two classrooms.
- 1.9 Learning Plan interviews build connection with school, clarify expectations, plan for individual student success to help build a strong culture of learning.
- 1.10 Maintain and provide facilities and classroom space to promote positive school culture and promote greater collaboration and project-based learning.

2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.

State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services. All

District Areas of Focus:
Implement Common Core within a 21st Century Framework;

Provide evidenced based interventions and ELD to support student learning.

- 2.1 Provide scheduled opportunities for department and team collaboration (1-2 times per month during school day, after school, district and site faculty meetings) to review student work, plan instruction, develop rubrics, and reflect on teaching practice.
- 2.2 Provide opportunities for teachers to observe other classrooms and engage in collaborative dialog on professional practices.
- 2.3 Provide opportunities for teachers to attend AVID Summer Institute and professional development to continue AVID implementation.
- 2.4 Provide professional development opportunities focused on instructional practices aligned with Common Core and District Student Outcomes, such as writing, PBL, Next Generation Science Standards, technology, math for certificated and support staff
- 2.5 Develop units of study aligned with CCSS math and Next Generation science standards, including assessments.
- 2.6 Develop units of study aligned with CCSS history and language arts, including assessments.
- 2.7 Provide teacher equipment for effective instruction.
- 2.8 Program Assistants provide student support in classrooms.
- 2.9 Before and afterschool support is provided to support skill building and homework, and provide opportunities for access to technology for students who do not have it

at home.

- 2.10 Provide extended learning time for students who need support through and Independent summer learning programs

- 3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State Priorities:
 Student Achievement
 Other Student Outcomes

LEA-wide

District Areas of Focus:
 Implement Common Core within a 21st Century Framework
 POUSD Student Outcomes -
 Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

- 3.1 Assess student progress toward mastery of content standards
- 3.2 Provide students with instruction focused on integrated units of study aligned with California Content Standards
- 3.3 Provide targeted instruction to build proficiency in content standards and RTI for students who need targeted instruction and academic intervention.
- 3.4 Implement Project-based learning / inquiry methods focused on integrated unit of study aligned with CCSS.
- 3.5 Provide instruction to students in developing literacy, research and digital citizenship
- 3.6 Provide AVID and Career Exploration classes to develop skills for college and career success.
- 3.7 Provide arts education for students to develop communication, creativity, and

critical thinking skills

- 3.8 Provide students with physical education instruction
- 3.9 Provide academic support for students with disabilities to access a rigorous curriculum aligned with CCSS and the District's Student Outcomes
- 3.10 Collaboration/Articulation with high school

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

- 4.1 Communicate to parents through newsletters, email, call notification, and regularly scheduled meetings
- 4.2 Develop Webpage to include expanded school and parent information
- 4.3 Provide Parent Education at Parent Club meetings and other parent meetings as identified through parent input
- 4.4 Research and select online grading / report card with parent portal
- 4.5 Expand parent notification and information for parent volunteer opportunities.

Section 3: Actions, Services, and Expenditures

- ¹ Include and identify all goals from Section 2
- ² From Section 2
- ³ Indicate if school-wide or LEA-wide
- ⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

Description of Goal ¹	Related State and Local Priorities ²		Level of Service ³	
1. Create a positive, learning focused environment and culture for all students.	State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.		All	
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 Continue beginning of the year activities to build community, self-reliance, and self confidence.	Bus to swim party and Ropes Course	5000-5999: Services And Other Operating Expenditures	Base	\$1,000
	My Voice Surveys (students, staff and parents) w/ professional development introduction and follow-up.	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	\$2,000
1.2 Continue Incentive and recognition programs to recognize student academic and athletic achievements	Fieldtrip bussing costs	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	500

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

		Renaissance T-shirts, certificates, placques, and other recognition materials	4000-4999: Books And Supplies	Supplemental	1200
1.3	Continue with class meetings to provide opportunities for students to build community, identify and solve problems, and resolve conflicts				
1.4	Continue Student Leadership class to provide leadership opportunities for students and to plan and organize student spirit and community service activities	Classified staffing	2000-2999: Classified Personnel Salaries	Supplemental	4018
		Training / conference registration			300
1.5	Continue to provide in school and extra-curricular activities.	PE Instructor	2000-2999: Classified Personnel Salaries	Base	31619
		Extra-curricular sports coaches	1000-1999: Certificated Personnel Salaries	Supplemental	12700
		Artist fee for project	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	3000
		Music Instructor	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	5000
		Teacher hourly rate	1000-1999: Certificated Personnel Salaries	Supplemental	2000
		Program Assistant hourly rate	2000-2999: Classified Personnel Salaries	Base	4018
		Yearbook Advisor	1000-1999: Certificated Personnel Salaries	Supplemental	1698
		Performing Arts Advisor	1000-1999: Certificated Personnel Salaries	Supplemental	2038
1.6	Continue school counselor	Counselor	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	8100

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

		Training / Professional Development Registration and other costs			500
1.7	Staff members participate in professional development activities to support a positive school climate	Training and associated costs	5000-5999: Services And Other Operating Expenditures	Supplemental	12500
1.8	Implement Brainology or other social-emotional program in classrooms	Annual subscription or other costs			1000
1.9	Continue Learning Plan meetings	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	Base	2300
1.10	Continue to maintain and provide facilities and classroom spaces to promote positive school culture and promote greater collaboration and project-based learning	Classroom furniture and equipment	4000-4999: Books And Supplies	Base	3000
		Repair and maintenance	5800: Professional/Consulting Services And Operating Expenditures	Base	7000
		Maintenance supplies	4000-4999: Books And Supplies	Base	2500

2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.

State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.

District Areas of Focus:
Implement Common Core within a 21st Century Framework;
Provide evidenced based interventions and ELD to support student learning.

2.1	Continue with regular opportunities for collaboration to review student work, plan instruction, develop rubrics, and reflect on teaching practice	Substitute teachers	1000-1999: Certificated Personnel Salaries	Base	3000
2.2	Continue opportunities for teachers to observe other classrooms and engage in collaborative dialog on professional practices	Substitute teachers to provide classroom coverage as needed	1000-1999: Certificated Personnel Salaries	Supplemental	3000

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

2.3	Continue opportunities for AVID conference attendance and trainings for AVID program	Summer Institute registration and workshop costs	5000-5999: Services And Other Operating Expenditures	Supplemental	4700
2.4	Continue professional development opportunities focused on instructional practices aligned with Common Core and District Student Outcomes, such as writing, PBL, Next Generation Science, technology, math for certificated and support staff	Professional Development Days	1000-1999: Certificated Personnel Salaries	Supplemental	11200
		Registration or provider and substitute costs	5000-5999: Services And Other Operating Expenditures	Supplemental	3000
		Conference registration and associated costs	5000-5999: Services And Other Operating Expenditures	Supplemental	3000
		Online resources for professional learning	5000-5999: Services And Other Operating Expenditures	Base	200
2.5	Continue to develop units of study aligned with CCSS math and Next Generation science standards, including assessments	Sonoma Leadership Network	5000-5999: Services And Other Operating Expenditures	Supplemental	3000
		Substitute costs	1000-1999: Certificated Personnel Salaries	Supplemental	2000
		Planning time to develop units of study and assessment	1000-1999: Certificated Personnel Salaries	Supplemental	2000
		Math curriculum and instructional materials	4000-4999: Books And Supplies	Other	5000
2.6	Continue to develop units of study aligned with CCSS history and language arts, including assessments	Science curriculum and instructional materials	4000-4999: Books And Supplies	Other	5000
		Substitute costs	1000-1999: Certificated Personnel Salaries	Supplemental	2000
2.7	Continue to provide teacher equipment for effective instruction	Language Arts curriculum and instructional materials	4000-4999: Books And Supplies	Base	5000
		Equipment	4000-4999: Books And Supplies	Supplemental	5000
2.8	Continue to provide Program Assistant support to students in classrooms	Program Assistants	2000-2999: Classified Personnel Salaries	Supplemental	80000
2.9	Continue Before and After School support for skill building, homework, and access to technology	Program Assistants	2000-2999: Classified Personnel Salaries	Supplemental	4018

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

		Teacher hourly rate to plan, supervise, and monitor programs	1000-1999: Certificated Personnel Salaries	Base	1800
2.10	Continue extended learning time through summer learning programs for students who need support	Teacher hourly rate to plan and monitor	1000-1999: Certificated Personnel Salaries	Supplemental	2000
3.	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		State Priorities: Student Achievement Other Student Outcomes District Areas of Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.	LEA-wide	
3.1	Assess student progress toward curricular goals.	Study Island Benchmark subscription	4000-4999: Books And Supplies	Base	1000
		Collaboration for teams and departments to develop rubrics aligned with CCSS and District Student Outcomes	1000-1999: Certificated Personnel Salaries	Base	1000
3.2	Continue to provide instruction focused on integrated units of study aligned with CCSS	Highly Qualified Teachers	1000-1999: Certificated Personnel Salaries	Base	721777
		Student digital and print resources	4000-4999: Books And Supplies	Base	500
		WeVideo video editing tool annual subscription	5000-5999: Services And Other Operating Expenditures	Supplemental	1000
3.3	Continue to provide targeted instruction to build proficiency in content standards and RTI for students who need academic	Highly Qualified Teachers	1000-1999: Certificated Personnel Salaries	Base	721777

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

	interention	Academic Support Classes - Teacher salary costs included above			
		Collaboration time to review student data, plan targeted instruction, and evaluate progress.	1000-1999: Certificated Personnel Salaries	Base	1000
		Program Assistants for three academic support classes	4000-4999: Books And Supplies	Base	12000
		Intervention Materials	4000-4999: Books And Supplies	Base	500
		Study Island Subscription	4000-4999: Books And Supplies	Base	2500
3.4	Continue to implement Project-Based learning/ inquiry methods focused on integrated units of study aligned with CCSS	Professional Development	5000-5999: Services And Other Operating Expenditures	Supplemental	2000
		Collaboration time	1000-1999: Certificated Personnel Salaries	Base	1000
		Student mobile devices	4000-4999: Books And Supplies	Base	5000
3.5	Continue to provide instruction to students in developing literacy, research and digital citizenship	Professional development for teachers focused on digital / media literacy, and digital citizenship	5000-5999: Services And Other Operating Expenditures	Supplemental	2000
		Planning time to develop	1000-1999: Certificated Personnel Salaries	Base	1000
		Research resources	4000-4999: Books And Supplies	Base	500
3.6	Continue Avid and Career Exploration classes to develop skills for college and career readiness	Planning time	1000-1999: Certificated Personnel Salaries	Base	1000
		Substitute costs for fieldtrips	1000-1999: Certificated Personnel Salaries	Base	420
		Bus costs	5000-5999: Services And Other Operating Expenditures	Base	400
		Enrichment Class Teachers	1000-1999: Certificated Personnel Salaries	Base	50000

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

3.7	Provide arts education for students to develop communication, creativity, and critical thinking skills	Artist to work with students and in collaboration with teacher	5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2500
		Enrichment Class Teacher	1000-1999: Certificated Personnel Salaries	Base	50000
3.8	Continue with physical education instruction	PE Instructor	2000-2999: Classified Personnel Salaries	Base	31619
3.9	Continue academic support for students with disabilities to access a rigorous curriculum aligned with CCSS and District Student Outcomes	RSP Teacher- Program provided by sponsoring District RSP Assistant - Program provided by sponsoring District			
3.10	Collaboration and articulation with high school	Bus for fieldtrip	5000-5999: Services And Other Operating Expenditures	Base	400
4. Improve parent engagement.			State Priority: Parent Involvement	LEA-wide	
			District Area of Focus: Improve stakeholder engagement.		
4.1	Communicate to parents through newsletters, email, call notification, and regularly scheduled meetings	Annual subscriptions- Weebly, SchoolGo, Bright Arrow	4000-4999: Books And Supplies	Base	1000
4.2	Continue to develop Webpage to include expanded school and parent informtion	Subscription costs	5800: Professional/Consulting Services And Operating Expenditures	Base	100
4.3	Continue to provide Parent Education at Parent Club meetings and other parent meetings as identified through parent input				
4.4	Implement online grading / report card with parent portal	Annual subscription	4000-4999: Books And Supplies	Base	5500
4.5	Continue expanded parent notification and information for parent volunteer opportunities	Weebly Subscription	5000-5999: Services And Other Operating Expenditures	Base	500

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for All Students

4.6	Continue with parent newsletter subscription	Newsletter subscription	250
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Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-2016): Review of Actions, Services and Expenditures for All Students

Description of Goal¹

1. Create a positive, learning focused environment and culture for all students.

Related State and Local Priorities²

State Priorities: School Climate, Student Engagement, Basic Services.
 District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.

Level of Service³

All

POUSD Student Outcomes -
 Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

Action and Services

Annual Update: Review of Actions/Services

- 1.1 Continue beginning of the year activities to build community, self-reliance, and self confidence.
- 1.2 Continue Incentive and recognition programs to recognize student academic and athletic achievements
- 1.3 Continue with class meetings to provide opportunities for students to build community, identify and solve problems, and resolve conflicts
- 1.4 Continue Student Leadership class to provide leadership opportunities for students and to plan and organize student spirit and community service activities
- 1.5 Continue to provide in school and extra-curricular activities.
- 1.6 Continue school counselor
- 1.7 Staff members participate in professional development activities to support a positive

school climate

- 1.8 Implement Brainology or other social-emotional program in classrooms
- 1.9 Continue Learning Plan meetings
- 1.10 Continue to maintain and provide facilities and classroom spaces to promote positive school culture and promote greater collaboration and project-based learning

2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.

State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services. All

District Areas of Focus:
 Implement Common Core within a 21st Century Framework;
 Provide evidenced based interventions and ELD to support student learning.

- 2.1 Continue with regular opportunities for collaboration to review student work, plan instruction, develop rubrics, and reflect on teaching practice
- 2.2 Continue opportunities for teachers to observe other classrooms and engage in collaborative dialog on professional practices
- 2.3 Continue opportunities for AVID conferece attendance and trainings for AVID program
- 2.4 Continue professional development opportunities focused on instructional practices aligned with Common Core and District Student Outcomes, such as writing, PBL, Next Generation Science, technology, math for certificated and support staff
- 2.5 Continue to develop units of study aligned with CCSS math and Next Generation science standards, including assessments
- 2.6 Continue to develop units of study aligned with CCSS history and language arts,

- including assessments
- 2.7 Continue to provide teacher equipment for effective instruction
- 2.8 Continue to provide Program Assistant support to students in classrooms
- 2.9 Continue Before and After School support for skill building, homework, and access to technology
- 2.10 Continue extended learning time through summer learning programs for students who need support

3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State Priorities:
 Student Achievement
 Other Student Outcomes

LEA-wide

District Areas of Focus:
 Implement Common Core within a 21st Century Framework
 POUUSD Student Outcomes -
 Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

- 3.1 Assess student progress toward curricular goals.
- 3.2 Continue to provide instruction focused on integrated units of study aligned with CCSS
- 3.3 Continue to provide targeted instruction to build proficiency in content standards and RTI for students who need academic interention
- 3.4 Continue to implement Project-Based learning/ inquiry methods focused on integrated units of study aligned with CCSS
- 3.5 Continue to provide instruction to students

- in developing literacy, research and digital citizenship
- 3.6 Continue Avid and Career Exploration classes to develop skills for college and career readiness
- 3.7 Provide arts education for students to develop communication, creativity, and critical thinking skills
- 3.8 Continue with physical education instruction
- 3.9 Continue academic support for students with disabilities to access a rigorous curriculum aligned with CCSS and District Student Outcomes
- 3.10 Collaboration and articulation with high school

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

- 4.1 Communicate to parents through newsletters, email, call notification, and regularly scheduled meetings
- 4.2 Continue to develop Webpage to include expanded school and parent information
- 4.3 Continue to provide Parent Education at Parent Club meetings and other parent meetings as identified through parent input
- 4.4 Implement online grading / report card with parent portal
- 4.5 Continue expanded parent notification and information for parent volunteer opportunities
- 4.6 Continue with parent newsletter subscription

Section 3: Actions, Services, and Expenditures

- ¹ Include and identify all goals from Section 2
- ² From Section 2
- ³ Indicate if school-wide or LEA-wide
- ⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016-2017): Actions, Services and Expenditures for All Students

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
1. Create a positive, learning focused environment and culture for all students.	State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.	All
Level of Service / Action and Services	Proposed Expenditures	Type
1.1	My Voice Surveys (students, staff and parents) w/ professional development introduction and follow-up.	
1.8	Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.	
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services. District Areas of Focus: Implement Common Core within a 21st	All
	Funding Source	Amount

LCAP Year 3 (2016-2017): Actions, Services and Expenditures for All Students

Century Framework;
Provide evidenced based interventions and ELD to support student learning.

2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings)

2.2 Provide opportunities for individual and team coaching to develop support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.

CCSS ELA Implementation Coaches (2 FTE)
CCSS Math Implementation Coach (.5 FTE)
21st Century Learning Implementation Coach (1 FTE)

2.3 Professional Development focused on writing, PBL, technology and math.

Professional Development Days
PD offered at SCOE

2.4 Provide formal and informal professional learning opportunities ("Tech Tuesdays," Brokers of Expertise, etc.) for teachers to develop instructional practices aligned to the District Student Outcomes.

2.5 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.

2.6 Provide collaboration time for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.

3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State Priorities:
Student Achievement
Other Student Outcomes

LEA-wide

District Areas of Focus:
Implement Common Core within a 21st Century Framework
POUSD Student Outcomes -

LCAP Year 3 (2016-2017): Actions, Services and Expenditures for All Students

Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

- | | | |
|-----|--|---|
| 3.1 | Assess student progress toward curricular goals. | Renaissance Learning (STAR Reading & Star Math)
DIBELS - annual subscription
Collaboration time for teams of teachers to develop rubrics aligned with District Student Outcomes. |
| 3.2 | Implement Project-based learning/Inquiry Methods focused on integrated units of study. | Professional Development
CCSS Implementation Coaches
Collaboration Time
Develop bundles of fiction and non-fiction reading materials linked by theme. |
| 3.3 | Provide instruction to students in developing literacy, research and digital citizenship skills. | Library Tech
Teacher Libraria (60%)
CCSS Technology Implementation Coach
Professional development for teachers focused on digital literacy and digital citizenship. |
| 3.4 | Provide tiers of support (Rtl) for students who need targeted instruction. | CCSS Implementation Coaches
Intervention materials (Rewards, SIPPS)
Lexia Reading (Annual subscription)
Collaboration time to review student data, group students for targeted instruction, and evaluate student progress. |

LCAP Year 3 (2016-2017): Actions, Services and Expenditures for All Students

3.5 Provide English Language Development instruction

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, Positive Parenting.

Teacher hourly rate
Materials
Outreach Worker
Child Care

4.2 School/Community events that showcase student learning (exhibitions, performances, etc.)

4.3 Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.

AnyMeeting annual subscription

4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.

4.5 Update District and School websites to create a more welcoming presence and accessible information.

Weebly Templates
Weebly Pro Subscription
Photography

4.6 Implement SchoolGo mobile app to facilitate communication and greater access to information, websites and social media.

SchoolGo annual subscription (\$1 per student)

4.7 Translation of forms and other communications

Outreach Worker

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-2017): Review of Actions, Services and Expenditures for All Students

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>
<p>Action and Services</p> <p>1.8 Design classroom space and facilities to promote greater collaboration, creative expression and project-based learning.</p>	<p>Annual Update: Review of Actions/Services</p>	
<p>2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p> <p>2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school, district faculty meetings)</p> <p>2.2 Provide opportunities for individual and team coaching to develop support instructional practices aligned with the</p>	<p>State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>	<p>All</p>

LCAP Year 3 (2016-2017): Review of Actions, Services and Expenditures for All Students

District Student Outcomes in ELA, Math, and PBL.

- 2.3 Professional Development focused on writing, PBL, technology and math.
- 2.4 Provide formal and informal professional learning opportunities ("Tech Tuesdays," Brokers of Expertise, etc.) for teachers to develop instructional practices aligned to the District Student Outcomes.
- 2.5 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.
- 2.6 Provide collaboration time for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.

3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State Priorities:
 Student Achievement
 Other Student Outcomes

LEA-wide

District Areas of Focus:
 Implement Common Core within a 21st Century Framework
 POUUSD Student Outcomes -
 Personal Integrity
 Productive Collaboration
 Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

- 3.1 Assess student progress toward curricular goals.
- 3.2 Implement Project-based learning/Inquiry Methods focused on integrated units of study.
- 3.3 Provide instruction to students in developing

LCAP Year 3 (2016-2017): Review of Actions, Services and Expenditures for All Students

literacy, research and digital citizenship skills.

3.4 Provide tiers of support (Rtl) for students who need targeted instruction.

3.5 Provide English Language Development instruction

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

4.1 Parent Education: Literacy, Numeracy, technology, English language, Student Outcomes, 4C's, Social-Emotional learning, Positive Parenting.

4.2 School/Community events that showcase student learning (exhibitions, performances, etc.)

4.3 Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.

4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.

4.5 Update District and School websites to create a more welcoming presence and accessible information.

4.6 Implement SchoolGo mobile app to facilitate communication and greater access to information, websites and social media.

4.7 Translation of forms and other communications

Section 3: Actions, Services, and Expenditures

B. Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve Low-Income, English Learner, RFEP, and/or Foster Youth Pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

¹ Include and identify all goals from Section 2

² From Section 2

³ Indicate if school-wide or LEA-wide

⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³		
1. Create a positive, learning focused environment and culture for all students.	State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.	All		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 Provide social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.	Counselor			
1.2 Provide Student Attendance Mediation services	SAM Program			

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

1.3	Provide AVID class to support skills for career and college success.		
2.	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.	All
		District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.	
2.1	Implement instructional strategies to promote academic discourse and structured language practices across the curriculum	Consultation with SCOE EL Coordinator to develop schoolwide practices to support EL students in all curricular areas.	1000-1999: Certificated Personnel Salaries 0
		Collaboration time to plan ELD instruction, review assessments of student progress and refine instructional practices. Professional development on ELL strategies across the curriculum	1000-1999: Certificated Personnel Salaries Supplemental
2.2	Continue ELD class through enrichment periods.	Program Assistant 50 min. x 4 days per week. Instructional materials	4000-4999: Books And Supplies Supplemental 500
3.	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.	State Priorities: Student Achievement Other Student Outcomes	LEA-wide
		District Areas of Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - Personal Integrity Productive Collaboration	

LCAP Year 1 (2014-2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Critical and Creative Thinking
 Effective Communication
 Reflective Learning
 Citizenship and Global Responsibility
 Resiliency and Drive.

3.1	Provide targeted academic support classes in enrichment schedule for students who need academic intervention	Collaboration time to review assessment data, plan interventions, and assess student progress Highly qualified teachers for three academic support classes Program Assistants 3 x 50 min x 4 days	1000-1999: Certificated Personnel Salaries	Supplemental	
3.2	Provide extended instructional time before and after school for students who need additional academic support in ELA and math, and access to technology for those who need internet access.	Teacher hourly rate to supervise and monitor before and after school classes Program assistant 30 min x 4 days and 50 min x 3 days	1000-1999: Certificated Personnel Salaries	Supplemental	2000
3.3	Provide extended learning time for students during summer.	Teacher hourly rate to plan and monitor students on			2500
4. Improve parent engagement.			State Priority: Parent Involvement	LEA-wide	
			District Area of Focus: Improve stakeholder engagement.		
4.1	Utilize call program and outreach worker to inform parents of events, ELAC, and parent education opportunities	Bright Arrow subscription Outreach Worker			
4.2	Provide parent education nights to provide strategies parents can use to help students with learning at home	Teacher hourly rate Outreach worker - translation			700
4.3	Expand information available in Spanish.	Translation services for forms, information			

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-2015): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal¹	Related State and Local Priorities²	Level of Service³
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>
<p>Action and Services</p> <p>1.1 Provide social-emotional and behavioral intervention to support students in developing self-regulation strategies and positive social relationships.</p> <p>1.2 Provide Student Attendance Mediation services</p> <p>1.3 Provide AVID class to support skills for career and college success.</p>	<p>Annual Update: Review of Actions/Services</p>	
<p>2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p> <p>2.1 Implement instructional strategies to promote academic discourse and structured</p>	<p>State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>	<p>All</p>

LCAP Year 1 (2014-2015): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

language practices across the curriculum

2.2 Continue ELD class through enrichment periods.

3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.

State Priorities:
Student Achievement
Other Student Outcomes

LEA-wide

District Areas of Focus:
Implement Common Core within a 21st Century Framework
POUSD Student Outcomes -
Personal Integrity
Productive Collaboration
Critical and Creative Thinking
Effective Communication
Reflective Learning
Citizenship and Global Responsibility
Resiliency and Drive.

3.1 Provide targeted academic support classes in enrichment schedule for students who need academic intervention

3.2 Provide extended instructional time before and after school for students who need additional academic support in ELA and math, and access to technology for those who need internet access.

3.3 Provide extended learning time for students during summer.

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

4.1 Utilize call program and outreach worker to inform parents of events, ELAC, and parent education opportunities

4.2 Provide parent education nights to provide strategies parents can use to help students

with learning at home

4.3 Expand information available in Spanish.

Section 3: Actions, Services, and Expenditures

- ¹ Include and identify all goals from Section 2
- ² From Section 2
- ³ Indicate if school-wide or LEA-wide
- ⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 2 (2015-2016): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³		
1. Create a positive, learning focused environment and culture for all students.	State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all. POUUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.	All		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services. District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.	All	
3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		State Priorities: Student Achievement Other Student Outcomes	LEA-wide	

District Areas of Focus:
Implement Common Core within a 21st
Century Framework
POUSD Student Outcomes -
Personal Integrity
Productive Collaboration
Critical and Creative Thinking
Effective Communication
Reflective Learning
Citizenship and Global Responsibility
Resiliency and Drive.

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder
engagement.

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-2016): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>
Action and Services	Annual Update: Review of Actions/Services	
<p>2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p>	<p>State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>	<p>All</p>
<p>3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>State Priorities: Student Achievement Other Student Outcomes</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - Personal Integrity Productive Collaboration</p>	<p>LEA-wide</p>

Critical and Creative Thinking
Effective Communication
Reflective Learning
Citizenship and Global Responsibility
Resiliency and Drive.

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

Section 3: Actions, Services, and Expenditures

- ¹ Include and identify all goals from Section 2
- ² From Section 2
- ³ Indicate if school-wide or LEA-wide
- ⁴ What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016-2017): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³		
1. Create a positive, learning focused environment and culture for all students.	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	All		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.		<p>State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>	All	
3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.		<p>State Priorities: Student Achievement Other Student Outcomes</p>	LEA-wide	

District Areas of Focus:
Implement Common Core within a 21st
Century Framework
POUSD Student Outcomes -
Personal Integrity
Productive Collaboration
Critical and Creative Thinking
Effective Communication
Reflective Learning
Citizenship and Global Responsibility
Resiliency and Drive.

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder
engagement.

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-2017): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal ¹	Related State and Local Priorities ²	Level of Service ³
<p>1. Create a positive, learning focused environment and culture for all students.</p>	<p>State Priorities: School Climate, Student Engagement, Basic Services. District Areas of Focus: Create a safe, positive, learning focused environment and culture for all.</p> <p>POUSD Student Outcomes - Personal Integrity Productive Collaboration Critical and Creative Thinking Effective Communication Reflective Learning Citizenship and Global Responsibility Resiliency and Drive.</p>	<p>All</p>
Action and Services	Annual Update: Review of Actions/Services	
<p>2. Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p>	<p>State Priorities: Implementation of Common Core State Standards; Course Access; Basic Services.</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework; Provide evidenced based interventions and ELD to support student learning.</p>	<p>All</p>
<p>3. All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>State Priorities: Student Achievement Other Student Outcomes</p> <p>District Areas of Focus: Implement Common Core within a 21st Century Framework POUSD Student Outcomes - Personal Integrity Productive Collaboration</p>	<p>LEA-wide</p>

Critical and Creative Thinking
Effective Communication
Reflective Learning
Citizenship and Global Responsibility
Resiliency and Drive.

4. Improve parent engagement.

State Priority: Parent Involvement

LEA-wide

District Area of Focus: Improve stakeholder engagement.

Section 3: Actions, Services, and Expenditures

C. Description/Justification of LCFF Expenditures

C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Total Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	Total
All Funding Sources	1,866,002.00	1,869,102.00	0.00	3,735,104.00
Base	1,664,830.00	1,671,930.00	0.00	3,336,760.00
Other	5,000.00	10,000.00	0.00	15,000.00
Supplemental	196,172.00	187,172.00	0.00	383,344.00

Total Expenditures by Object Type				
Object Type	Year 1	Year 2	Year 3	Total
All Expenditure Types	1,866,002.00	1,869,102.00	0.00	3,735,104.00
1000-1999: Certificated Personnel Salaries	1,599,210.00	1,596,710.00	0.00	3,195,920.00
2000-2999: Classified Personnel Salaries	167,292.00	155,292.00	0.00	322,584.00
4000-4999: Books And Supplies	39,700.00	55,200.00	0.00	94,900.00
5000-5999: Services And Other Operating Expenditures	31,600.00	33,700.00	0.00	65,300.00
5800: Professional/Consulting Services And Operating Expenditures	28,200.00	28,200.00	0.00	56,400.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
All Expenditure Types	All Funding Sources	1,866,002.00	1,869,102.00	0.00	3,735,104.00
1000-1999: Certificated Personnel Salaries	Base	1,559,074.00	1,556,074.00	0.00	3,115,148.00
1000-1999: Certificated Personnel Salaries	Supplemental	40,136.00	40,636.00	0.00	80,772.00
2000-2999: Classified Personnel Salaries	Base	67,256.00	67,256.00	0.00	134,512.00
2000-2999: Classified Personnel Salaries	Supplemental	100,036.00	88,036.00	0.00	188,072.00
4000-4999: Books And Supplies	Base	30,000.00	39,000.00	0.00	69,000.00
4000-4999: Books And Supplies	Other	5,000.00	10,000.00	0.00	15,000.00
4000-4999: Books And Supplies	Supplemental	4,700.00	6,200.00	0.00	10,900.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
5000-5999: Services And Other Operating Expenditures	Base	1,400.00	2,500.00	0.00	3,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	30,200.00	31,200.00	0.00	61,400.00
5800: Professional/Consulting Services And Operating Expenditures	Base	7,100.00	7,100.00	0.00	14,200.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	21,100.00	21,100.00	0.00	42,200.00

Section 3: Actions, Services, and Expenditures

D. Description of Increased Services for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

- D. 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). 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). 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.
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