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DEHESA SCHOOL DISTRICT
Regular Governing
Board Meeting

— — — — —
AGENDA

June 25, 2015

Welcome

Welcome to the meeting of the Dehesa School District Governing Board. Your interest in our school district is appreciated.

Our Governing Board

Our community elects five Board members who serve four-year terms. The Board members are responsible for the overall operation for the school district. Among its duties, the Board adopts and annual budget, approves all expenditures, establishes policies and regulations, authorizes employment of all personnel, approves curriculum and textbooks, and appoints the Superintendent.

Cindy White -

Mrs. White was first elected to the governing Board in November 2002, re-elected in 2006 and 2010 and her term expires in 2018.

Karl Becker -

Mr. Becker was elected to the board in 2010 and his term expires in 2018.

Christina Becker

Mrs. Becker was first elected to the Governing Board in the year 2014. Her current term expires in 2018.

Jeff Royal -

Mr. Royal was first elected to the governing Board in November 2000. He was re-elected in 2004, 2008 and 2012. His present term expires in 2016

Derek Voth

Mr. Voth was appointed to the Governing Board in January 2013 and his term expires in 2018.

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 6:30 p.m.

Dehesa School – Library

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

JUNE 25, 2015

AGENDA

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at 619-444-2161. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting, may be viewed at Dehesa School District, 4612 Dehesa Road, El Cajon, CA 92019, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Sheila Cochran.

I. Call to Order

- A. Public Comment on Closed Session Items

II. Closed Session

- A. **PUPIL PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. **PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. **NEGOTIATIONS:** The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. **POTENTIAL LITIGATION:** The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b.)(1).
- E. **REAL PROPERTY:** The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956.8 (b.)(1).

III. Public Meeting

- A. Call to Order and Establishing a Quorum
- B. Closed Session Report of Any Action Taken
- C. Pledge of Allegiance
- D. Agenda Approval

IV. Requests to Address the Board

A. District/Community Organization Reports

1. Live Well San Diego - Marie Brown-Mercadel, Director, Health and Human Services Agency, East and North Central Regions
2. Parents' Club – Amy Haisch, President
3. California School Employees Association # 663 - Jackie Finch, President

4. Charter Schools Update
5. Citizen Input

B. Board Input

V. Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

- A. Approval of Minutes** – It is recommended that the board of Trustees approve the minutes of the following meetings:
 1. Regular Meeting – May 21, 2015
- B. Approval of Warrants** – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops**
 1. SDCOE Workshop – July 29-30. Hauer, Ripke, Alex – 5 day event on Assessment, Accountability and Evaluation effectiveness. No cost to attend, 3 day sub pay for one teacher.
 2. Kelly Pallitto – Museum of Tolerance Grant – Tools for Tolerance for Educators. June 29 and 30th. Los Angeles. All costs covered by Grant

VI. Information & Proposals (Action may be taken)

- A. Correspondence**
 1. Healthy School Award from Dairy Council of California
 2. National Lady's Women's Auxiliary – Recognition of Youth Supporting Veterans
 3. Subdivision – Application to subdivide a lot
- B. Report, Information, and Presentations**
 1. Budget Report
 2. State School Building Report
 3. Site Administrator Report
 4. End of Year Awards
 5. Enrollment - Projected

C. Discussion

VII. Action Items

- A. Public Hearings** – None
- B. Old Business** – None

C. New Business

1. The Board will consider the Local Control Accountability Plan (LCAP)
2. The Board will consider the 2015/2016 Proposed Budget
3. The Board will consider the revised spending plan for Common Core State Standards
4. The Board will consider the Consolidated Application Reporting System (CARS) 2015-16.
5. The Board will consider Resolution No.2015.6.1, Authorizing the Filing of Documents under the State School Facility Program Applications Received Beyond Bond Authority List.
6. The Board will consider Resolution No. 2015.6.2, Authorizing the Filing of Eligibility Documents under the State School Facility Program
7. The Board will consider the First Amendment to Site Lease, Sublease, and Construction Services Agreements Dated February 20,1015, with West Coast Air Conditioning Co. Inc. and to Establish the Final Guaranteed Maximum Price ("GMP")
8. The Board will consider the Education Protection Account Resolution 2015-6-3 for 2015-16
9. The Board will consider the Intra-Budget Transfer Resolution 2015-6-4 for 2014-15.

D. Board Policies - None

E. Personnel

The Board will consider Ratification of the Superintendent's Personnel Actions:

1. Accept the Resignation of two Certificated Teachers
2. Approve the appointment of a new Certificated Teacher

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting –July 16, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

B. Agenda Items – Trustees may request placing items on the next agenda

C. Future Meeting Dates

1. Regular Meeting – August 20, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

IX. Adjournment



LIVE WELL SAN DIEGO

San Diego County's long-term initiative for
healthy, safe and **thriving** communities

BUILDING BETTER HEALTH

Improving the health of
residents and supporting
healthy choices

LIVING SAFELY

Ensuring residents are protected
from crime and abuse,
neighborhoods are safe, and
communities are resilient to
disasters and emergencies

THRIVING

Cultivating opportunities
for all people and
communities to grow,
connect and enjoy the
highest quality of life

In 2010, the County Board of Supervisors adopted *Live Well San Diego*, a 10-year plan to advance the health, safety and well-being of the region's more than 3 million residents. Based upon a foundation of community involvement, *Live Well San Diego* includes three components: *Building Better Health*, adopted on July 13, 2010; *Living Safely*, adopted on October 9, 2012; and *Thriving*, adopted on October 21, 2014.

Live Well San Diego is built on four strategic approaches:

1. BUILDING A BETTER SERVICE DELIVERY SYSTEM

Improve the quality and efficiency of County government and its partners in the delivery of services to residents, contributing to better outcomes for clients and results for communities

2. SUPPORTING POSITIVE CHOICES

Provide information and resources to inspire county residents to take action and responsibility for their health, safety and well-being

3. PURSUING POLICY & ENVIRONMENTAL CHANGES

Create environments and adopt policies that make it easier for everyone to live well, and encourage individuals to get involved in improving their communities

4. IMPROVING THE CULTURE WITHIN

Increase understanding among County employees and providers about what it means to live well and the role that all employees play in helping county residents live well



PROGRESS THROUGH PARTNERSHIPS

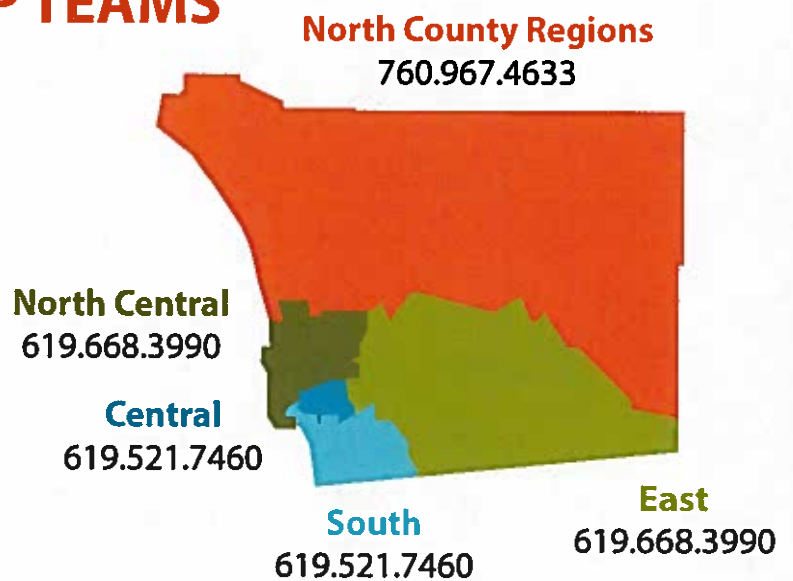
Live Well San Diego involves everyone. Only through collective effort can meaningful change be realized in a region as large and diverse as San Diego County. The County's partners include cities and tribal governments; diverse businesses, including healthcare and technology; military and veterans organizations; schools; and community and faith-based organizations. Most importantly, *Live Well San Diego* is about empowering residents to take positive actions for their own health, safety and well-being.

Every County department is committed to playing an active role and coordinating efforts to make the biggest impact. Annual reports highlight success stories of local communities, organizations and recognized partners who are making positive changes. These reports can be accessed on the *Live Well San Diego* website at LiveWellSD.org/about/live-well-san-diego-materials/. This website also includes resources for getting involved, best practice tools for organizations and recognized partners in every sector; and information about the *Live Well San Diego* Indicators, which measure our region's collective progress.

REGIONAL LEADERSHIP TEAMS

Teams of community leaders and stakeholders are active in each of the Health and Human Services Agency (HHS) service regions. These teams have been involved in community improvement planning and are working to address priority needs over the next few years to realize the *Live Well San Diego* vision. These teams serve as a central point for planning and prioritizing collaborative action at the local level.

Contact your team by calling the phone numbers listed on the map.



RESULTS

How will progress be measured? The Top Ten *Live Well San Diego* Indicators have been identified to capture the overall well-being of residents in the county. These Indicators are part of a framework that allows the County to connect a wide array of programs and activities to measureable improvements in the health, safety and well-being of every resident. The complete framework is posted on the County of San Diego *Live Well San Diego* webpage: http://sdcounty.ca.gov/content/sdc/live_well_san_diego/indicators.html



HEALTH

Life Expectancy
Quality of Life



KNOWLEDGE

Education



STANDARD OF LIVING

Unemployment Rate
Income



COMMUNITY

Security
Physical Environment
Built Environment



SOCIAL

Vulnerable Populations
Community Involvement

Visit: LiveWellSD.org

Call: 619.338.2895

Email: LWSD.HHSA@sdcounty.ca.gov

BECOMING A RECOGNIZED *LIVE WELL SAN DIEGO* PARTNER

Live Well San Diego involves partners in all sectors – from government, to business, to schools, to faith-based and community organizations – through a shared purpose. Working together allows for planning and implementation of innovative and creative projects to bring *Live Well San Diego's* vision of a healthy, safe and thriving San Diego County to life.

Live Well San Diego Recognized Partners are:

INFLUENTIAL

They are leaders of change in their communities, committed to setting an example and sharing knowledge and resources with other organizations to broaden collective impact.

GOING ABOVE AND BEYOND

They are taking their activities to the next level by implementing innovative programs, policies and practices that support healthy, safe and thriving communities.

MEASURING PROGRESS

They are developing measurable objectives and using tools to track and report their results.

FORWARD THINKING

They are committed to sustainable change. Recognizing that this takes time, they are dedicated to supporting *Live Well San Diego's* ideals both today and in the future.

Why become a Recognized Partner?

Designation as a *Live Well San Diego* Recognized Partner has numerous benefits, including:

- ▶ Opportunities to showcase best practice examples and success stories through Web, media and events
- ▶ Support in tracking data, measuring outcomes and reporting results
- ▶ Collaboration with a growing network of *Live Well* champions and partners for the greatest collective impact



Recognized Partners actively support *Live Well San Diego* in each of these 5 areas:

1. History

Demonstrated prior commitment to prevention activities or promoting health and safety activities consistent with *Live Well San Diego*

2. Partnership

Current active engagement in community health and safety efforts, such as participating in *Live Well San Diego* Regional Leadership teams or other collaborative efforts

3. Promotion of Positive Choices

Support programs or policies that encourage people to improve their lives in at least one of the following areas:

- | | |
|---|--|
| a. Physical activity | e. Nutrition |
| b. Tobacco use/exposure prevention | f. Alcohol and drug abuse prevention |
| c. Injury and violence prevention | g. Emergency preparedness |
| d. Mental health and suicide prevention | h. Other <i>Live Well San Diego</i> priority |

4. Communication

Openly share resources, best practices, measurement tools and success stories with *Live Well San Diego* support team, County News Center and other organizations and residents

5. Policy, Systems or Environmental Change

Demonstrate sustained support by putting *Live Well San Diego* principles into practice in at least one of the following ways:

- Adopting or updating policies that support public health, safety and wellness
- Improving organizational and service delivery systems that support healthy, safe and thriving people
- Promoting changes in the physical environment that make it easier for people to be healthy, safe and thriving

WANT TO LEARN MORE?

Express interest to a Health and Human Services Agency Regional Manager or County Executive, or:

VISIT

LiveWellSD.org

EMAIL

LWSD.HHSA@sdcounty.ca.gov

CALL

619.338.2895

PROCLAMATION

Presented By Chairwoman Dianne Jacob

HONORING THE DEHESA SCHOOL DISTRICT

WHEREAS, the health, safety and well-being of residents is of primary concern for the County of San Diego and on July 13, 2010, the San Diego County Board of Supervisors adopted the Live Well San Diego initiative to achieve the County's vision of safe, healthy and thriving communities; and

WHEREAS, the Live Well San Diego initiative is about uniting all sectors—business, schools, military and veteran's organizations, community- and faith-based organizations, and all levels of government—in order to bring about positive change; and

WHEREAS, the Dehesa School District Board of Trustees recognizes the link between student health and learning and is committed to providing a comprehensive learning environment that supports and promotes wellness, healthy eating, nutrition education, and physical education ; and

WHEREAS, the Dehesa School District provides services for approximately 200 students in Pre-K through 8th grade and oversight for seven charter schools representing over 2,500 students from Pre-K through 12th grade; and

WHEREAS, the Dehesa School District formally adopted a philosophy of college readiness for every student by becoming a "No Excuses University" School in 2013 and also offers parent universities several times a year in which teachers present to parents a variety of helpful topics; and

WHEREAS, students participate in "The Green Machine" where they rotate to various stations and learn about seed to table agricultural programs and supports students making healthier food choices; and

WHEREAS, the Dehesa School District use the "Character Counts" and "7 Habits of Happy Kids" educational programs to prepare students for college, future careers and society; and

WHEREAS, Dehesa School District 4th and 5th grade students are offered the opportunity to participate in the Peace Patrol program during recess and each year a Kindness Challenge is done for one week that encourages students to exhibit acts of kindness at school, home and in their communities; and

WHEREAS, the County of San Diego is committed to recognizing and honoring those organizations that are dedicated to the best ideals of public service, and the Dehesa School District is one such worthy organization; NOW THEREFORE,

***BE IT PROCLAIMED** by Chairman Bill Horn and all members of the San Diego Board of Supervisors on this 25TH day of June, 2015, that they commend the **DEHESA SCHOOL DISTRICT** for its outstanding service, leadership, and commitment to the health and wellness of county residents, and do hereby declare this day to be the "**DEHESA SCHOOL DISTRICT LIVE WELL SAN DIEGO DAY**" throughout San Diego County.*

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Routine Action Items

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Public Hearing
- Roll Call Vote Required
- Discussion

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

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- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops –
 - 1. SDCOE Workshop – July 29, 30, Sept 30, Dec 9, Dec 10 2015. Nancy Hauer, Tamara Ripke and Heather Alex to attend. No cost to attend, cost to district will be one teacher sub for 3 days.

Agenda Item #s: V.A-C

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

May 21, 2015

Minutes

I-III. Call to Order:

President Cindy White called the meeting to order at 7:16 and reported no action was taken during closed session. Tamara Ripke, Principal, led all in the Pledge of Allegiance. A quorum was established; members present – Cindy White, Jeff, Karl Becker and Christina Becker. Jeff Royal and Derek Voth was absent. Karl Becker made a motion to approve the agenda as presented, Christina Becker seconded and all approved.

IV. A. District/Community Organization Reports

1. Parents Club: Tamara Ripke, Principal, spoke on behalf of the Parents Club. She attended their last meeting and shared that their revenue is down this year and they have not had as much support as in previous years. They are trying to increase membership and hope to gather more support at Open House this year.

2. DTA: No report

3. CSEA: President Jackie Finch stated everything is running well, no issues

4 – 8 Charter Schools: Nick Nichols, Executive Director of Inspire Charter spoke briefly to the Board and updated everyone as to where they are in the process of getting their Charter going. Nancy Hauer, Superintendent, shared that Diego Hills and Dehesa Charter are getting ready for graduation. The Heights Charter is doing so well they have a waiting list at this time. No other reports on the Charters at this time.

9. Citizen Input: None

B. Board Input

Karl Becker requested that on future conferences if our out of town travel cost could please be included in the Board packet. Clarification asked and given by Lori Wigg on questions regarding retirement. Cindy White, Board president, presented retired Superintendent, Janet Wilson with a gift from the School Board as a thank you for all her years of service.

V. Routine Action Items A-C:

Karl Becker made a motion to approve the routine action items; Christina Becker seconded the motion. No Discussion, vote as follows:

Ayes: Cindy White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

VI. Information and Proposals

A. Correspondence: Lori Wigg shared with the Board that the letters included in correspondence are standard letters that will come out every year after something such as the audit report.

B.1. Budget Report: Lori Wigg shared some positive news regarding the Governor's May Budget Revision. The original figure of \$500.00 per student has been increased to \$601.00 per student which represents an increase of \$17,381. This will help out especially with our Special Ed funding.

B.2 State School Funding: G. Wayne Oetken updated the Board on the latest construction. The price is approximately \$14,000 under the original GMP. Things are going smoothly and moving at a good pace. Board members asked questions and received clarification from Mr. Oetken and Mr. John Neighbors who was present from Sprotte Watson. Further discussion involving potential state bonds in November of 2016 that would result in funds in January of 2017 at the earliest.

B.3 Library Upgrade/Technology Report: Dominick Avera, Media Technology lead, gave a full report to the Board, complete with a slide show to explain all the upgrades that have been done in the library; including the Follett catalog system and Destiny Quest, all which help bring us more in line where other schools are. He reported that all of the laptops are working well with the exception of one class that received the oldest lap tops and hopefully they will be upgraded before start of the new year. We also have Office 365 given to us by Microsoft Office for free which is just like Google Docs so students will be able to open documents they are working on from almost anywhere.

B.4. Site Administrator Report: Principal Ripke shared news of the Science Team event with the Board including that our school received two fifth place ribbons and one third place ribbon for paddle board. Board member, Christina Becker added that her daughter loved the completion. Mrs. Ripke recognized Dominic Avera who has been so valuable and helpful to all the staff this week during State testing and resolving any

issues quickly and accurately. State Testing for Junior High will be during next week along with Map Testing for K-5 over the next two weeks. All staff has been very involved and busy with all of the end of year activities including Open House and the upcoming Talent Show.

B.5 Food Services Report: Nancy Hauer reported that Autumnne Sherman has been doing an awesome job and we just received a 99% on our latest inspection.

B.6. Transportation Report: Jackie Finch, Transportation Director shared with the board how thrilled she is with the fabulous report that we received from the CHP inspector. It was noted how hard Mrs. Finch works and cares about the buses and makes sure everything is up to code.

B.7. Enrollment: Superintendent Hauer shared that we enrolled a new third grader within the past week so are now just six students under from where we were last year.

C.a Discussion: Construction:

i. Color Schemes: John Neighbors shared with the Board options available for the building, both inside and out, including counter tops, roofs, partitions, carpet, bathrooms, and cabinet treatment among other items. There will be a job site meeting next Tuesday and more plans will be finalized at that time.

ii. Lighting: Superintendent Nancy Hauer and business manager Lori Wigg shared information they had researched and obtained on fluorescent or LED lighting after meeting with a lighting consultant. It would cost approximately \$200.00 more per fixture, or a total of \$15,000 to upgrade to LED. LED consumes less power and savings are estimated at approximately \$400.00 per year. More expensive on the front end but believes it is a better investment for us in the long term. Also noted that in the future all schools will have to use LED lighting. This is an information item only tonight but the Board members present are supportive of using LED but want to make sure we know what the extra costs will be.

VII. Action Items

C.1. Karl Becker made a motion, seconded by Christina Becker to consider the Consultant Agreement with GWO & Associates. Discussion by Board and clarification by Mr. Oetken regarding the agreement being extended. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.2 Karl Becker made a motion to consider the Facilities Use Agreement between the Dehesa School District and Diego Hills. Discussion and vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.3 Karl Becker made a motion to consider Resolution 2015-1-1 Designating Authorized Agent to receive mail and pick up warrants. Christina Becker seconded. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.4 Karl Becker made a motion to consider Resolution 2015-5-2, Payment Order Resolution; seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.5 Karl Becker made a motion to consider Resolution 2015-5-3, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.6 Karl Becker made a motion to consider Resolution 2015-5-4, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.7 Karl Becker made a motion to consider Resolution 2015-5-5, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.8 Karl Becker made a motion to consider Resolution 2015-5-6, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.9 Karl Becker made a motion to consider Resolution 2015-5-7, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.10 Karl Becker made a motion to consider Resolution 2015-5-8, seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.11 Karl Becker made a motion to consider Resolution 2015-5-9 and seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.12 Karl Becker made a motion to consider Resolution 2015-5-10 to Establish a Charter Enterprise Fund 62 INSPIRE Charter School. Seconded by Christina Becker and vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.13 Karl Becker made a motion to consider Resolution 2015-5-11 to Establish Appropriate Funds or Accounts in the County Treasury for INSPIRE Charter school. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.14 Karl Becker made a motion to consider the Lease Agreement between the Dehesa School District and the YMCA of San Diego County for Summer Bus Lease. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.15 Karl Becker made a motion to consider the Marine Science Floating Lab Contract and seconded by Christina Becker. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.16 Karl Becker made a motion to consider the Guest Teacher Rate of Pay, seconded by Christina Becker. Discussion followed with recommendation from Administration to increase our sub pay to \$110.00 per day and \$125.00 for long term guest teachers that work 10 days or more in a pay period. Vote as follows:

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

C.17 Karl Becker made a motion to consider the Declaration of Need for Fully Qualified Educators and seconded by Christina Becker.

Ayes: Cindy White, Karl Becker, Christina White

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

D. Board Policies: None

A. Old Business: None

B. New Business

Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: Derek Voth

Abstain: None

3. Memo of Understanding between Dehesa School District and CSEA#663

Jeff Royal made a motion and seconded by Karl Becker to consider. No discussion, vote as follows:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: Derek Voth

Abstain: None

4. Transfer of Interest Funds from the Cafeteria Fund to the General Obligation Bond Fund. A motion was made by Karl Becker and seconded by Jeff Royal to consider the transfer. Lori Wigg commented that this was a result of Mrs. Becker requesting that the funds be placed in the appropriate fund. Vote as follows:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: Derek Voth

Abstain: None

C. Board Policies: None

D. Personnel: Ratification of Superintendent's personnel actions:

1. Karl Becker made a motion seconded by Christina Becker to consider a temporary classroom aide position of six hours per day. Vote as follows

Ayes: Cynthia White, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal, Derek Voth

Abstain: None

2. Karl Becker made a motion seconded by Christina Becker to accept the Resignation of Eric Schneider, a certificated employee. Vote as follows:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: Derek Voth

Abstain: None

3. Karl Becker made a motion seconded by Christina Becker to accept the Superintendent's Contract for Nancy Hauer. Vote as follows:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker

Nays: None

Absent: Derek Voth

Abstain: None

4. Karl Becker made a motion seconded by Christina Becker to accept the Principal's contract for Tamara Ripke. Discussion by Board that the contract is incomplete and some business footprint language needs to be put in for clarification. Tabled at this time. Will be put on June 18th.

5. Karl Becker made a motion, seconded by Christina Becker to approve the Business Manager's Amended Contract. Vote as follows:
Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker
Nays: None
Absent: Derek Voth
Abstain: None
6. Karl Becker made a motion, seconded by Christina Becker to approve the Volunteer Superintendent's Amended Contract. Vote as follows:
Ayes: Cynthia White, Jeff Royal, Karl Becker, Christina Becker
Nays: None
Absent: Derek Voth
Abstain: None

VIII. Advanced Planning:

- A. Special Board Meeting: June 18, 2015 at 6pm.
Next regular Board meeting is set for June 25, 2015. Closed session will be at 6:30 with open session at 7:00 pm.
- B. Trustees may request placing items on the next agenda.
- C. Future Meetings:
 1. Regular Meeting – July 25, 2015

IX. Adjournment: Meeting was adjourned at 9:05 pm. The Board reconvened into closed session which ended at 10:10pm. The Board reconvened into open session and it was reported that no action was taken during closed session.

Respectfully submitted by:

Approved by:

Sheila Cochran
Administrative Secretary

Derek Voth
Clerk of the Board

Dehesa School District
COMMERCIAL WARRANT LISTINGS

June 25, 2015

General Fund Restricted Accounts

<u>Special Education</u>	Date	Amount	
Audiometrics			Audiometer Calibration
ABA education Foundation	5/6/15	\$225.00	Student Supervision Services
LRP Publications			Special Ed for Charters
Nancy Hauer			Training Reimbursement
Purposeful Play, Inc.			Occupational Therapy
San Diego County Speech Pathology	5/11/2015	\$1,455.00	Speech Services
Southwest School & Office Supply			Instructional Supplies
Vista Hill	5/27/15	\$1,567.00	Mental Health Services/Assessments
WPS Publish			Visual/Auditory Testing

General Fund Other Restricted/Unrestricted Accounts

Transportation

A-Z Bus Sales			Bus Parts
Cajon Valley Union School District	5/27/15	\$1,864.66	Bus Maintenance/Fuel
Creative Bus Sales			Bus Parts
Jaybright Co.			Vehicle Wash & Wax
Tire Centers	5/5/15	\$245.93	Tires/Repairs
ThemCBurnieDesignCo			Bus Repair
Minda Lawrence			Student Transportation Reimbursement
Yale-Chase			Brake Inspection Services

General Fund Other

A-1 Live Scan			Live Scan & Background Checks
Aardvark Pest Control, Inc.	5/8/2015	\$109.00	Gopher Poisoning-Monthly Fee
ACCO Brands USA			Laminating Rolls
Alice Training Institute LLC			Training Class
Alliance			Instructional Supplies
Amazon			Instructional Supplies
Anita Fire Hose Company			Fire Extinguisher Service
Apple, Inc.			IPAD Indian Education
Assn of CA School Administrators			Annual Membership Dues
Assn for Supervision & Curriculum Development			Yearly Membership
AT&T	5/6/2015	44.5	Phone Bill
Atkinson, Andelson, Loya, Ruud & Romo	5/5/15	\$265.12	Legal Fees
Award Emblem Mfg Co			Student Counsel Pins
Barnes & Noble	5/8/15	\$45.11	Library Books
Bio Corporation			Instructional Supplies
Blackboard Connect			Annual Fee 13/14 & 14/15
Brown Industries	5/27/15	\$312.50	Peace Pal Awards
California State Board of Equalization			Sales/Use Taxes
California School Boards Association			Annual Membership/Conference Fees

Dehesa School District
COMMERCIAL WARRANT LISTINGS

June 25, 2015

California Schools VEBA			Retiree Premiums Feb-April
California Dept. of Justice			Fingerprinting Fees
College Preparatory Mathematics			Instructional Supplies/Books
Copy Link			Junior High Copier Maintenance
County Proflame			Propane
County of San Diego			Election Fees
CPM			Textbooks
Data Management			Office Supplies
Dehart Backflow			Backflow Testing
Dell Awards			Name Plates
Dell Marketing LLP			Servers, Common Core Funds
Demco	5/4/15	\$30.57	Instructional Supplies
	5/6/15	\$97.01	
Dunn Edwards Paints			Paint
Educational Data Systems			CELDT Testing Fees
Eric Schneider			Reimbursement
ESGI			Licensing Fees
Extended School Services	5/6/15	\$100.00	Homeless Student After School Care
	5/27/15	\$100.00	
Everything Medical			Nurse Supplies
Federal Publishing Limited			Office Supplies
FedEx			Express Mailing
Firewatch			Semi Annual Service and Inspection
Flaghouse, Inc.			Instructional/PE Supplies
Flinn Scientific			Instructional Supplies
Follett			Books
Gary Hobelman			Mileage
Grainger	5/6/15	\$151.69	Maintenance Supplies
	5/8/15	\$202.91	
	5/27/15	\$210.44	
Guided Discoveries, Inc			Camp Deposit
Heart Rate Monitors USA			Middle School PE Supplies
Home Depot	5/27/15	\$77.86	Custodial/Maintenance Supplies
Houghton-Mifflin Harcourt			Textbooks
Industrial Chem Labs			Custodial Supplies
Janet Wilson			Reimbursement
J&C Books			Books
Jennifer Hoffman			Mileage
Jolene Guzman			Reimbursement
Jones School Supply Co.			Instructional Supplies
Jostens	5/27/15	\$243.72	
Julie Wiley			Refund payroll adjustment Peoplesoft Error
Kelly Pallitto	5/7/15	\$55.94	Reimbursement-Instructional Supplies
	5/27/15	\$120.87	Reimbursement-Instructional Supplies
Learning Upgrade			Student Annual License
Lynn's Locksmith Service			keys
McGraw Hill			Books & Instructional Supplies
Message Logix, Inc.	5/4/15	\$399.00	Anonymous Alert Subscription Services
MobyMax			Student Licensing Fees
MRC Smart Technologies	5/5/15	\$498.80	Qtrly Maintenance Printers
MRC			Staples

Dehesa School District
COMMERCIAL WARRANT LISTINGS

June 25, 2015

General Fund, Other - Continued

Nancy Hauer			Reimbursement
Nina Van Nostrand			Reimbursement-Discovery Day Supplies
Nexus			Smartnet Maintenance Agreement
NvLS			Erate Services
NWEA			Testing Fees
Office Depot			Instructional and Office Supplies
Otay Water District	5/27/15	\$388.36	Monthly Service
P&R Paper	5/27/15	\$131.94	Instructional supplies
PAC Heating & Air	5/5/15	\$214.00	AC Repairs
Palo Sports			PE Equipment
PC Mall Gov			Server Software, Common Core
Pearson			Instructional Materials
Petty Cash			Reimbursement
Read Naturally, Inc.	5/4/15	\$316.80	Instructional Supplies
Really Good Stuff			Instructional Supplies
Renaissance Learning			Additional Subscriptions SR
Revolving Fund			Reimbursement
RL Bates, DBA AI-Max			Septic Pumping Services
San Diego County Office of Education			Conference/Trainings
San Diego County Office of Education	5/4/15	\$680.00	Office Supplies/Card Printing Services
San Diego County Vector			Pesticide Services
San Diego County School Boards Asso.			Annual Membership Dues
San Joaquin County Office of Education			SIS Maintenance Agreement
Scholastic Book Club	5/27/15	\$391.70	Instructional Supplies/Books
Scholastic School Supplies			Instructional Supplies
School Outfitters	5/4/15	\$295.92	Instructional Supplies
School Specialty	5/27/15	\$356.27	Instructional Supplies
Science Olympiad			Science Olympiad
SDG & E	5/11/15	\$3,997.49	Monthly Service
Sheila Cochran			Reimbursement office supplies
Sheila Cochran	5/8/2015	48.93	Mileage
Skillpath Seminars	5/5/2015	99	Conference/Training
Small School District Association			Membership dues/Workshops
Southwest School & Office Supply			Instructional Supplies
Stutz, Artiano, Shinoff, Holtz			Legal Fees
Sycuan Resort	5/1/15	\$1,635.00	Middle School PE
Tamara Ripke			Reimbursement-Landscaping Supplies
Terminix	5/6/15	\$254.00	Quarterly Service
Time & Alarm Systems	5/27/15	\$190.00	Security system repair
Time for Kids			Instructional Supplies
Tidmore Flags			Classroom Flags
Troxell Communications			Charging Cart for IPADS
Turn Around Schools			Conference/Trainings
Tyco			Quarterly alarm service charges
United Health Supplies			Health Office Supplies
US Games			PE Supplies
Waste Management	5/6/15	\$131.29	Monthly Service
Waxie	5/1/15	\$1,220.86	Custodial Supplies
Wilkinson Hadley King & Co. LLP	5/11/15	\$690.00	Audit Progress Billings

Dehesa School District
COMMERCIAL WARRANT LISTINGS

June 25, 2015

Witt Company			Copier Supplies
Xerox	5/1/15	\$1,155.80	Copier Monthly Invoice
	5/6/2015	660.04	
	5/27/2015	395.61	
<u>Charter School Funding</u>			
Community Montessori			In-Lieu Property Taxes Transfer
Community Montessori			Special Education Reimbursement
Dehesa Charter School			In-Lieu Property Taxes Transfer
Dehesa Charter School			Special Education Reimbursement
Diego Hills Charter School			In-Lieu Property Taxes Transfer
			Special Education Reimbursement
The Heights Charter School			In-Lieu Property Taxes Transfer
The Heights Charter School			Special Education Reimbursement
Methods Charter School			In-Lieu Property Taxes Transfer
Mosaica Charter School			In-Lieu Property Taxes Transfer
<u>ESS - Student Care Fund</u>			
AT & T			Monthly Phone Service
Revolving Fund			Revolving Reimbursement
Southwest School & Office Supply			ESS Office Supplies
Sysco			Food
<u>Cafeteria Fund</u>			
Alpine Union School District	5/11/15	\$2,933.13	Contract School Lunches
County of San Diego			Annual Renewal Fees
Franco's Pizza			Cafeteria Food
Hollandia Dairy	5/4/15	\$427.54	Cafeteria Milk
	5/27/15	\$575.20	
Little Caesars Pizza			Cafeteria Food
PUSD			Certification Class for Autumnne Sherman
SDG&E			Electric Bill
Sysco	5/27/15	\$279.94	Food
<u>Deferred Maintenance Fund</u>			
Awning Products Unlimited			Replace Front Walkway Awning
DFS Flooring			Carpet 3 rooms
Janus Corporation			Asbestos Removal 2 classrooms
PAC Heating and Air Conditioning			A/C Repairs
Pacifica Glass Co			Repair Broken Window
San Diego Door			Building/Door Repairs
South Bay Fence Co			Fence Repairs from Car Accident
Western Environmental & Safety Tech			Certified Asbestos Consultant

[Scheduled Events](#) [Event Directory](#) [Help](#)Search Calendar **Program Evaluation Institute (Five-Day Workshop Series)
(5 Day Event) Jul 29, 2015 - Dec 10, 2015***Event Dates:* Jul 29, 2015 | Jul 30, 2015 | Sep 30, 2015 | Dec 09, 2015 | Dec 10, 2015

The Assessment, Accountability, and Evaluation Unit at the San Diego County Office of Education is launching a Program Evaluation Institute intended to build the capacity of district and site leaders in designing and conducting local program evaluations. Effective evaluations improve the implementation of programs and services, demonstrate program effectiveness in meeting outcomes to stakeholders, and determine program impacts on students, teachers and others.

FIVE-DAY Workshop Series*Using insights from program evaluation to make informed decisions about school effectiveness***Day 1 & 2: Foundation of Program Evaluation**

July 29-30, 2015

The first two courses introduce participants to important evaluation fundamentals. We will focus on:

- Program planning and implementation
- Engaging stakeholders
- Evaluation questions
- Performance indicators

Day 3: Data Collection

September 30th

This third course introduces participants to data collection in educational settings. We will focus on:

- Data collection methods and timeline
- Evaluation tool design and resources

Day 4: Data Analysis

December 9th

This fourth course gives participants the opportunity to analyze their program evaluation findings. We will focus on:

- Data analysis and recommendations
- Shared measurement systems

Day 5: Communicating and Using Results

December 10th

The fifth course provides participants with strategies for sharing and using the results of their program evaluation.

We will focus on:

- Sharing findings and lessons learned
- Data visualization
- Decision-making systems
- Next steps and ongoing monitoring

Event Details**Title** Program Evaluation Institute (Five-Day Workshop Series)**Date(s)** (5 Day Event) Jul 29, 2015 - Dec 10, 2015*Event Dates:* Jul 29, 2015 | Jul 30, 2015 | Sep 30, 2015 | Dec 09, 2015 | Dec 10, 2015**Time** 8:00 am - 4:00 pm**Audience** District and Site Administrators and Teacher Leaders**Facilitator(s)** Shannon Coulter, Ph.D.
Todd Langager**Register**

This is a private event and requires an access code to register. This code should have been supplied to you or can be obtained from the event contact.

(Access codes are case sensitive.)

Registration Deadline: Jul 03, 2015

OMS Account Holders[Login Here to Register for Event](#)**Don't have an OMS account?**
[Click here to create one.](#)

Share

 [Help](#)

Price There are no fees associated with this event.

Location San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7319
[Map](#) | [Driving Directions](#)
Note:

All 5 days - Building 4, room 402

Maps and Directions

Contact Ofelia Dominguez
ofelia@sdcoe.net
P: (858) 292-3571

Sponsor Assessment (San Diego COE)



Organization Management System (OMS)

Event Registration Management Software Designed by and for K12 Education
OMS v5.0 © 2003-2015 CTAP Region 10 - All Rights Reserved
Use of this site signifies your agreement to our [Terms of Use](#).
[Web Site Requirements](#)

Powered By CTAP Region 10



Dear Participant,

This letter serves as confirmation of your participation in the *Tools for Tolerance® for Educators* Program. As a part of our grant-sponsored budget and programming, we have committed funding and staff to this event in your name. This time has been exclusively reserved in the museum schedule, and our facilitators are prepared for your visit. Our program is interactive and participatory, all participants are expected to attend all events. We look forward to welcoming you. If any of the following information is inconsistent with your understanding, please call or email us immediately.

Voices and Choices of Young People during the Holocaust

DATE	PROGRAM TIME
June 29 th , 2015 & June 30 th , 2015	10:30 AM – 6PM 8:00 AM – 5PM

Check-In Times: 6/29 - 10:30AM & 6/30 – 8:00 AM

Please arrive promptly for an introduction and orientation, as all visitors will need to clear a security check-in. **Late arrivals are not guaranteed entrance into the Museum.** The orientation will provide the purpose and framework for the day's program.

We are pleased to offer the *Tools for Tolerance® for Educators* Program to pre-K-12 educators through a grant from the State of California. The grant sponsors the following costs:

- Tuition & educational materials
- Program
- Lunch
- Travel and Accommodations (see attachment for rules regarding travel assistance)

Please be informed of the following:

- This professional development program is for school educators and administrators only. No guests allowed.
- A security check, including metal detectors is required for all Museum visitors
- Outside food and beverages are not permitted on the premises
- All personal items must be carried during the tour
- The dress code is business casual
- We ask that you fill out an evaluation on site and a short survey a few weeks after your visit

We're happy to make arrangements for participants with special needs. Please do not hesitate to contact me should you have any questions. Please reply to this confirmation to complete your registration.

Attachments:

- MUSEUM DIRECTIONS AND PARKING INSTRUCTIONS
- TRAVEL ASSISTANCE INFORMATION
- FREQUENTLY ASKED QUESTIONS

**ADDITIONAL INFORMATION FOR
TOOLS FOR TOLERANCE® PARTICIPANTS:**

- Please arrive promptly and be seated by the start time for a quick greeting and introduction to the program. **We will start the program promptly.** It is crucial to the program that everyone attends the orientation.
- Be aware that will be asked to go through a security check-in. You will walk through metal detectors and submit bags and purses to be searched. **There is NO outside food or drink allowed in the museum.**
- Dress code is business casual (ie. khakis, polo shirts, etc.). We encourage the participants to dress comfortably but casual shorts and t-shirts are not recommended.
- As a professional development course, **it is not appropriate for friends and/or family members to attend the scheduled program.** If there are any questions or you would like us to arrange museum tours, please contact us.
- Please inform your staff that cameras, camcorders and any other filming equipment is prohibited on the Museum's premises.
- If you are bringing more than 30 people at any given time, please ask them to carpool. Although there is no charge for parking, space is limited.
- **Please do not park in spaces marked "reserved" as they are reserved for the Museum staff.**

DIRECTIONS AND PARKING INFORMATION:

Our address is **9786 W. Pico Blvd, Los Angeles, 90035**
We are located on the Southeast corner of Pico Blvd and Roxbury

FOR PRIVATE AUTOMOBILES:

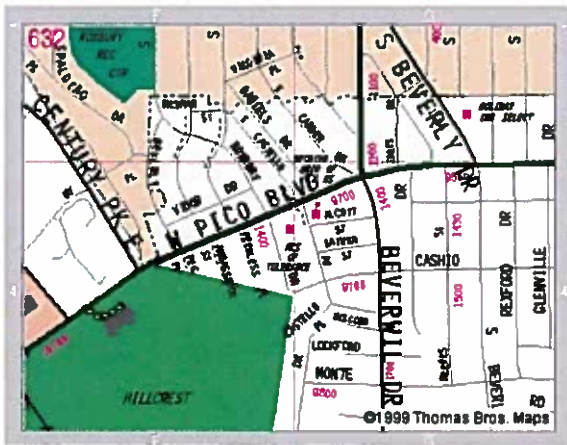
Free underground parking in museum complex (entrance on Pico Blvd.).
Please do not park on residential side streets. You will be ticketed and/or towed!

FOR BUSES:

1. Please do not park, unload or drive on residential side streets. **USE PICO BLVD. ONLY.**
2. Bus engines must be turned off during loading and unloading passengers.
3. Buses must park at Rancho Park only (corner of Pico and Motor Avenue).

FROM THE SOUTH BAY AND SURROUNDING AREAS:

San Diego Freeway (405) north to the Santa Monica Freeway (10) east – exit at Overland/National. Turn right from the ramp and right (north) again on Overland and continue to Pico Blvd. Turn right (east) on Pico Blvd.



FROM SANTA MONICA:

Santa Monica Freeway (10) east – exit at Overland/National. Turn right from the ramp and right (north) again on Overland and continue to Pico Blvd. Turn right (east) on Pico Blvd.

FROM THE SAN FERNANDO VALLEY:

San Diego Freeway (405) south – exit at Pico/Olympic. Turn left from off ramp and left (east) again on Pico Blvd.

FROM THE SAN GABRIEL VALLEY AND DOWNTOWN LOS ANGELES:

Santa Monica Freeway (10) west to Overland Blvd. exit. Turn right (north) onto Overland to Pico Blvd. Right (east) on Pico Blvd.

FAQs | Tools for Tolerance® for Educators

FREQUENTLY ASKED QUESTIONS

WHO IS ELIGIBLE TO PARTICIPATE?

Tools for Tolerance® for Educators has funding for pre-K-12 public and private school educators, student teachers, teacher candidates, and the staff of California's schools, school districts, and educator organizations. If you are involved with students or teachers in California – we want you to apply!

WHAT HAPPENS DURING YOUR PROGRAMS?

Group Programs:

Group Programs are customized for the goals and needs of each group, but some common elements include:

- Experience the Museum of Tolerance as a laboratory for human behavior
- Hear personal testimonies from witnesses to history
- Engage in facilitated discussions around issues that matter
- Participate in workshops customized to the group's needs by expert consultants (choose a focus, including promoting a positive campus climate, Common Core through a social justice lens, media literacy, and much more!)
- Take home valuable resource materials

Open Enrollment Programs:

These programs are designed for individual registrants and offered in collaboration with our various partners. Please refer [here](#) to view the themes and topics of Institutes.

IS THIS REALLY FREE?

Yes! This is a truly FREE* program, funded by a grant administered by the Museum of Tolerance.

WHAT IS COVERED?

For All Programs: The grant meets the cost of tuition, educational resource materials, water, coffee, snacks, and lunch. The grant sponsors some of the travel expenses for non-local participants.

CAN I OBTAIN SALARY POINT CREDIT OR A CEU?

Yes! Many of our Open Enrollment courses (as indicated) are approved for LAUSD Salary Point Credit and ALL of our courses are approved for USD Graduate Level Extension Credit. We are always working on getting more courses approved, so keep checking in with us!

like to have groups of about 50. We can split up your group into smaller sections or multiple days if you want to bring more educators!

HOW FAR IN ADVANCE SHOULD I MAKE A RESERVATION FOR MY GROUP?

As soon as you can! Dates are filling up quickly at the Museum of Tolerance. Because of this, we recommend that you submit your registration form now. You will identify the particular date(s), time(s), and type of program that you wish to reserve. Once you have submitted your registration form you will receive an email confirming your program.

ADDITIONAL QUESTIONS: Feel free to contact us at the Museum of Tolerance. Laura Lambeth, Program Manager (310) 772-7619 llambeth@museumoftolerance.com

HOW DO I REGISTER AND PLAN FOR AN OPEN ENROLLMENT PROGRAM?

TO REGISTER: You log on to our website [here](#) and fill out the registration form individually. Each registrant must fill out their own application. You will receive a confirmation from the Museum of your enrollment.

If your school is located 50 miles or more away from the MOT you qualify for:

TRAVEL: Round trip air fare up to \$200 per person and ground transportation to and from LAX OR Burbank airport; airfare must be booked through us at the Museum by the listed registration date (unless otherwise stated by our team). You must turn in copies of both boarding passes to the Museum.

ACCOMMODATION: One night's lodging at a designated hotel near the MOT (2-day programs only). *A credit card must be provided at check-in for a deposit covering incidentals etc. which will be returned to you upon check-out.

ADDITIONAL QUESTIONS: Feel free to contact us at the Museum of Tolerance. Laura Lambeth, Program Manager (310) 772-7619 llambeth@museumoftolerance.com

Dehesa Elem is committed to be a 2015-16 Healthy School!

Janet Wilson

supports creating healthy students by encouraging
school-wide nutrition education and bringing health and
wellness to every class.



Commit to Teach Nutrition Schoolwide Again in 2015-16!

Say YES!

Dear Janet Wilson,

Congratulations! This year, Dehesa Elem was one of 1,616 schools in California that taught nutrition at every grade! This means your students were more likely to eat healthier, perform better on tests and come to class ready to learn. Take a minute now to return the attached postcard and we'll ensure that all your students receive their nutrition education materials next year.

Knowledge builds year over year, and nutrition lesson plans from Dairy Council of California are sequential, so making the commitment to teach nutrition at every grade each year is key to creating healthy students.

Reorder nutrition programs for each of your teachers to help boost student achievement and practice Common Core skills.

At Dairy Council of California, we are all about making it easy for you to integrate health and wellness in your school. Our free resources align to the Common Core State Standards and help boost student achievement, making it easier for you to say yes to nutrition education.

Become a 2015-16 Dairy Council of California Healthy School and make the commitment now to teach nutrition schoolwide again next year. Simply return the attached postcard below and say YES to nutrition education. We will follow up with your office next fall to get an updated list of teachers, provide materials and let your teachers know about training options and other available nutrition education resources.

If you have any questions, feel free to contact your local Community Nutrition Adviser, Heather Berkoben at HTroska@DairyCouncilofCA.org.



HealthyEating.org

..... Please detach and mail to Dairy Council of California.....

YES! I want to make the commitment for nutrition education to be taught at every grade during the 2015-16 school year.

Your community nutrition adviser will follow up with your office next fall to get an updated list of teachers and provide free programs for every class.

SCHOOL: Dehesa Elem-----

DISTRICT: Dehesa Elem-----

LOCATION ID: 211038-----



Free nutrition curriculum from Dairy Council of California aligns with Common Core.

Teachers can easily build knowledge across all grade levels through the subject of nutrition.

- Lessons, worksheets and projects increase reading and writing complexity with each grade level.
- Teachers can reinforce concepts through cross-curricular activities and technology.
- Students practice English Language Arts Standards by:
 - Explaining and analyzing informational text.
 - Writing nonfiction using evidence-based answers to inform and explain.
 - Participating in evidence-based conversations with teachers and groups.
 - Learning and applying grade-level academic vocabulary.
- Students are excited to learn through a topic they can easily relate to ... food!

Classroom Teacher Programs

<p>FREE Kit Includes</p> <ul style="list-style-type: none"> • Teacher Guide • Student Workbooks • Supportive Materials 	<p>Kindergarten</p>  <p>Building A Healthy Meal</p> <p>Students will learn how to classify foods into food groups, the importance of eating food-group foods, snacks and breakfast.</p>	<p>1st or 2nd grade</p>  <p>Balancing My Plate</p> <p>Students will learn how to balance a meal and meet physical activity requirements. Individual programs for each grade level.</p>	<p>3rd grade</p>  <p>Shaping Up My Choices</p> <p>Students will learn about main nutrients, how to read a food label and ways to measure proper portion sizes.</p>
	<p>4th or 5th grade</p>  <p>Nutrition Problem Finders</p> <p>Students will learn about main nutrients and their health benefits, analyze food advertisements and set goals. Individual programs for each grade level.</p>	<p>Middle School</p>  <p>EXERCISE YOUR OPTIONS</p> <p>Students will learn to consider their options, develop realistic plans and identify roadblocks to improve their daily food and activity choices.</p>	<p>High School</p>  <p>Activity + Eating</p> <p>Students will learn the essential connections between being physically active, making healthful food choices and maintaining long-term health.</p>



2151 Michelson Drive, Suite 235
Irvine, CA 92612
HealthyEating.org



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 1752526 IRVINE, CA

POSTAGE WILL BE PAID BY ADDRESSEE

DAIRY COUNCIL OF CALIFORNIA
2151 MICHELSON DRIVE, SUITE 235
IRVINE CA 92612-9934





Ladies Auxiliary to the
Veterans of Foreign Wars
of the United States

Youth Activities Award

Presented to

**5TH GRADE CLASS
DEHESA ELEMENTARY SCHOOL**

*In recognition of your Youth Group
Supporting Our Veterans
2014-2015*

National President

National Secretary





Ladies Auxiliary to the Veterans of Foreign Wars
NATIONAL HEADQUARTERS

THANK YOU FOR SUPPORTING OUR VETERANS!

Dear 5th Grade Class:

On behalf of the over 476,000 members of the Ladies Auxiliary to the Veterans of Foreign Wars of the United States, I want to thank you for your efforts to Support Our Veterans and their families.

As our military service men and women return from fighting terrorism around the world, it is important for them to know that America has not forgotten them or their families. Thank you for the comfort you have brought our soldiers through your support.

The youth of our country and the members of the Ladies Auxiliary VFW continue to recognize that ***Patriotism Begins at Home.***

In this continuing War on Terrorism, as in all wars, many have made the ultimate sacrifice fighting to bring peace and freedom to foreign lands. We ask you to remember their sacrifices and to help us ensure that all Americans understand the precious cost of freedom.

Thank you and God Bless America!

Sincerely,

Ann Panteleakos
National President

UNWAVERING SUPPORT FOR UNCOMMON HEROES™



County of San Diego, Planning & Development Services
PROJECT FACILITY AVAILABILITY - SCHOOL
ZONING DIVISION

Please type or use pen
 (Two forms are needed if project is to be served by separate school districts)

Owner's Name: CRAIG SHELTON Phone: (619) 820-8064

Owner's Mailing Address: 4920 DEHESA RD. Street

City: EL CAJON State: CA Zip: 92019

ORG _____ ACCT _____ ACT _____ TASK _____ DATE _____

ELEMENTARY _____ HIGH SCHOOL _____ UNIFIED _____

Sc

DISTRICT CASHIER'S USE ONLY

SECTION 1. PROJECT DESCRIPTION **TO BE COMPLETED BY APPLICANT**

A. **LEGISLATIVE ACT**

- Rezones changing Use Regulations or Development Regulations
- General Plan Amendment
- Specific Plan
- Specific Plan Amendment

B. **DEVELOPMENT PROJECT**

- Rezones changing Special Area or Neighborhood Regulations
- Major Subdivision (TM)
- Minor Subdivision (TPM)
- Boundary Adjustment
- Major Use Permit (MUP), purpose: _____
- Time Extension... Case No. _____
- Expired Map... Case No. _____
- Other _____

C. Residential Total number of dwelling units ①

- Commercial Gross floor area _____
- Industrial Gross floor area _____
- Other Gross floor area _____

D. Total Project acreage 2.17 Total number lots 2

Assessor's Parcel Number(s) (Add extra if necessary)

<u>513-102-15</u>	

Thomas Guide Page _____ Grid _____

Project address: 4920 DEHESA RD. Street

Community Planning Area/Subregion _____ Zip _____

Applicant's Signature: _____ Date: _____

Address: _____ Phone: _____

(On completion of above, present to the district that provides school protection to complete Section 2 below.)

SECTION 2: FACILITY AVAILABILITY **TO BE COMPLETED BY DISTRICT**

District Name: DEHESA

If not in a unified district, which elementary or high school district must also fill out a form?

Indicate the location and distance of proposed schools of attendance.

Elementary: Dehesa 4412 Dehesa Rd miles: 1

Junior/Middle: Dehesa 4412 Dehesa Rd miles: 1

High school: _____ miles: _____

- This project will result in the overcrowding of the elementary junior/school high school. (Check)
- Fees will be levied or land will be dedicated in accordance with Education Code Section 17620 prior to the issuance of building permits.
- Project is located entirely within the district and is eligible for service.
- The project is not located entirely within the district and a potential boundary issue may exist with the _____ school district.

Authorized Signature: Nancy Hauer Print Name: Nancy Hauer

Print Title: Superintendent Phone: 619-444-2161

On completion of Section 2 by the district, applicant is to submit this form with application to:
 Planning & Development Services, Zoning Counter, 5510 Overland Ave. Suite 110 San Diego, CA 92123



DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg
Business Manager

Subject: Monthly Budget Update

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

At the October 20, 2011 Board Meeting, Members were asked about their preferences for monthly budget updates. Consensus was that a statement of fund balances and clear, concise updates on key issues would be preferred during months falling in-between major reports.

Report:

Attached is a summary of fund balances (cash in County Treasury) along with a listing of construction expenditures for the school construction project.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #:VI.B.1

Dehesa School District

Fund Balances

(Cash in County Treasury as of June 11, 2015)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$471,078.75
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND	\$127,628.02
12-06	CHILD DEVELOPMENT FUND	\$55.82
13-00	CAFETERIA SPECIAL REVENUE FUND	\$6,291.50
14-00	DEFERRED MAINTENANCE FUND	\$107,279.26
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	476,266.71
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$67,523.24
21-39	BUILDING FUND	\$3,171,041.75
25-19	CAPITAL FACILITIES/SB2068 FUND	\$473,614.80
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,422.92
	GRAND TOTAL	\$5,482,660.43

Please note that cash balances in the General Fund fluctuate on a regular basis. This is a normal feature of the fluid budget/accounting process.

Dehesa School District
Capital Facilities Funds 25-19

6/15/2015

Date			Amount
7/1/2014	Beginning Fund Balance		\$180,620.56
	Interest		\$809.82
	Developer Fees		\$2,169.60
	Collections from Negotiated Agreements		\$333,332.66
Payment Date	Service Provider	Services Performed	Amount
8/14/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July 2014	\$4,606.56
9/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August 2014	\$4,641.12
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September 2014	\$4,843.93
12/9/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October 2014	\$4,591.84
12/22/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November 2014	\$1,552.64
2/9/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December 2014	\$4,573.92
3/23/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February 2015	\$4,544.85
3/27/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,067.85
4/8/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,067.85
4/15/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$4,622.51
5/6/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,192.67
6/3/2015	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January 2015	\$3,079.95
TOTAL FUNDS AVAILABLE AS OF 6/15/15			\$470,546.95

Prior Year Project Expenditures			
9/8/2011	Apple Computers		\$34,216.51
9/30/2011	G Wayne Oetken & Assoc		\$5,023.31
11/7/2011	G Wayne Oetken & Assoc		\$63.70
11/18/2011	G Wayne Oetken & Assoc		\$1,507.96
1/12/2012	Apple Computers	Reverse Payment	-\$1,763.82
1/23/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 2) Schematic Drawing & Cost Analysis	\$6,000.00
3/8/2012	Sprotte Watson Architects		\$3,200.00
3/8/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (25% of total cost)	\$3,058.85
3/8/2012	Cherry Engineering	Engineering Services for Schematic Drawings	\$5,300.00
3/21/2012	G Wayne Oetken & Assoc	Reimbursement for expenses (Sacramento Trip OPSC)	\$579.23
3/21/2012	G Wayne Oetken & Assoc	Coordination of Schematic Drawings (Completion of Agreement 2)	\$5,200.00
3/21/2012	G Wayne Oetken & Assoc	Analysis of State School Building Program Eligibility (Comp of Agree 1)	\$1,500.00
4/6/2012	Sprotte Watson Architects	Schematic Drawings and Cost Estimates (Final Pmt)	\$3,200.00
4/30/2012	G Wayne Oetken & Assoc	Expenses	\$80.48
6/22/2012	ESFG		\$616.40
7/13/2012	G Wayne Oetken & Assoc	Retainer Fee/State School Building Program (Agreement 3)	\$5,000.00
7/13/2012	Standard and Poors	Bond Rating	\$7,900.00
7/20/2012	Sprotte Watson Architects	Reimburse for Expenditures	\$234.25
7/20/2012	Standard and Poors	Partial Reimbursement of Rating Fees	-\$5,080.72
8/10/2012	Raceway		\$4,375.00
8/24/2012	Raceway		\$9,263.25
8/24/2012	Raceway		\$12,285.33
8/24/2012	Sprotte Watson Architects		\$3,200.00
9/27/2012	Raceway		\$2,050.00

Dehesa School District
Capital Facilities Funds 25-19

6/15/2015

9/28/2012	Sprotte Watson Architects	Fees/Schematic Design Study	\$2,560.00
10/11/2012	RCF, 8-27-12 Meter Panel		\$2,493.59
10/19/2012	SD County Registrar of Voters	Election Costs for Prop D	\$896.00
10/27/2012	G Wayne Oetken & Assoc	Retainer Fee (Agreement 4) RFQ Process	\$3,200.00
11/19/2012	Sprotte Watson Architects	Architectural Fees	\$640.00
12/7/2012	G Wayne Oetken & Assoc	Completion of Relief Grant Eligibility Form	\$5,000.00
4/26/2013	County of San Diego	Warrant misfiled, description pending	\$4,869.00
6/14/2013	Sprotte Watson Architects	Geotechnical Engineering Services	\$4,576.40
6/25/2013	EFSG		\$576.20
6/30/2013	G Wayne Oetken & Assoc	Completion of RFQ Process	\$3,200.00
6/30/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$5,085.41
8/7/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, July	\$4,519.21
9/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, August	\$4,637.93
10/2/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, September	\$4,500.00
10/24/2013	Sprotte Watson Architects	Locate stake and evaluate levels of existing septic system	\$2,000.00
11/8/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, October	\$4,500.00
12/5/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, November	\$4,500.00
12/16/2013	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, December	\$4,500.00
2/19/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, January	\$4,552.08
3/10/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, February	\$4,583.44
4/8/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, March	\$4,552.08
5/12/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, April	\$4,515.12
7/11/2014	G Wayne Oetken & Assoc	Consulting Services School Facilities Project, June	\$4,515.12
Total Prior Year Expenditures			\$191,981.31
TOTAL EXPENDITURES-All Fiscal Years			\$238,367.00

Dehesa School District
Building Fund 21-39

6/15/2015

Date			Expenditure
7/1/2014	Beginning Balance		\$4,190,638.01
	Audit Adjustment		\$46,787.50
	Interest		\$10,023.87
Payment Date	Service Provider	Services Performed	Amount
7/7/2014	Sprotte Watson Architects	Construction Documents	\$11,165.08
7/11/2014	Sprotte Watson Architects	Construction Documents	\$11,130.64
9/12/2014	Dalescott	Continuing Disclosure Fee	\$4,500.00
9/22/2014	Best Best & Krieger	Legal School Facilities Project	\$3,451.00
7/18/2014	SDG&E	Design & Engineering Fee	\$2,551.00
11/16/2014	Best Best & Krieger	Legal School Facilities Project	\$3,374.49
12/10/2014	Sprotte Watson Architects	Construction Documents 100%	\$16,734.95
1/22/2015	Southern CA Soils and Testing	Soils testing and Report Review	\$420.00
1/26/2015	Sprotte Watson Architects	Architect Fees	\$4,560.55
2/17/2015	Sprotte Watson Architects	Architect Fees	\$13,331.21
2/18/2015	Sprotte Watson Architects	Architect Fees	\$12,986.41
2/20/2015	West Coast Air	Pre-Construction Services	\$30,000.00
2/26/2015	State Water Resources Board	Storm Fee Permit	\$559.00
3/23/2015	Best Best & Krieger	Legal School Facilities Project	\$5,093.20
3/23/2015	Union Tribune	Advertising Fee-Notice to Bidders	\$1,136.40
3/23/2015	Wilkinson, Hadley & King, LLP	Annual Bond Fund Audit Fee	\$3,200.00
3/24/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$139,253.00
4/2/2015	LL Hendrix	DSA Inspector Fees	\$2,430.00
4/27/2015	Sprotte Watson Architects	Architect Fees	\$1,880.19
4/28/2015	Dalescott	Bond Disclosures	\$4,850.00
4/30/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$211,575.00
5/4/2015	LL Hendrix	DSA Inspector Fees	\$3,880.00
5/26/2015	West Coast Air	Construction Contract-Lease-Lease Back	\$559,456.00
5/26/2015	Best Best & Krieger	Legal School Facilities Project	\$4,030.53
5/26/2015	Sprotte Watson Architects	Architect Fees	\$7,748.70
6/3/2015	LL Hendrix	DSA Inspector Fees	\$9,122.00
6/4/2015	Sprotte Watson Architects	Architect Fees	\$7,988.28
TOTAL FUNDS AVAILABLE AS OF 6/15/15			\$3,171,041.75
Prior Year Project Expenditures			
7/24/2013	Dalescott	GO Bond Continuing Disclosure Annual Report	\$4,511.31
9/10/2013	Best Best & Krieger	Legal School Facilities Project	\$1,671.70
9/9/2013	Sprotte Watson Architects	Feasibility 100% complete, Schematic Design 50% Complete	\$36,937.50
10/24/2013	Sprotte Watson Architects	Schematic Design 85% Complete	\$8,618.75
11/5/2013	Sprotte Watson Architects	Reimbursable Items, printing and reproduction	\$555.66
11/6/2013	Sprotte Watson Architects	Architectural Fee	\$3,693.75
2/19/2014	Best Best & Krieger	Lease, Leaseback Attorneys	\$1,363.34

Dehesa School District
Building Fund 21-39

6/15/2015

2/19/2014	Sprotte Watson Architects	Architectural Fee	\$33,243.75
2/19/2014	Sprotte Watson Architects	Reimburse for California Geological Survey	\$3,600.00
2/19/2014	Sprotte Watson Architects	Architectural Fee	\$96,037.50
2/19/2014	Division of State Architect	Project Submission	\$39,124.82
3/3/2014	Southern California Soil & Testing	Soil Testing	\$12,707.65
3/18/2014	Best Best & Krieger	Legal School Facilities Project	\$3,078.50
3/31/2014	Sprotte Watson Architects	Construction Documents 70%	\$99,731.25
4/17/2014	Sprotte Watson Architects	Engineering	\$4,075.60
4/17/2014	Sprotte Watson Architects	Construction Documents 85%	\$33,243.75
4/24/2014	Standard & Poors Ratings Services	Bond Rating	\$9,500.00
4/24/2014	Best Best & Krieger	Legal School Facilities Project	\$1,693.42
5/12/2014	Sprotte Watson Architects	Construction Documents 90%	\$11,081.25
5/19/2014	Best Best & Krieger	Legal School Facilities Project	\$352.50
7/18/2014	Best Best & Krieger	Legal School Facilities Project	\$70.50
Total Prior Year Expenditures			\$404,892.50
TOTAL EXPENDITURES-All Fiscal Years			\$1,481,300.13

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: **State School Building
Program Report**

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

The playground reconstruction began on May 6, 2015. Due to the complications with the fall zone for the rock wall. It will be completed and the fence moved before the start of school in August.

They began pouring the footings on May 20, 2015. The slab was poured on June 3, 2015.

Framing began on June 8th. The walls are pre-built adjacent to the construction site and a crane moves them onto the construction site and in to place.

On June 16, 2015 the block for the columns were installed, and on June 18, 2015 the steel studs were erected by a crane for load bearing walls.

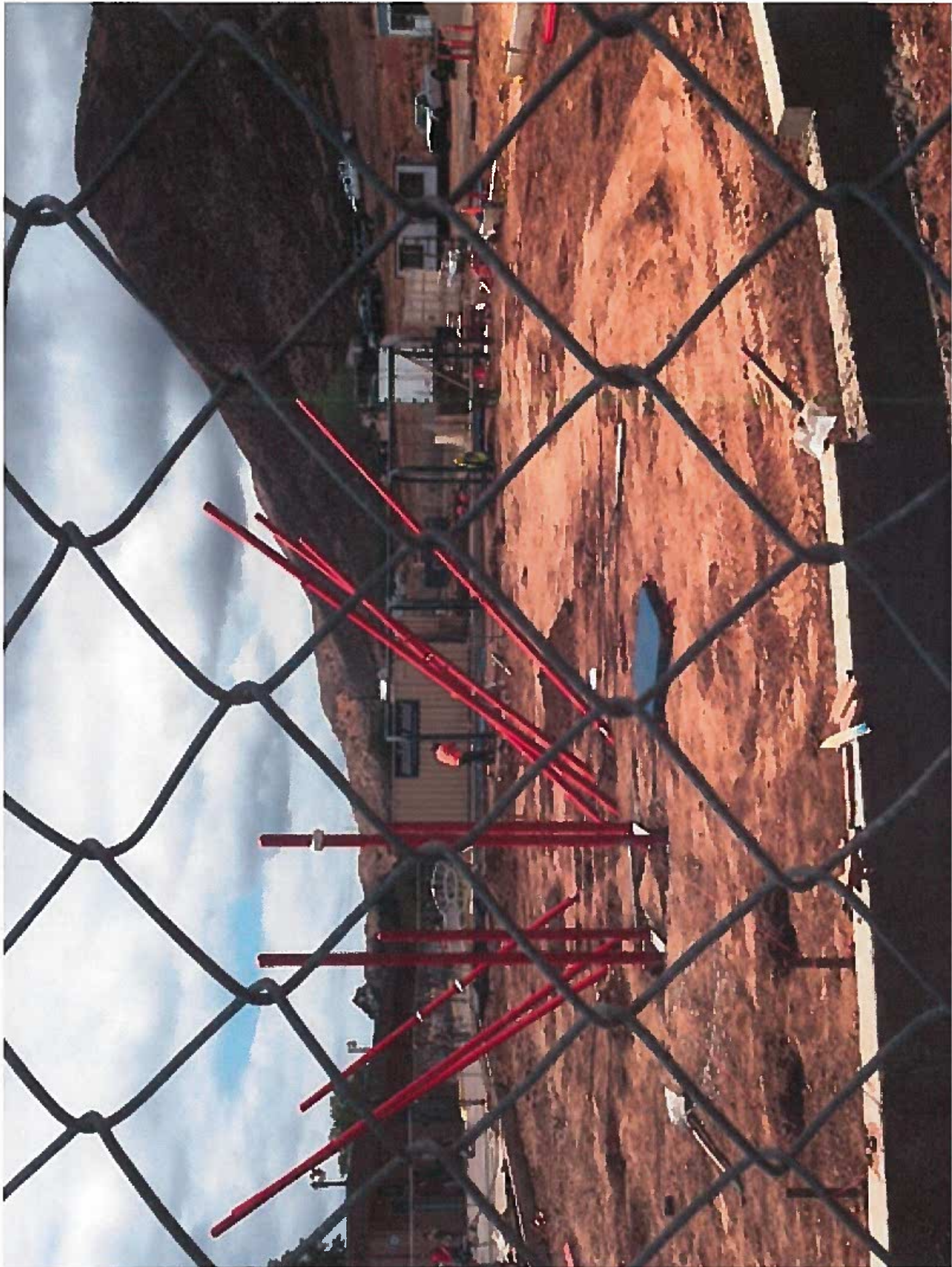
Financial Impact:

There is no additional financial impact at this time.

Recommendation:

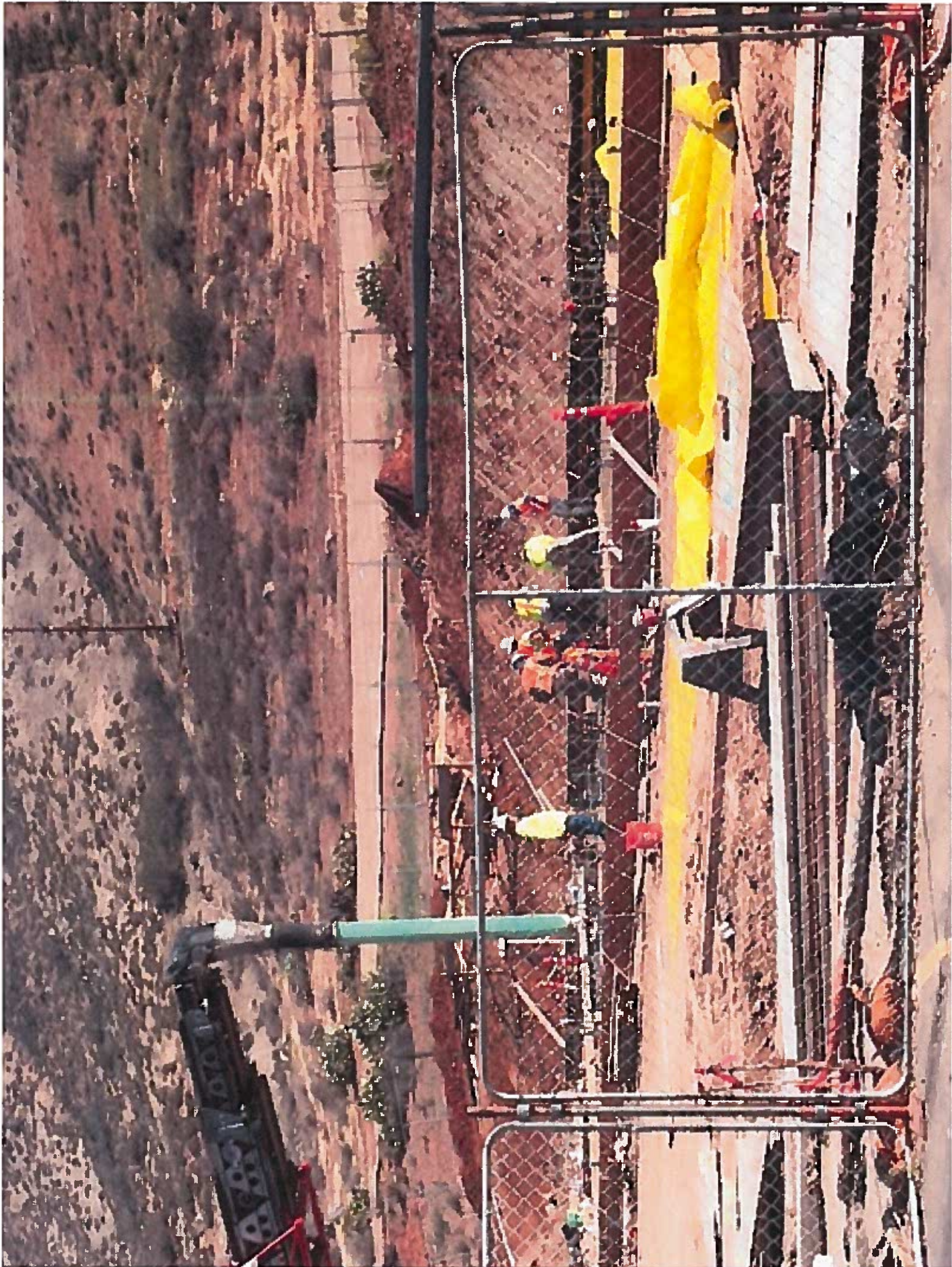
This is an informational item only. There is no recommendation.

Agenda Item #:VI.B.3

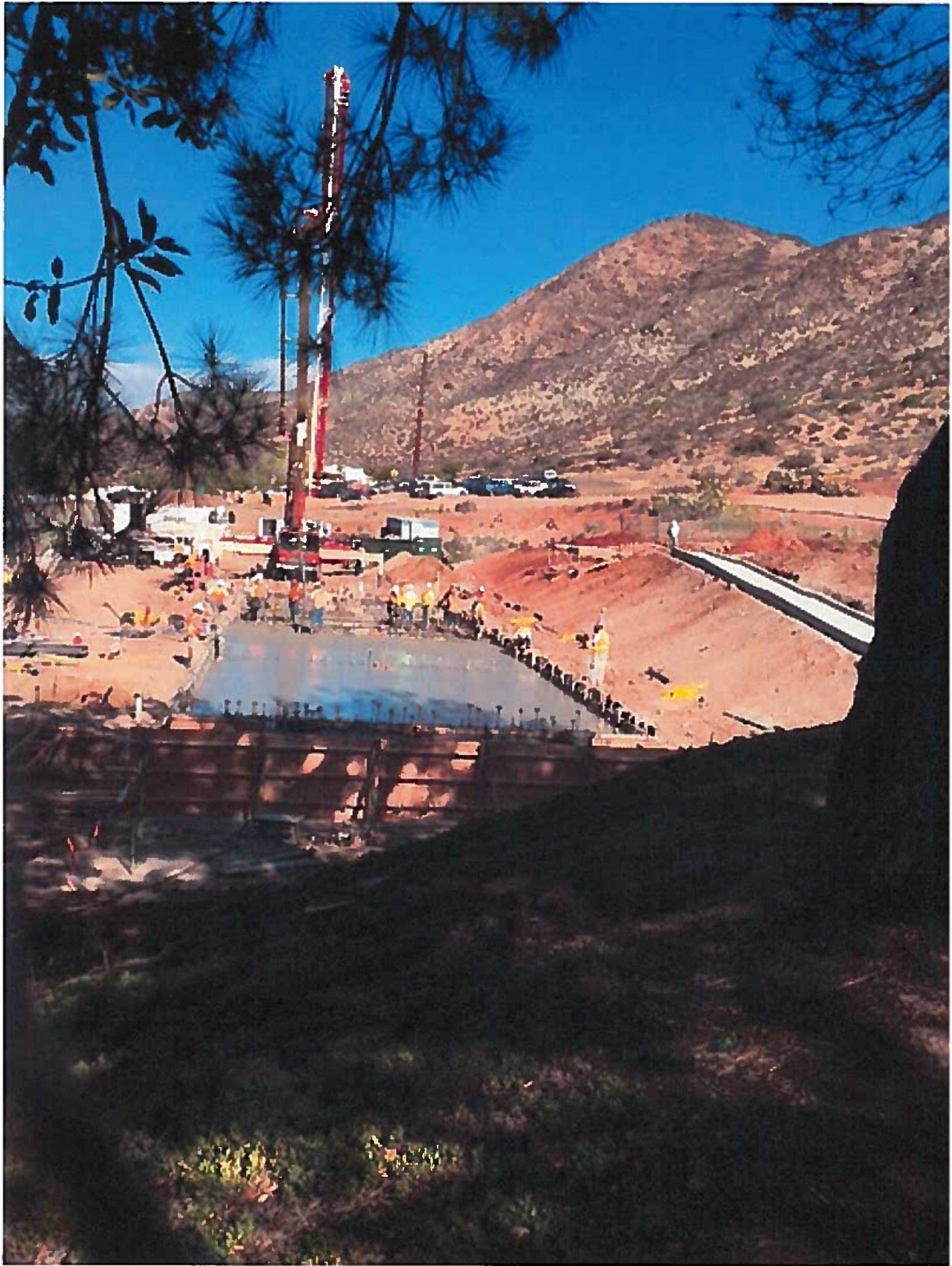


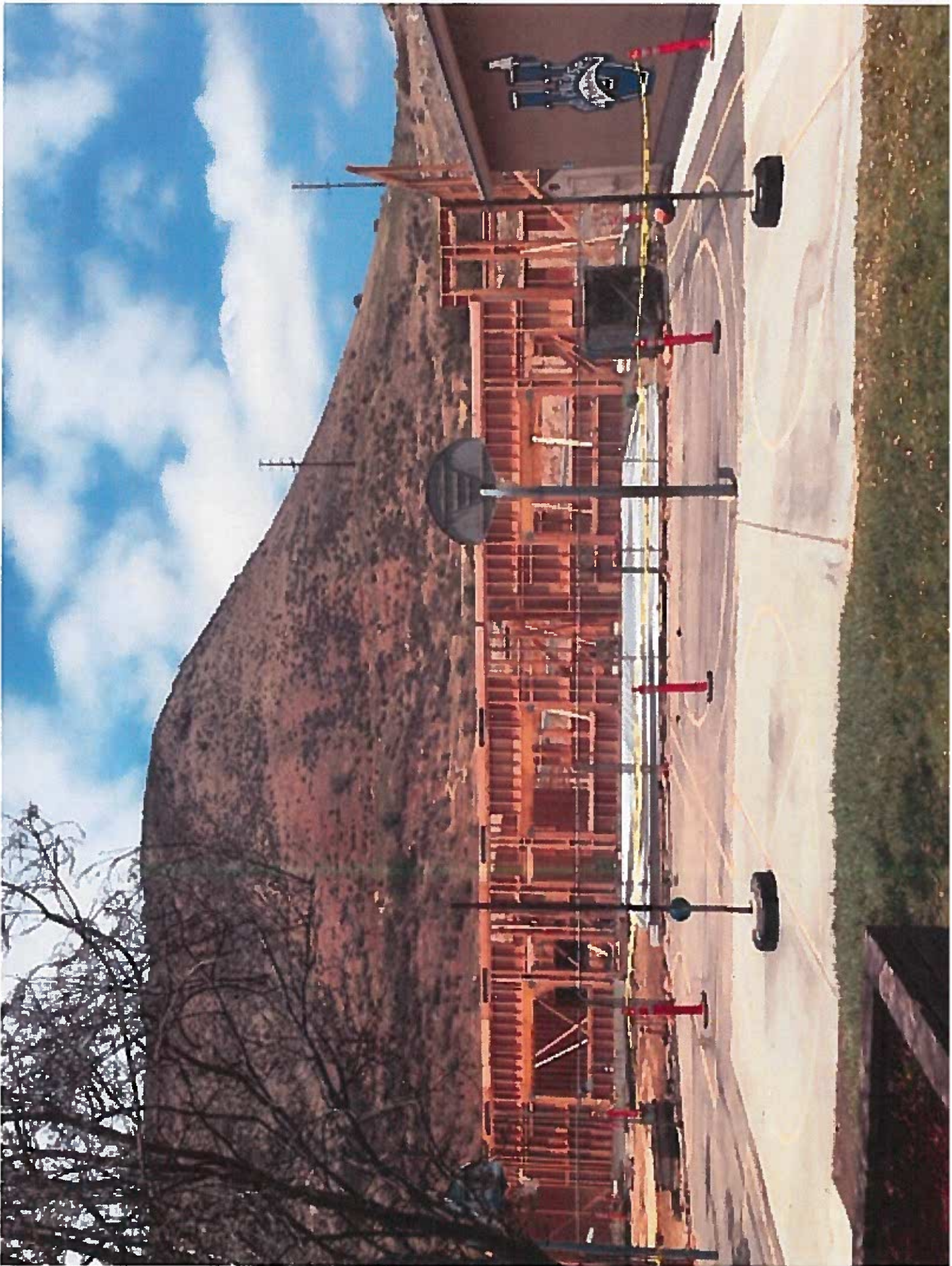


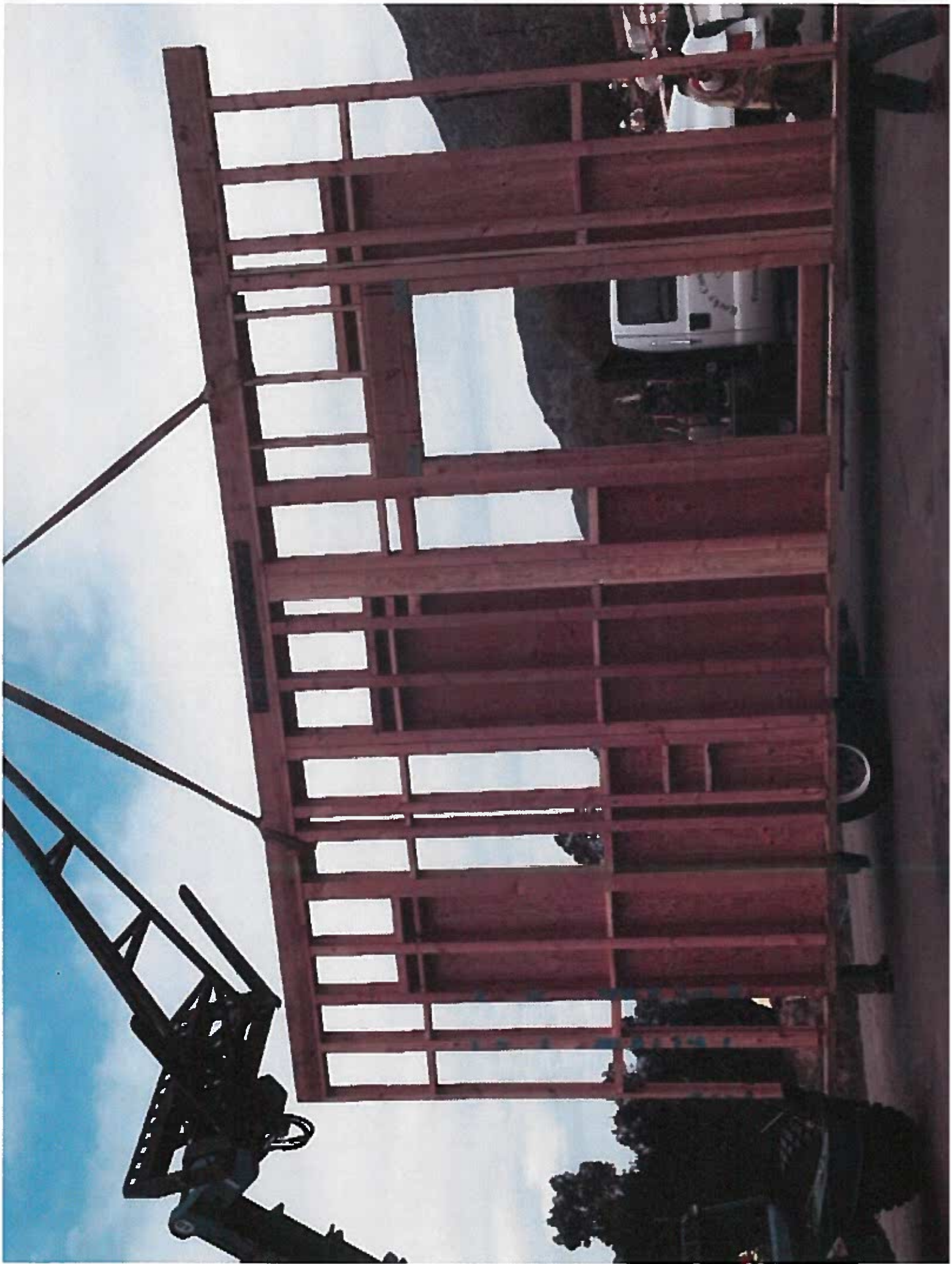














DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: End of the Year Awards
Assemblies

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Our End of the Year, Third Trimester Awards Assembly was held on Friday, June 12, 2015 at 1:30 pm in the MPR. Due to the anticipated length of the last awards assembly, the Wilson Payne Peace Pal of the Year Awards were presented at a reception for all of the recipients on Monday, June 8th at 1:30pm. The Dehesa School Honor Roll was started during the first trimester of the 2008-09 school year. Students now strive to make Honor Roll and are very proud when they achieve high academic and citizenship standing. We are proud to announce that 54 students made the Honor Roll this trimester and 31 students made Honor Roll all year long.

Report:

The list of students receiving awards and earning Honor Roll status is included for the Governing Board. We are very proud of our students, their outstanding progress, and the number of awards given each trimester. Most schools do Student of the Month Assemblies, so to receive the awards for a full trimester is a much greater achievement.

Financial Impact:

The financial impact is under \$100.00, which is minimal considering the improvement in student achievement. The Barnes and Noble gift cards for citizenship and academics are generously donated by the Parents' Club.

Student Impact:

Both parents and students are very proud of all of the awards, and ultimately the awards have a very positive impact on student achievement, attendance, and character.

Recommendation:

There is no recommendation.

Agenda Item #:VI.B.4

3rd Trimester Awards
2014 - 2015

Academic Awards

Alexis G
Hayden C
Dreylyn P
Ryan S
Madison B
Joe H
Laura H
Kiley K

*Without Being
Reminded (WBR)*

Avery V
Denell T
Cole G
Brooklyn C
Areya B
Bianca B
Ayress A

Citizenship Awards

Laci F
Bailey C
Areya B
Zaira C
Jazmine D
Ryan S
Maddison C
Alan G

Jasmine E
Sofia R
Carson C
Jasmine L
Mikey L
Liberty J
Dreylyn P

Honor Roll

3rd Trimester

2014-2015

Avery V	Adriana F	Nathan Z	Sofia R
Abbi J	Hailey L	Severen B	Bianca B
Levi A	Hilda F	Ulises C	Zoey B
Henry L	David M	Ryan H	Lucas I
Mason P	Jonathon B	Haili H	Beth B
DJ	Alexis B	Violet I	Laura H
Jaelynn S	Frankie G	Prittye P	Elsie L
Brooklyn C	Chris G	Melody Q	Joe H
Noah F	Bailey G	Blake Y	Jade C
Isaac H	Andres J	Britney G	Bailey M
Georgia L	Jason L	Brady F	Maddison C
Ryan S	Soreya S	Ryan A	Joshua S
Kyra B	Carson V	Zachary H	
Rocio C	Sholuk Z	Leah W	

The Honor Roll Standards are listed below:

Grades 1-5	Academic Grades	Citizenship
Honor Roll Standard	Overall subject area grades of A or B, or 3's & 4's	E = Excellent G = Good S = Satisfactory N = Needs Improvement E's and G's = Honor Roll
Middle School	Academic Grades	Citizenship
Honor Roll Standard	Overall subject area grades of 4's & 5's	E = Excellent G = Good N = Needs Improvement U = Unsatisfactory E's and G's = Honor Roll

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: Local Control
Accountability Plan
(LCAP)

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Pursuant to the new public hearing requirements created by Education Code Section 52060(b)(1), the Governing Board of a school district is required to hold a public hearing to solicit recommendations and comments from the public regarding specific actions and expenditures proposed in the Local Control Accountability Plan (LCAP). The public hearing for the LCAP shall be held at the same meeting as the public hearing required by Education Code 42127 for the budget.

Paragraph (2) of education Code Section 52060(b) requires the governing board of a school district to adopt the LCAP in a public meeting held after, but not on the same day as the public hearing held pursuant to paragraph (1). The meeting to adopt LCAP shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Education Code Section 42127.

In accordance with Education Code 52060(b)(1), the public hearing for the LCAP shall be held on June 18, 2015

Information on the LCFF, LCAP, and CCSS was included in the November 21, 2013 Governing Board Agenda.

Financial Impact:

While it is believed that the funding will be restored to the 2007-08 levels per student over the next eight years, the actual funding amount is still unknown at this time due to STRS and several other budget items on the Governor's agenda.

Student Impact:

A meaningful curriculum that encourages students to think and to prepare them for the skills they need to be successful as adults will have a profound effect on students.

Recommendation:

It is recommended that the Board approve the Local Control Action Plan.

Agenda Item #: VI.C.1

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government

bodies or other groups representing pupils.

(b) "English learner parent advisory committee." as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

(e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) "Parent advisory committee." as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery

of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) "State priority areas" means the priorities identified in Education Code sections 52060 and 52066. For charter schools, "state priority areas" means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) "Subgroup" means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) "to improve services" means to grow services in quality.

(l) "to increase services" means to grow services in quantity.

(m) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which

services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and

concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a school site, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds

on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Dehesa School District

Contact (Name, Title, Email, Phone Number): Nancy Hauer, Site Administrator nancey.hauer@dehesasd.net

LCAP Year:2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: Goal 1: Professional Development: Teachers/Staff/Parents		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify _____	
Identified Need:	Students need to be provided with a high quality of teaching.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Required number of staff members will attend the annual NEU Conference Attend any applicable CCSS trainings/workshops Analyze parent survey data to determine needs for Parent Ed. Opportunities Continue to provide PD/training for social/emotional strategies for students 100% of teaching staff are fully credentialed and highly qualified 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Increase PD opportunities for all teachers/paraprofessionals/staff Continue bus driver PD as required by law Provide training opportunities for maintenance and operations Provide parent education opportunities as need and interest arises Provide training to support physical education 	LEA-wide	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	\$2,500 (CERT PD) Title II, OB 5200 \$3,000 (Sub Pay) LCFF Base Grant OB 1100-000 \$1,000 (CLASS PD) RE 1100 OB 5200

GOAL:	Goal 2: Curriculum for CCSS and National Standards	Related State and/or Local Priorities: 1X 2X 3 4 X 5 X 6 7X 8X COE only: 9 10 Local: Specify
Identified Need:	Access to standard aligned instructional materials and implementation of standards for all students.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
Expected Annual Measurable Outcomes:	LCAP Year 1: 2015-2016 <ul style="list-style-type: none"> Teachers collaborate to discuss the transition to CCSS. Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access Students will receive instruction that is increasingly aligned to the CCSS Students will continue to collaborate weekly to discuss the transition to CCSS 	
Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service X ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)
-Research adoptions of CCSS curriculum and materials for ELA; Adopt when available - Purchase interim/supplemental curriculum/materials for ELA -Provide materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education - Continue to fund Physical Education Program at Sycuan, inc. transportation - Continue to provide PE/Reading Aide		Budgeted Expenditures \$35,000 Fund 17 \$6,000 RE 6300 OB 4100-4300 \$4,665 (Sycuan PE Program) RE 1100 OB 4300 \$9,781(Aide) RE 0000 OB 2100

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GOAL:	<p>Goal 3: Differentiated Instruction</p>	<p>Related State and/or Local Priorities: 1_ 2X 3__ 4X_ 5X_ 6X_ 7X_ 8X_ COE only: 9__ 10__ Local: Specify _____</p>
Identified Need:	All students have access to instruction and curriculum/ materials that support their specific needs.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implement an after school program to enhance learning • Maintain and replenish materials for science competitions, Elementary and Middle School • Implement an ELL program in addition to the computer based support including monitoring students' language proficiency • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase by 10% • Increase by 10% those students eligible for reclassification as English Proficient (REEP) • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows 	
Actions/Services	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic programs and morning tutoring • PLT (Personalized Learning Time) a minimum of 2x a week • Study Skills Monday (6-8) • Provide ELL support and materials • Continue providing a PE/Reading Aide 	<p>Scope of Service</p> <p>X ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>
	Pupils to be served within identified scope of service	Budgeted Expenditures
		\$103,739 LCFF Supp Grant OB 2100 \$66,522 GL 5770 OB 5600

<ul style="list-style-type: none"> • Student will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance - Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies - Assign a paraprofessional to provide ELL support including monitoring student language proficiency to align support - Recognition of redesignation and achievement (ELL) - Increase outreach efforts to low income families 		\$500 FE 1100 OB 4300 \$4,500 LCFF Supp Grant OB 1100 \$1,500 LCFF Supp Grant OB 4300
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GOAL: Goal 4: Assessments and Data Analysis	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.	
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students, including subgroups, will show growth on state designated target on CAASPP • By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> - Continue MAP testing, using results to drive instruction and intervention (3x year) - Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators 	X ALL OR: ___ Low Income pupils ___ English Learners	Budgeted Expenditures \$2,800 LCFF Base OB 5800 \$3,175 RE 1100 OB 5800

<p>- Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing</p>		<p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	

<p>GOAL: Goal 5: Technology</p>	<p>Related State and/or Local Priorities: 1___ 2X___ 3X___ 4X___ 5X___ 6___ 7X___ 8X___ COE only: 9___ 10___ Local: Specify _____</p>		
<p>Identified Need:</p>	<p>All students will have access to technology tools to support CCSS and 21st Century learning.</p>		
<p>Goal Applies to:</p>	<p>Schools: : All Applicable Pupil Subgroups: : All</p>		
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Implement and maintain procedural safeguards and monitoring systems for student online devices • Purchase technology apps, tools, and programs to support CCSS • Maintain/update/purchase computers, keyboards, and other support tools and devices • Continue monitoring technology-based support for alignment with CCSS • Upgrade and/or increase the number of student devices for daily use in the classroom • Continue to monitor and upgrade the network infrastructure to support technology needs 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<ul style="list-style-type: none"> - Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete - Maintain/increase support for media/technology services - Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems. - Upgrade and/or increase the number of student devices for daily use in the classroom - Provide staffing and equipment to support computer lab access before and after school for students/family/community - Continue to provide ongoing membership with online learning programs 	<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$42,753 LCFF Base OB 2200</p> <p>\$12,000 LCFF Base OB 4300</p> <p>\$15,000 Fund 17</p> <p>\$7,525 RE 1100 OB5800</p>
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<p>GOAL: Goal 6: Climate</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u>X</u> 4 <u> </u> 5 <u>X</u> 6 <u>X</u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____</p>
<p>Identified Need:</p>	<p>All students have access to a safe and inviting campus, in order to promote student attendance and engagement.</p>
<p>Goal Applies to:</p>	<p>Schools: <u> </u> All Applicable Pupil Subgroups: <u> </u> All</p>
<p style="text-align: center;">LCAP Year 1: 2015-16</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Complete Phase 2 and 3 of our school mural program • Follow through with preventative maintenance schedule • Begin Phase 1 of new playground program Peaceful Playgrounds (or equivalent) • Prioritize and complete identified maintenance projects as funding permits • Increase district-wide attendance rate by 1.0 over the baseline • A decrease in baseline in chronic absenteeism by 10% • Maintain 0 expulsion • Suspension rate will decrease for all student groups

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

GOAL:	Goal 1: Professional Development: Teachers/Staff/Parents	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify _____
Identified Need:	Students need to be provided with a high quality of teaching.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups) LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Required number of staff members will attend the annual and/or National NEU Conference Attend any applicable CCSS trainings/workshops Analyze parent survey data to determine needs for Parent Ed. Opportunities Continue to provide PD/training for social/emotional strategies for students 	

100% of teaching staff are fully credentialed and highly qualified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> 100% of teaching staff are fully credentialed and highly qualified <p>Increase PD opportunities for all teachers/paraprofessionals/staff Continue bus driver PD as required by law Provide training opportunities for maintenance and operations</p> <ul style="list-style-type: none"> Provide parent education opportunities as need and interest arises Provide training to support physical education 	LEA-wide	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____

GOAL: Goal 2: Curriculum for CCSS and National Standards	Related State and/or Local Priorities: 1X 2 X 3 4 X 5 X 6 7X 8X COE only: 9 10 Local: Specify _____
Identified Need: Access to standard aligned instructional materials and implementation of standards for all students.	
Goal Applies to: Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
LCAP Year 2: 2016-2017	
Expected Annual	<ul style="list-style-type: none"> Teachers continue to collaborate to discuss the transition to CCSS. Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access Students will receive instruction that is increasingly aligned to the CCSS

Measurable Outcomes: <ul style="list-style-type: none"> Students will continue to collaborate weekly to discuss the transition to CCSS 			
Actions/Services -Adopt chosen CCSS ELA curriculum and materials - Purchase interim/supplemental curriculum/materials -Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education - Continue to fund Physical Education Program at Sycuan, inc. transportation - Continue to provide PE/Reading Aide	Scope of Service LEA-wide	Pupils to be served within identified scope of service X ALL OR: ___ Low income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	Budgeted Expenditures

GOAL: Goal 3: Differentiated Instruction	Related State and/or Local Priorities: 1_ 2X 3_ 4X_ 5X_ 6X 7X 8X_ COE only: 9_ 10_ Local: Specify _____
Identified Need: All students have access to instruction and curriculum/ materials that support their specific needs.	
Goal Applies to: Schools: ; All Applicable Pupil Subgroups: ; All	
LCAP Year 2: 2016-2017	
Expected Annual	<ul style="list-style-type: none"> Provided Personalized Learning Time (PLT) Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE Implement an after school program to enhance learning

<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Maintain and replenish materials for science competitions, Elementary and Middle School • Continue ELL program in addition to the computer based support including monitoring students' language proficiency • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase • Increase those students eligible for reclassification as English Proficient (RFEP) • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows 	<p>Scope of Service</p> <p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>Budgeted Expenditures</p>
<p>Actions/Services</p> <ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic programs and morning tutoring • PLT (Personalized Learning Time) a minimum of 2x a week • Study Skills Monday (6-8) • Provide ELL support and materials • Continue providing a PE/ Reading Aide <p>- Student will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology</p> <p>- Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance</p> <p>- Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies</p> <p>- Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support</p> <p>- Recognition of redesignation and achievement (ELL)</p> <p>- Continue outreach efforts to low income families</p>	<p>Pupils to be served within identified scope of service</p>			

<p>GOAL: Goal 4: Assessments and Data Analysis</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>		
<p>Identified Need: All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.</p>	<p>Goal Applies to: Schools: All</p>		

Applicable Pupil Subgroups: ; All LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students, including subgroups, will show growth on state designated target on CAASPP By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 		X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

GOAL: Goal 5: Technology	Related State and/or Local Priorities: 1___ 2X___ 3X___ 4X___ 5X___ 6___ 7X___ 8X___ COE only: 9___ 10___ Local: Specify _____
Identified Need:	All students will have access to technology tools to support CCSS and 21st Century learning.

Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All		
LCAP Year 2: 2016-2017		
Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> • Maintain procedural safeguards and monitoring systems for student online devices • Purchase technology apps, tools, and programs to support CCSS • Maintain/update/purchase computers, keyboards, and other support tools and devices • Continue monitoring technology-based support for alignment with CCSS • Upgrade and/or increase the number of student devices for daily use in the classroom • Continue to monitor and upgrade the network infrastructure to support technology needs 	Scope of Service	Budgeted Expenditures
Actions/Services <ul style="list-style-type: none"> - Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete - Maintain/increase support for media/technology services - Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems. - Upgrade student devices for daily use in the classroom - Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community - Continue to provide ongoing membership with online learning programs 	Pupils to be served within identified scope of service X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL: Goal 6: Climate	Related State and/or Local Priorities: 1_X 2__ 3X 4_ 5X_ 6X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	All students have access to a safe and inviting campus, in order to promote student attendance and engagement.		
Goal Applies to:	Schools: ; All Applicable Pupil Subgroups: ; All		
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Complete remaining Phases of our school mural program • Follow through with preventative maintenance schedule • Begin Phase 2 of new playground program, Peaceful Playgrounds (or equivalent) • Prioritize and complete identified maintenance projects as funding permits • Increase district-wide attendance rate by 1.0 over the baseline • A decrease chronic absenteeism • Maintain 0 expulsion • Suspension rate will decrease for all student groups • Maintain grade 8 dropout rate with no students dropping out • Teachers continue to implement/support college readiness strategies and vocabulary 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Implement the next Phase of the NEU school murals with parent involvement - Perform bus service inspections and maintenance as need and/or required by law - Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities - Continue to provide incentives for attendance, academics, and character success - Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance - Provide regular bus service to and from school 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL: Goal 1: Professional Development: Teachers/Staff/Parents		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify _____
Identified Need: Students need to be provided with a high quality of teaching.		
Schools: All		
Goal Applies to: Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)		
LCAP Year 3: 2017-2018		
Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> Required number of staff members will attend the annual and/or National NEU Conference Attend any applicable CCSS trainings/workshops Analyze parent survey data to determine needs for Parent Ed. Opportunities Continue to provide PD/training for social/emotional strategies for students 100% of teaching staff are fully credentialed and highly qualified 		
Actions/Services Increase PD opportunities for all teachers/paraprofessionals/staff Continue bus driver PD as required by law Provide training opportunities for maintenance and operations <ul style="list-style-type: none"> Provide parent education opportunities as need and interest arises Provide training to support physical education 	Scope of Service LEA-wide	Pupils to be served within identified scope of service X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
		Budgeted Expenditures

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GOAL:	Goal 2: Curriculum for CCSS and National Standards	Related State and/or Local Priorities: 1X 2 X 3 4 X 5 X 6 7X 8X COE only: 9 10 Local: Specify
Identified Need:	Access to standard aligned instructional materials and implementation of standards for all students.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
Expected Annual Measurable Outcomes:	<p style="text-align: center;">LCAP Year 3: 2017-2018</p> <ul style="list-style-type: none"> • Teachers continue to collaborate to discuss the transition to CCSS. • Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access • Students will receive instruction that is increasingly aligned to the CCSS • Students will continue to collaborate weekly to discuss the transition to CCSS 	
Actions/Services		Scope of Service
		Pupils to be served within identified scope of service
		Budgeted Expenditures

<ul style="list-style-type: none">-Adopt chosen CCSS ELA curriculum and materials- Purchase interim/supplemental curriculum/materials-Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education- Continue to fund Physical Education Program at Sycuan, inc. transportation- Continue to provide PE/Reading Aide	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
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<p>GOAL:</p>	<p>Goal 3: Differentiated Instruction</p>	<p>Related State and/or Local Priorities: 1_ 2X 3__ 4X 5X 6X 7X 8X COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>All students have access to instruction and curriculum/ materials that support their specific needs.</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All Applicable Pupil Subgroups: ; All</p>	
<p>LCAP Year 3: 2017-2018</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implement an after school program to enhance learning • Maintain and replenish materials for science competitions, Elementary and Middle School • Continue ELL program in addition to the computer based support including monitoring students' language proficiency • The percent of English learners reaching or maintaining English language proficiency will increase • Increase those students eligible for reclassification as English Proficient (RPEP) • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows 	
<p>Actions/Services</p> <ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic programs and morning tutoring • PLT (Personalized Learning Time) a minimum of 2x a week • Study Skills Monday (6-8) • Provide ELL support and materials • Continue providing a PE/ Reading Aide - Student will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology - Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance - Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies 	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p> <p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>
<p>Budgeted Expenditures</p>		

<ul style="list-style-type: none"> - Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support - Recognition of redesignation and achievement (ELL) - Continue outreach efforts to low income families 		
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GOAL:	Goal 4: Assessments and Data Analysis		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.		
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All	Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students, including subgroups, will show growth on state designated target on CAASPP • By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention 		
Actions/Services <ul style="list-style-type: none"> - Continue MAP testing, using results to drive instruction and intervention (3x year) - Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators - Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 	Scope of Service	Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Budgeted Expenditures

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GOAL: Goal 5: Technology	Related State and/or Local Priorities: 1__ 2X_ 3X_ 4X_ 5X_ 6__ 7X_ 8X_ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	All students will have access to technology tools to support CCSS and 21st Century learning.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 3: 2017-2018		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain procedural safeguards and monitoring systems for student online devices • Purchase technology apps, tools, and programs to support CCSS • Maintain/update/purchase computers, keyboards, and other support tools and devices • Continue monitoring technology-based support for alignment with CCSS • Upgrade and/or increase the number of student devices for daily use in the classroom • Continue to monitor and upgrade the network infrastructure to support technology needs 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> - Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete - Maintain/increase support for media/technology services - Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems. 	X ALL	--- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
		Budgeted Expenditures

<ul style="list-style-type: none"> - Upgrade student devices for daily use in the classroom - Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community - Continue to provide ongoing membership with online learning programs 			
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GOAL: Goal 6: Climate			Related State and/or Local Priorities: 1_X 2__ 3X 4_ 5X 6X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students have access to a safe and inviting campus, in order to promote student attendance and engagement.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Complete remaining Phases of our school mural program • Follow through with preventative maintenance schedule • Begin Phase 2 of new playground program, Peaceful Playgrounds (or equivalent) • Prioritize and complete identified maintenance projects as funding permits • Increase district-wide attendance rate by 1.0 over the baseline • A decrease chronic absenteeism • Maintain 0 expulsion • Suspension rate will decrease for all student groups • Maintain grade 8 dropout rate with no students dropping out • Teachers continue to implement/support college readiness strategies and vocabulary 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> - Implement the next Phase of the NEU school murals with parent involvement - Perform bus service inspections and maintenance as need and/or required by law - Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities - Continue to provide incentives for attendance, academics, and character success - Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance - Provide regular bus service to and from school 	<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
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Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1 <u>X</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</u>	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	Actual Actions/Services
<ul style="list-style-type: none"> - Students will be taught by highly qualified teachers, evidenced by credential audit; - Monitor and update credentials and qualifications; - Complete Math CCSS Training. 	<ul style="list-style-type: none"> -Students were taught by highly qualified teachers; -Credentials and qualifications were monitored and updated - All math teachers attended and completed Math CCSS Training 	
Planned Actions/Services		
<ul style="list-style-type: none"> -Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time , after school workshops, conference and convention attendance, webinars, etc. 	Budgeted Expenditures <ul style="list-style-type: none"> - CCSS math training \$6,766 (CCSS) - Additional teacher training: \$2,000 Unrestricted 	Estimated Actual Annual Expenditure: <ul style="list-style-type: none"> - Attended PD to support implementation of CCSS

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>

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

-Original Goal #1 was partially dissolved and partially absorbed. All schools must hire highly qualified, credentialed teachers. New Goal #1 pertains to all PD.

<p>Original GOAL from prior</p>	<p>Goal 2: Students have access to CCSS- aligned instructional materials, adopted curriculum, and technology that supports 21st century learning.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p>
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<p>Year LCAP:</p>	<p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: : All Applicable Pupil Subgroups: : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Implement the newly adopted CCSS math program; - Begin process of adopting new ELA and ELL CCSS program; - Teachers collaborate weekly to discuss transition to CCSS; - Maintain stock of standards-aligned instructional materials to ensure every pupil has sufficient access; - Student will receive instruction that is increasingly aligned to CCSS. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> - Implemented newly adopted CCSS math program; - New materials for adoption of ELA and ELL CCSS program will not be made available for review until at least January of 2016; - Teachers collaborated weekly to discuss transition of CCSS; - Maintained stock of instructional materials; - Students received instruction increasingly aligned to CCSS
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<ul style="list-style-type: none"> - Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; - Maintain or increase support for media/technology services. 	<p>Budgeted Expenditures</p> <p>\$31,000 from Unrestricted funds and CCSS</p>	<p>Estimated Annual Expenditures</p>
<ul style="list-style-type: none"> - Established a technology reserve fund; -Hired a new media-tech services position. 		

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>Both action items were completed; we will continue to fund a technology reserve for future expenditures.</p>					

<p>Original GOAL</p>	<p>Goal 3: The district will provide students with a clean, healthy, physically, and emotionally safe learning environment, including transportation.</p>	<p>Related State and/or Local Priorities:</p>
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from prior year LCAP:

1__x__ 2__ 3__ 4__ 5x__ 6__x__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify

<p>Schools: ; All</p>	<p>Goal Applies to: Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Complete Phase 2 of our school mural program; - Research hiring a school counselor; - Follow through with preventative maintenance schedule; - Appoint 0.2 FTE licensed therapist; - Maintain 0.2 FTE licensed therapist; - Prioritize and complete identified maintenance projects as funding permits; - Decide on a playground program to improve enjoyment and safety; - Investigate procedural safeguards and monitoring systems for student online devices; - Respond to parent needs and interests from survey; establish plan of action; - Provide PD and training for social and emotional strategies for students; - Dehesa school will be at the "good or better" rating on the FIT - Increase district-wide attendance rate by .5% over the baseline; - Establish baseline for chronic absentee rate; - Maintain 0 expulsion; 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> - Phase 2 not completed due to construction. - Hiring a school counselor postponed until funding available; - Preventative maintenance schedule followed, as planned; - 0.2 FTE licensed therapist hired; - Ongoing maintenance projects identified and prioritized; - Playground program postponed due to construction; - Procedural safeguards and monitoring systems researched; no decision made at this time; - Parent needs identified; parent university nights offered; - Training for social/emotion strategies provided to the necessary staff; - Dehesa achieved "good or better" rating on the FIT; - District-wide attendance decreased; - Did not establish baseline for chronic absentee rate; - There were 0 expulsions; - Student suspension rate decreased by 3%;

	<ul style="list-style-type: none"> - Student suspension rate will decrease by 3% in year 1 for all student groups; - Maintain grade 8 dropout rate with no students dropping out. 	<ul style="list-style-type: none"> - Grade 8 dropout maintained at 0
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
<ul style="list-style-type: none"> -Reports, inspections and meetings to guide improvement; -Implement phase 2 and 3 of the NEU school murals; - Perform bus service inspections and maintenance as need and/or required by law; - Continue bus driver PD as required by law; - Provide training opportunities for maintenance and operations. - Hire a school counselor; - Implement Peaceful Playgrounds, or similar program to increase safety and enjoyment of the playground facilities. 	<p>Bus service, /inspections, & maintenance \$10,748 Unrestricted Funds</p> <p>Bus Driver PD \$200 Unrestricted</p> <p>Peaceful Playgrounds \$1,200 Unrestricted</p> <p>Paint playground \$1,000 Unrestricted</p>	<ul style="list-style-type: none"> - Completed reports, inspections, and meetings to guide improvements; - Phase 2 and 3 of NEU mural postponed due to construction - All required and necessary bus services and inspections performed; - Bus drivers attended required PD; - Hiring of a school counselor postponed until funding allows; - All playground research postponed due to construction.
Scope of service:		Scope of service:
Estimated Actual Annual Expenditures		

<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

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

All playground and painting work will be postponed until school building construction is complete. The proposed attendance goal was unattainable. Attendance incentives will be increased.

<p>Original GOAL from prior</p>	<p>Goal 4: Provide a well-balanced common core curriculum with a broad course of study that supports the development of reading, writing, and mathematical thinking proficiency, which includes college readiness.</p>	<p>Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__</p>
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<p>year LCAP:</p>	<p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: : All Applicable Pupil Subgroups: : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Begin process of adopting ELA and ELL CCSS curriculum; - Implement CCSS math curriculum; - Purchase technology apps, tools, and programs to support CCSS; - Teachers to continue to collaborate and implement college readiness strategies and vocabulary, including note taking and study skills . 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> -Adoption of ELA CCSS postponed until at least January 2016; - Researched ELL CCSS curriculum - adoption postponed until January 2016; - Researched supplemental and interim ELA materials to be purchased; - Purchased technology apps, tools, and programs to support CCSS; - Teachers collaborated on a variety of college readiness strategies.
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<p>Budgeted Expenditures</p>	<p>Budgeted Expenditures</p>	<p>Estimated Annual Expenditures</p>
<ul style="list-style-type: none"> - Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time , after school workshops, conference and convention attendance, webinars, etc.; - Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and 	<ul style="list-style-type: none"> - CCSS math training \$6,766 (CCSS) - Additional teacher training: \$2,000 Unrestricted 	<ul style="list-style-type: none"> - Teachers, staff, and paraprofessionals attended PD to support CCSS; - A technology reserve was funded -teacher devices were replaced and new student devices purchased; - Library services position was amended to a media-tech position.

<p>infrastructure equipment as they become obsolete;</p> <ul style="list-style-type: none"> - Maintain or increase support for media/technology services. 	<p>\$31,000 from Unrestricted funds and CCSS</p>	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Funding was received for technology; student devices were purchased.</p>

<p>Original GOAL</p>	<p>Goal 5: Increase and/or improve participation in parent/family involvement activities that support student learning and parent/family participation in district leadership opportunities.</p>
<p>Related State and/or Local Priorities:</p> <p>1_ 2_ 3_ <input checked="" type="checkbox"/> 4_ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ 8_</p>	

<p>from prior year LCAP:</p>	<p>COE only: 9__ 10__ Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Analyze parent survey data and prioritize needs and wants; - Continue to hold parent university nights based on parent interests; - Implement strategies learned from parent support expert; - Continue to calendar conferences for March and November. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> - Parent survey data was analyzed; - No parent university nights were held due to unclear parent interests; - Conferences took place in March and November.
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<ul style="list-style-type: none"> - Generate a parent survey to determine needs and interests; - Implement parent/family activities based on survey results; - Hire consultant Hjalmarson (or other parent support expert if she is available) to identify differentiated parent-involvement tiers and programs to support them; - Continue parent conferences 2x per year; - Provide SSC and DELAC, parent involvement conferences, and district strategic planning meeting. 	<p>Budgeted Expenditures</p> <p>Consultant Unrestricted \$2,000</p>	<p>Estimated Actual Annual Expenditures</p> <ul style="list-style-type: none"> -Parent survey generated and disbursed; - Some parent/family activities done by staff and/or Parents' Club; -Consultant not hired due to lack of funding; - Conferences held in March and November; - SSC, DELAC, parent conferences, and district planning meetings held.

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>					
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>- Family-involvement consultant not hired, due to lack of funds.</p>			

<p>Original GOAL from prior</p>	<p>Goal 6: Improve API annually using the California Assessment of Student Performance and Progress (CAASPP) based on Smarter Balanced Assessment Consortium (SBAC).</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ x 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p>
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year LCAP: _____		Local : Specify _____	
Schools: : Dehesa		State designated target not communicated as of this date.	
Goal Applies to:		All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:		State designated target not communicated as of this date.	
Establish a baseline State designated target on CAASPP		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
-Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time , after school workshops, conference and convention attendance, webinars, etc. - Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; - Maintain or increase support for media/technology services.		Budgeted Expenditures	Estimated Actual Annual Expenditures
- CCSS math training \$6,766 (CCSS) - Additional teacher training: \$2,000 Unrestricted \$31,000 from Unrestricted funds and CCSS		- Teachers, staff, and paraprofessionals attended PD to support CCSS; - A technology reserve was funded -teacher devices were replaced and new student devices purchased; - Library services position was amended to a media-tech position.	

Scope of service: x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Scope of service: x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

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

This goal was absorbed into other, different numbered goals, in an effort to reduce redundancy in Actions.

Original GOAL from prior year LCAP:	Goal 7: Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, physical education, and creativity to promote a passion for learning and improved attendance.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ x 5_ x 6_ x 7_ x 8_ COE only: 9_ 10_ Local : Specify _____
Goal Applies to:	Schools: ; Dehesa Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> -Continue to provide PLT; - Continue to provide RTI, pull-out, push-in, and small groups with paraprofessionals; - Continue attendance incentives/promotion program; - Continue to provide an aide for PE support; - Provide a cohesive and coherent learning opportunities, including: ELA, math, HSS, science, VAPA, and PE. 	<ul style="list-style-type: none"> \$31,000 from Unrestricted funds and CCSS Incentives Unrestricted \$500 Spirit/marketing Unrestricted \$500 6th-8th Sycuan PE Unrestricted \$7,500 PE Aide Unrestricted \$2,000 	<ul style="list-style-type: none"> - PLT continued; - RTI, pull-out, push-in, and small groups provide; - Attendance incentives/promotions continues; - Aide for PE support provided; - Cohesive and coherent learning opportunities provided in all curriculum areas. 	
LCAP Year: 2014-15			

<p>- Continue and/or increase funding for Physical Education Program at Sycuan, including transportation.</p>			
<p>Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Action items from this goal are now listed under new Goal #6, Climate.</p>	

<p>Original GOAL from prior</p>	<p>Goal 8: Enhance student achievement and instructional effectiveness through use of current technology tools and programs.</p>
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Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Year LCAP:				Local : Specify
Goal Applies to:	Schools: : Dehesa Applicable Pupil Subgroups: : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.			
Expected Annual Measurable Outcomes:	- Maintain/update/purchase computers, keyboards, and other support tools and devices	Actual Annual Measurable Outcomes:	- Technology devices maintained or replaced	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
- Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure - Maintain or increase support for media/technology service; - Continue to provide ongoing membership with online learning programs; - Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology.	Budgeted Expenditures	Estimated Actual Annual Expenditures		
	Online memberships Unrestricted \$3,000 Technology funding Unrestricted \$31,000	- A technology reserve was funded -teacher devices were replaced and new student devices purchased; - Library services position was amended to a media-tech position. - Memberships with several online learning programs renewed; New programs begun; - Adopted curriculum and/or supplemental/interim materials provided to support CCSS.		

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

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

This goal was divided and moved into new goals on 2015-2016 LCAP.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 9: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed to increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p>	<p>Related State and/or Local Priorities:</p> <p>1_ 2_ <input checked="" type="checkbox"/> 3_ 4x_ 5_ <input checked="" type="checkbox"/> 6_ 7_ 8_</p> <p>COE only: 9_ 10_</p> <p>Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: <input type="checkbox"/> Dehesa</p> <p>Applicable Pupil Subgroups: <input type="checkbox"/> All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	

LCAP Year: 2014-15	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
<ul style="list-style-type: none"> - Continue MAP testing, using results to drive instruction and intervention. - Investigate new programs to upgrade/change Renaissance Learning/STAR; - Investigate after school programs to enhance learning. 	<ul style="list-style-type: none"> - MAP testing continued 3x year; - Renaissance Learning/STAR continued; added Mobymax for reading and math; - Researched after school program options that were available within budget.
Planned Actions/Services	
Budgeted Expenditures	Actual Actions/Services
<p>RTI Unrestricted \$4,000</p> <p>Bus service Unrestricted Trans. \$114,831</p> <p>PE/Read Aide Unrestricted \$4,000</p> <p>Computer Lab Unrestricted \$3,000</p> <p>Online learning Unrestricted \$2,500</p> <p>ELL Resources 4201 and 4203 \$200</p>	<ul style="list-style-type: none"> -Continued to provide RTI pull-out and small reading groups with paraprofessionals; - Provided after school academic programs and morning tutoring; - Continued PLT (Personalized Learning Time) a minimum of 2x week; - Offered Study Skills Monday (6-8); - Provided ELL support and materials; - Continued providing a PE/Reading Coach; - Offered computer lab time before and/or after school; - Continued using MAP testing results to drive instruction and interventions (3x year) - Investigated new programs to upgrade/change Renaissance Learning/STAR - Provided regular bus service to and from school; - Students were provided access and support for CCSS aligned instructional materials, adopted curriculum, and technology;

<p>achievement that will promote a passion for learning and improve attendance;</p> <ul style="list-style-type: none"> - Provide learning supports, including interventions, differentiated instruction, and other effective teaching strategies. 	<p>Resource 4201 and 4203 \$2,703</p>	<ul style="list-style-type: none"> - Students were engaged in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; - Provided learning supports, including interventions, differentiated instruction, and other effective teaching strategies. 	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Bus services for after school programs and tutoring was not provided due to funding.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 10: Implement specific teaching strategies to assist students with disabilities and/or students with exceptional learning needs in accessing Common Core instruction.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Schools: ; Dehesa</p> <p>Goal Applies to: Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other ; significant subgroups.</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Investigate alternative academic assessments; - Purchase and supplement science materials/curriculum to support science competitions; - Investigate professional development to support students with exceptional learning needs. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Investigated alternative academic assessments; - Purchased and supplemented science materials/curriculum to support science competitions; - Investigated professional development to support students with exceptional learning needs.
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Budgeted Expenditures</p>	<p>Actual Actions/Services</p>
<ul style="list-style-type: none"> -Continue to provide RTI pull-out and small reading groups with paraprofessionals; - After school academic programs and morning tutoring with bus service; - PLT (Personalized Learning Time) a minimum of 2x week; - Study Skills Monday (6-8); - Provide ELL support and materials; - Continue providing a PE/Reading Coach; 	<p>RTI Unrestricted \$4,000 Bus service Unrestricted Trans. \$114,831 PE/Read Aide Unrestricted \$4,000</p>	<p>-Continued to provide RTI pull-out and small reading groups with paraprofessionals; - Offered after school academic programs and morning tutoring; - Offered PLT (Personalized Learning Time) a minimum of 2x week; - Offered Study Skills Monday (6-8); - Provided ELL support and materials; - Continued providing a PE/Reading Coach;</p>	

<p>- Provide learning supports, including interventions, differentiated instruction, and other effective teaching strategies</p> <p>- Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology;</p> <p>- Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance;</p>	<p>Computer Lab Unrestricted \$3,000</p> <p>Online learning Unrestricted \$2,500</p> <p>ELL Resources 4201 and 4203 \$200</p> <p>Resource 4201 and 4203 \$2,703</p>	<p>- Provided learning supports, including interventions, differentiated instruction, and other effective teaching strategies</p> <p>- Students were given access and support for CCSS aligned instructional materials, adopted curriculum, and technology;</p> <p>- Engaged students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance;</p>	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

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

Bus services for after school programs and tutoring was not provided due to funding.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 11: EL students are provided a support system that includes materials, services, programs, and paraprofessionals.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: _____ ; Dehesa Applicable Pupil Subgroups: _____ ;</p>		
<p>Expected Annual Measurable Outcomes:</p>		<p>Actual Annual Measurable Outcomes:</p>	
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>

<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
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Schools: <input type="checkbox"/> Dehesa Applicable Pupil Subgroups: <input type="checkbox"/>	
Goal Applies to:	Actual Annual Measurable Outcomes:
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
LCAP Year: 2014-15	
Planned Actions/Services	
Budgeted Expenditures	Actual Actions/Services
Estimated Actual Annual Expenditures	Actual Annual Expenditures
Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____

Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Goal 12: Provide student/family access to technology before and/or after school. Additionally, provide resources for increased outreach efforts to low income families, including home visits and meetings.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ ; Dehesa Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	LCAP Year: 2014-15
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures	

	<p>Scope of service:</p>		
	<p>___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		
	<p>Scope of service:</p>		
	<p>___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: : Dehesa		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: :		
LCAP Year: 2014-15			
	Planned Actions/Services	Actual Actions/Services	Estimated Actual Annual Expenditures
Actual Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
Scope of service: ___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Scope of service: ___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		

Scope of service:	Scope of service:		
___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Goal 13: Increase staff capacity to work with students in academic, character, social/emotional, and physical needs to improve student achievement, school climate, and student engagement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: : Dehesa Applicable Pupil Subgroups: :	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	Planned Actions/Services		Actual Actions/Services	Estimated Actual Annual Expenditures
LCAP Year: 2014-15					
		Budgeted Expenditures			
Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				
Scope of service: <input type="checkbox"/> ALL	Scope of service: <input type="checkbox"/> ALL				

OR: _____

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

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

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

Schools: _____ ; Dehesa
 Applicable Pupil Subgroups: _____

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
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LCAP Year: 2014-15

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

<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$ _____

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

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

	%
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

- (a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).
- (b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.
- (c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

- (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil

government bodies or other groups representing pupils.

(b) "English learner parent advisory committee," as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

(e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the

delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) "State priority areas" means the priorities identified in Education Code sections 52060 and 52066. For charter schools, "state priority areas" means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) "Subgroup" means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) "to improve services" means to grow services in quality.

(l) "to increase services" means to grow services in quantity.

(m) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the

percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

- (1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.
- (2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.
- (3) Subtract subdivision (a)(2) from subdivision (a)(1).
- (4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.
- (5) Add subdivision (a)(4) to subdivision (a)(2).
- (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.
- (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).
- (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the

Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

- (1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
 - (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
 - (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
- (2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
 - (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
 - (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
 - (C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Dehesa School District

Contact (Name, Title, Email, Phone Number): Nancy Hauer, Site Administrator nancy.hauer@dehesasd.net

LCAP Year:2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Impact on LCAP	Involvement Process
<p>2013-14</p> <p>Stakeholder input was invaluable and guided the formation of goals. Reciprocal accountability was built within our process to insure that all of the priorities were addressed to meet the needs of our learning community.</p> <p>Some of the changes that were made in the LCAP prior to the adoption as a result of comments and other feedback were:</p> <ol style="list-style-type: none"> Preventative maintenance schedule Social and emotional annual update Licensed Marriage and Family Therapist annual update Specific language to differentiate classified positions/goals <p>The involvement of stakeholders supported improved outcomes for pupils related to the state priorities by addressing and implementing input based on professional experiences and/or data. Each stakeholder had an important role in identifying areas that could have been overlooked by other groups. Their input was invaluable in insuring that all priorities were addressed from all angles</p>	<p>The District used the following process for stakeholder input 2013-14:</p> <ol style="list-style-type: none"> Parents, community members, local bargaining units, and other stakeholders have been involved in LCAP process. Information was posted on our website, including an informational slide show on LCAP, LCFF, and Common Core. Stakeholders also have access to our working LCAP document. The Dehesa School Board, Dehesa Parents' Club, Dehesa School Site Council, Dehesa Teachers' Association, California School Employees' Association, and bilingual parents were presented LCAP information and gave their input. The district also conducted a parent survey that was accessible as a hard copy and electronically on our website. It was available in both English and Spanish. The stakeholders were included in a timely manner to ensure engagement and efficient development of the LCAP process in the following ways: <ol style="list-style-type: none"> November 2013 the School Board and staff were given an overview of LCAP December 2013 the School Site Council and other parent groups were given an overview of LCAP January 2014 the school staff began looking at one priority at a time and collaborated to begin creating our first draft. We continued to meet weekly to work on each priority. April 2014 the Dehesa Leadership Team began meeting to review and edit the draft created by the staff. The Team continued to meet regularly to complete the LCAP. Quantitative and qualitative data/metrics were made available to stakeholders related to the state priorities in the following ways: <ol style="list-style-type: none"> Parent/guardian survey All stakeholders were given the opportunity to give input on the priorities All stakeholders reviewed data including state and district assessments, attendance, and Comprehensive English Language Test (CELT). The following actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code section 52062 <ol style="list-style-type: none"> Advertised and conducted public hearings to seek input on the LCAP. There have been no comments received; however, as comments are shared, a written response will be given.

<p>Annual Update: The District used the following process for stakeholder input 2014-15:</p> <ol style="list-style-type: none"> 1) Parents, community members, local bargaining units, and other stakeholders have been involved in LCAP process. Information was posted on our website, including an informational slide show on LCAP, LCFF, and Common Core. Stakeholders also have access to our working LCAP document. The Dehesa School Board, Dehesa Parents' Club, Dehesa School Site Council, Dehesa Teachers' Association, California School Employees' Association, and bilingual parents were presented LCAP information and gave their input. 2) The stakeholders were included in a timely manner to ensure engagement and efficient development of the LCAP process in the following ways: <ol style="list-style-type: none"> a. LCAP Training/Inservice January 16, 2015 and February 6, 2015 attended by Dehesa Leadership Team November 2013 the School Board and staff were given an overview of LCAP b. February 26, 2015 and April 23, 2015 the School Site Council and other parent groups were given an overview of LCAP and opportunities to give input. c. February 11 and June 10 the Dehesa school staff review the goals and gave valuable input d. April 2014 the Dehesa Leadership Team began meeting to review and edit the draft created by the staff. The Team continued to meet regularly to complete the LCAP. 3) Quantitative and qualitative data/metrics were made available to stakeholders related to the state priorities in the following ways: <ol style="list-style-type: none"> a. LCAP working document was converted to a Google Doc and made available to staff and School Site Council b. All stakeholders were given the opportunity to give input on the priorities 	<p>Annual Update: 2014-15</p> <p>Stakeholder input was invaluable and guided the formation of goals. Reciprocal accountability was built within our process to insure that all of the priorities were addressed to meet the needs of our learning community.</p> <p>Some of the changes that were made in the LCAP prior to the adoption as a result of comments and other feedback were:</p> <ol style="list-style-type: none"> a. Condensed goals from 14 to 6 b. Postponed/rescheduled playground upgrade/painting because of construction project <p>The involvement of stakeholders supported improved outcomes for pupils related to the state priorities by addressing and implementing input based on professional experiences and/or data. Each stakeholder had an important role in identifying areas that could have been overlooked by other groups. Their input was invaluable in insuring that all priorities were addressed from all angles.</p>
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- c. All stakeholders reviewed data including state and district assessments, attendance, and Comprehensive English Language Test (CELT).
- 4) The following actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code section 52062
 - a. Advertised and conducted public hearings to seek input on the LCAP.
 - b. There have been no comments received; however, as comments are shared, a written response will be given.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Professional Development: Teachers/Staff/Parents Students need to be provided with a high quality of teaching. Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups) LCAP Year 1: 2015-2016	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify
Identified Need:	Students need to be provided with a high quality of teaching.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
Expected Annual Measurable Outcomes:	LCAP Year 1: 2015-2016 <ul style="list-style-type: none"> • Required number of staff members will attend the annual NEU Conference • Attend any applicable CCSS trainings/workshops • Analyze parent survey data to determine needs for Parent Ed. Opportunities • Continue to provide PD/training for social/emotional strategies for students • 100% of teaching staff are fully credentialed and highly qualified 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> • Increase PD opportunities for all teachers/paraprofessionals/staff • Continue bus driver PD as required by law • Provide training opportunities for maintenance and operations • Provide parent education opportunities as need and interest arises • Provide training to support physical education 	LEA-wide	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups: (Specify) _____
		Budgeted Expenditures
		\$2,500 (CERT PD) Title II, OB 5200 \$3,000 (Sub Pay) LCFF Base Grant OB 1100-000 \$1,000 (CLASS PD) RE 1100 OB 5200

			\$9,781(Aide) RE 0000 OB 2100
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GOAL:	Goal 3: Differentiated Instruction		Related State and/or Local Priorities: 1_ 2X 3__ 4X_ 5X_ 6X 7X 8X_ COE only: 9__ 10__ Local: Specify
Identified Need:	All students have access to instruction and curriculum/ materials that support their specific needs.		
Goal Applies to:	Schools: ; All Applicable Pupil Subgroups: ; All		
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implement an after school program to enhance learning • Maintain and replenish materials for science competitions, Elementary and Middle School • Implement an ELL program in addition to the computer based support including monitoring students' language proficiency • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase by 10% • Increase by 10% those students eligible for reclassification as English Proficient (RFEP) • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic programs and morning tutoring • PLT (Personalized Learning Time) a minimum of 2x a week • Study Skills Monday (6-8) • Provide ELL support and materials • Continue providing a PE/Reading Aide • Student will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies • Assign a paraprofessional to provide ELL support including monitoring student language proficiency to align support • Recognition of re-designation and achievement (ELL) • Increase outreach efforts to low income families 	<p>LEA-wide</p>	<p>XALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>	<p>\$103,739 LCFF Supplemental Grant OB 2100/3000's</p> <p>\$66,522 GL 5770 OB 5600</p> <p>\$500 RE 1100 OB 4300</p> <p>\$4,500 LCFF Supp Grant OB 1100</p> <p>\$1,500 LCFF Supp Grant OB 4300</p>
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<p>GOAL: Goal 4: Assessments and Data Analysis</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need: All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.</p>	<p>Schools: : All</p> <p>Applicable Pupil Subgroups: : All</p>
<p>Goal Applies to:</p>	<p>LCAP Year 1: 2015-16</p>
<p>Expected Annual</p>	<ul style="list-style-type: none"> • All students, including subgroups, will show growth on state designated target on CAASPP • By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention

Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention (3x year) Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 	LEA-wide	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,800 LCFF Base OB 5800 \$3,175 RE 1100 OB 5800	
GOAL: Goal 5: Technology	Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local: Specify _____			
Identified Need:	All students will have access to technology tools to support CCSS and 21st Century learning.			
Goal Applies to:	Schools: : All Applicable Pupil Subgroups: : All			
Expected Annual	LCAP Year 1: 2015-16 • Implement and maintain procedural safeguards and monitoring systems for student online devices			

Measurable Outcomes:	<ul style="list-style-type: none"> • Purchase technology apps, tools, and programs to support CCSS • Maintain/update/purchase computers, keyboards, and other support tools and devices • Continue monitoring technology-based support for alignment with CCSS • Upgrade and/or increase the number of student devices for daily use in the classroom • Continue to monitor and upgrade the network infrastructure to support technology needs 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete • Maintain/increase support for media/technology services • Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems. • Upgrade and/or increase the number of student devices for daily use in the classroom • Provide staffing and equipment to support computer lab access before and after school for students/family/community • Continue to provide ongoing membership with online learning programs 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) _____</p>	<p>\$42,753 LCFF Base OB 2200</p> <p>\$12,000 LCFF Base OB 4300</p> <p>\$15,000 Fund 17</p> <p>\$7,525 RE 1100 OB5800</p>

GOAL: Goal 6: Climate	Related State and/or Local Priorities: 1_ X 2_ 3X 4_ 5X 6X 7_ 8_ COE only: 9_ 10_ Local: Specify		
Identified Need:	All students have access to a safe and inviting campus, in order to promote student attendance and engagement.		
Goal Applies to:	Schools: ; All Applicable Pupil Subgroups: ; All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Complete Phase 2 and 3 of our school mural program ● Follow through with preventative maintenance schedule ● Begin Phase 1 of new playground program Peaceful Playgrounds (or equivalent) ● Prioritize and complete identified maintenance projects as funding permits ● Increase district-wide attendance rate by 1.0 over the baseline ● A decrease in baseline in chronic absenteeism by 10% ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain grade 8 dropout rate with no students dropping out ● Teachers continue to implement/support college readiness strategies and vocabulary 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> ● Implement Phase 2 and 3 of the NEU school murals with parent involvement ● Perform bus service inspections and maintenance as need and/or required by law 		LEA-wide	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)
		Budgeted Expenditures	\$57,125 RE 0982 OB 2200 \$107,214 Fund 14 \$500

<ul style="list-style-type: none"> ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities ● Continue to provide incentives for attendance, academics, and character success ● Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance ● Provide regular bus service to and from school 			<p>LCFF Base OB 4300</p> <p>\$3,000 RE 1100 OB 430</p> <p>\$22,000 RE 0982 OB4300</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL: Goal 1: Professional Development: Teachers/Staff/Parents		Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify	
Identified Need: Students need to be provided with a high quality of teaching.			
Goal Applies to: Schools: All Applicable Pupil Subgroups: All (including Lower income, English Learners, students with disabilities and all other significant sub groups)			
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> Required number of staff members will attend the annual and/or National NEU Conference Attend any applicable CCSS trainings/workshops Analyze parent survey data to determine needs for Parent Ed. Opportunities Continue to provide PD/training for social/emotional strategies for students 100% of teaching staff are fully credentialed and highly qualified 			
Actions/Services <ul style="list-style-type: none"> Increase PD opportunities for all teachers/paraprofessionals/staff Continue bus driver PD as required by law Provide training opportunities for maintenance and operations Provide parent education opportunities as need and interest arises 		Scope of Service LEA-wide	Pupils to be served within identified scope of service X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____
		Budgeted Expenditures 2,500 (CERT PD) TITLE II, OB 5200 \$3,000 (Sub pay) LCFF Base Grant OB 1100-000	

<ul style="list-style-type: none"> Provide training to support physical education 		\$1,000 (CLASS PD) RE 1100 OB 5200
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GOAL: Goal 2: Curriculum for CCSS and National Standards		Related State and/or Local Priorities: 1X_ 2X_ 3__ 4 X 5 X 6__ 7X_ 8X_ COE only: 9__ 10__ Local: Specify
Identified Need: Access to standard aligned instructional materials and implementation of standards for all students.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	LCAP Year 2: 2016-2017
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Teachers continue to collaborate to discuss the transition to CCSS. Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access Students will receive instruction that is increasingly aligned to the CCSS Students will continue to collaborate weekly to discuss the transition to CCSS 	
Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> ● Adopt chosen CCSS ELA curriculum and materials ● Purchase interim/supplemental curriculum/materials ● Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education ● Continue to fund Physical Education Program at Sycuan, inc. transportation ● Continue to provide PE/Reading Aide 	<p>LEA-wide</p>	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) _____</p>	<p>\$35,000 Fund 17</p> <p>\$6,000 RE 6300 OB 4100-4300</p> <p>\$4,665 (Sycuan PE Program) RE 1100 OB 4300</p> <p>\$9,781 (Aide) RE 0000 OB 2100</p>
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<p>GOAL: Goal 3: Differentiated Instruction</p>	<p>Related State and/or Local Priorities: 1_ 2X 3_ 4X 5X 6X 7X 8X COE only: 9_ 10_</p> <p>Local: Specify _____</p>
<p>Identified Need: All students have access to instruction and curriculum/ materials that support their specific needs.</p>	<p>Schools: ; All</p> <p>Applicable Pupil Subgroups: ; All</p>
<p>Goal Applies to:</p>	<p>LCAP Year 2: 2016-2017</p>
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ● Provided Personalized Learning Time (PLT) ● Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals ● Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE ● Implement an after school program to enhance learning ● Maintain and replenish materials for science competitions, Elementary and Middle School ● Continue ELL program in addition to the computer based support including monitoring students' language proficiency ● The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase ● Increase those students eligible for reclassification as English Proficient (RFEF) ● Continue to implement social/emotional programs for small groups as needed

<ul style="list-style-type: none"> Continue to provide 0.2 FTE licensed therapist Hire a school counselor, as funding allows 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> Provided Personalized Learning Time (PLT) Provide RTI Pull-out, push-in, and small groups with para professional Provide after school academic programs and morning tutoring PLT (Personalized Learning Time) a minimum of 2x a week Study Skills Monday (6-8) Provide ELL support and materials Continue providing a PE/ Reading Aide Student will have access and support for CCSS aligned instruction materials, adopted curriculum, and technology Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a pass for learning and improve attendance Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support Recognition of redesignation and achievement (ELL) Continue outreach efforts to low income families 	<p>LEA-wide</p>	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>
		<p>Budgeted Expenditure</p> <p>\$103,739 LCFF Supp Grant OB 2100</p> <p>\$66,522 GL 5770 OB 5600</p> <p>\$500 FE 1100 OB 4300</p> <p>\$4,500 LCFF Grant OB 1100</p> <p>\$1,500 LCFF Supp Grant OB 4300</p>

<p>GOAL: Goal 4: Assessments and Data Analysis</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need: All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.</p>	
<p>Goal Applies to: Schools: ; All</p> <p>Applicable Pupil Subgroups: ; All</p>	
<p>Expected Annual LCAP Year 2: 2016-2017</p> <p>• All students, including subgroups, will show growth on state designated target on CAASPP</p>	

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> Maintain procedural safeguards and monitoring systems for student online devices Purchase technology apps, tools, and programs to support CCSS Maintain/update/purchase computers, keyboards, and other support tools and devices Continue monitoring technology-based support for alignment with CCSS Upgrade and/or increase the number of student devices for daily use in the classroom Continue to monitor and upgrade the network infrastructure to support technology needs 	<ul style="list-style-type: none"> Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete Maintain/increase support for media/technology services Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems. Upgrade student devices for daily use in the classroom Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community Continue to provide ongoing membership with online learning programs 	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>
			<p>Budgeted Expenditures</p> <p>\$2,800 LCFF Base</p> <p>OB 5800</p> <p>\$3,175</p> <p>RE 1100</p> <p>OB 5800</p>

<p>GOAL: Goal 6: Climate</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local: Specify _____</p>
<p>Identified Need: All students have access to a safe and inviting campus, in order to promote student attendance and engagement.</p>	

Goal Applies to:	Schools: ; All Applicable Pupil Subgroups: ; All		
	LCAP Year 2: 2016-2017		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Complete remaining Phases of our school mural program ● Follow through with preventative maintenance schedule ● Begin Phase 2 of new playground program, Peaceful Playgrounds (or equivalent) ● Prioritize and complete identified maintenance projects as funding permits ● Increase district-wide attendance rate by 1.0 over the baseline ● A decrease chronic absenteeism ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain grade 8 dropout rate with no students dropping out ● Teachers continue to implement/support college readiness strategies and vocabulary 		
Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other _____ Subgroups: (Specify) _____	Budgeted Expenditures \$57,125 RE 0982 OB 2200 \$107,214 Fund 14 \$500 LCFF Base OB 4300 \$3,000 RE 1100 OB 430 \$22,000 RE 0982 OB 4300
<ul style="list-style-type: none"> ● Implement the next Phase of the NEU school murals with parent involvement ● Perform bus service inspections and maintenance as need and/or required by law ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities ● Continue to provide incentives for attendance, academics, and character success ● Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance 			

<ul style="list-style-type: none"> Provide regular bus service to and from school 		
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GOAL:	Goal 1: Professional Development: Teachers/Staff/Parents	Related State and/or Local Priorities: 1X 2X 3X 4X 5X 6 7 8 COE only: 9 10 Local: Specify
Identified Need:	Students need to be provided with a high quality of teaching.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)	
Expected Annual Measurable Outcomes:	LCAP Year 3: 2017-2018 <ul style="list-style-type: none"> Required number of staff members will attend the annual and/or National NEU Conference Attend any applicable CCSS trainings/workshops Analyze parent survey data to determine needs for Parent Ed. Opportunities Continue to provide PD/training for social/emotional strategies for students 100% of teaching staff are fully credentialed and highly qualified 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase PD opportunities for all teachers/paraprofessionals/staff • Continue bus driver PD as required by law • Provide training opportunities for maintenance and operations • Provide parent education opportunities as need and interest arises • Provide training to support physical education 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>	<p>\$2,500 (CERT PD) Title II, OB 5200</p> <p>\$3,000 (Sub Pay) LCFF Base Grant OB 5200</p>

<p>GOAL: Goal 2: Curriculum for CCSS and National Standards</p>	<p>Related State and/or Local Priorities:</p> <p>1X 2X 3__ 4X 5X 6__ 7X 8X</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Access to standard aligned instructional materials and implementation of standards for all students.</p>
<p>Goal Applies to:</p>	<p>Schools: <input checked="" type="checkbox"/> All</p> <p>Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All (including Lower Income, English Learners, students with disabilities and all other significant sub groups)</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Teachers continue to collaborate to discuss the transition to CCSS. • Maintain stock of standards aligned instructional materials to ensure every pupil has sufficient access • Students will receive instruction that is increasingly aligned to the CCSS • Students will continue to collaborate weekly to discuss the transition to CCSS 			
<p>Actions/Services</p> <ul style="list-style-type: none"> • Adopt chosen CCSS ELA curriculum and materials • Purchase interim/supplemental curriculum/materials • Provide interim/supplemental materials for CCSS curriculum in History/Social Studies, Science (NGSS CA), and Physical Education • Continue to fund Physical Education Program at Sycuan, inc. transportation • Continue to provide PE/Reading Aide 	<p>Scope of Service</p> <p>LEA-wide</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>	<p>Budgeted Expenditures</p> <p>\$35,000 Fund 17</p> <p>\$6,000 RE 6300 OB 4100-4300</p> <p>\$4,665 (Sycuan PE Program) RE 1100 OB 4300</p>

<p>GOAL: Goal 3: Differentiated Instruction</p>	<p>Related State and/or Local Priorities: 1_ 2X 3__ 4X 5X 6X 7X 8X__ COE only: 9__ 10__ Local: Specify</p>	
<p>Identified Need:</p>	<p>All students have access to instruction and curriculum/ materials that support their specific needs.</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All Applicable Pupil Subgroups: ; All</p>	
<p>LCAP Year 3: 2017-2018</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Continue to provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide for cohesive and coherent learning opportunities including: ELA, Math, HSS, Science, VAPA, PE • Implement an after school program to enhance learning • Maintain and replenish materials for science competitions, Elementary and Middle School • Continue ELL program in addition to the computer based support including monitoring students' language proficiency • The percent of English learners reaching or maintaining English language proficiency on the CELDT will increase • Increase those students eligible for reclassification as English Proficient (RPEP) • Continue to implement social/emotional programs for small groups as needed • Continue to provide 0.2 FTE licensed therapist • Hire a school counselor, as funding allows 	
<p>Actions/Services</p>	<p>Scope of Service LEA-wide</p>	<p>Pupils to be served within identified scope of service X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>
<ul style="list-style-type: none"> • Provided Personalized Learning Time (PLT) • Provide RTI Pull-out, push-in, and small groups with paraprofessionals • Provide after school academic programs and morning tutoring • PLT (Personalized Learning Time) a minimum of 2x a week • Study Skills Monday (6-8) • Provide ELL support and materials • Continue providing a PE/ Reading Aide • Student will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology • Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a pass for learning and improve attendance • Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies • Continue to provide a paraprofessional to provide ELL support including monitoring student language proficiency to align support • Recognition of redesignation and achievement (ELL) • Continue outreach efforts to low income families 	<p>Budgeted Expenditures</p> <p>\$103,739 LCFF Supp Grant OB 2100</p> <p>\$86,522 GL 5770 OB 5600</p> <p>\$500 FE 1100 OB 4300</p> <p>\$4,500 LCFF Supp Grant OB 1100</p> <p>\$1,500 LCFF Supp Grant</p>	

		OB 4300
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<p>GOAL: Goal 4: Assessments and Data Analysis</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need: All students will be assessed, and data collected, in order to enhance student achievement and instructional effectiveness.</p>	
<p>Goal Applies to: Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All</p>	<p>LCAP Year 3: 2017-2018</p>
<p>Expected Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • All students, including subgroups, will show growth on state designated target on CAASPP • By end of year, all students will meet or exceed designated target scores in MAP testing, using results to drive instruction and intervention 	
<p>Actions/Services</p> <ul style="list-style-type: none"> • Continue MAP testing, using results to drive instruction and intervention (3x year) • Ensure staff and paraprofessionals are trained for CAASPP as test administrators and/or proctors and coordinators • Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing 	<p>Scope of Service LEA-wide</p>
	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>
	<p>Budgeted Expenditures</p> <p>\$2,800 LCFF Base OB 5800</p> <p>\$3,175 RE 1100 OB 5800</p>

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GOAL: Goal 5: Technology	Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local: Specify	
Identified Need:	All students will have access to technology tools to support CCSS and 21st Century learning.	
Goal Applies to:	Schools: ; All Applicable Pupil Subgroups: ; All	
LCAP Year 3: 2017-2018		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain procedural safeguards and monitoring systems for student online devices • Purchase technology apps, tools, and programs to support CCSS • Maintain/update/purchase computers, keyboards, and other support tools and devices • Continue monitoring technology-based support for alignment with CCSS • Upgrade and/or increase the number of student devices for daily use in the classroom • Continue to monitor and upgrade the network infrastructure to support technology needs 	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<ul style="list-style-type: none"> • Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete • Maintain/increase support for media/technology services • Improve network infrastructure as needed to include increased bandwidth, sufficient wireless 	LEA-wide	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____
	Budgeted Expenditures	\$42,753 LCFF Base OB 2200 \$12,000 LCFF Base OB 4300 \$15,000

<ul style="list-style-type: none"> - access points, scalable and reliable equipment, and device and software management systems. - Upgrade student devices for daily use in the classroom - Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community - Continue to provide ongoing membership with online learning programs 		<p>Fund 17</p> <p>\$7,525 RE 1100 OB 5800</p>
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<p>GOAL: Goal 6: Climate</p>		<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2__ 3<u>X</u> 4__ 5<u>X</u> 6<u>X</u> 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify</p>
<p>Identified Need:</p>	<p>All students have access to a safe and inviting campus, in order to promote student attendance and engagement.</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All</p> <p>Applicable Pupil Subgroups: ; All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">LCAP Year 3: 2017-2018</p> <ul style="list-style-type: none"> ● Complete remaining Phases of our school mural program ● Follow through with preventative maintenance schedule ● Begin Phase 2 of new playground program, Peaceful Playgrounds (or equivalent) ● Prioritize and complete identified maintenance projects as funding permits ● Increase district-wide attendance rate by 1.0 over the baseline ● A decrease chronic absenteeism ● Maintain 0 expulsion ● Suspension rate will decrease for all student groups ● Maintain grade 8 dropout rate with no students dropping out ● Teachers continue to implement/support college readiness strategies and vocabulary 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ● Implement the next Phase of the NEU school murals with parent involvement ● Perform bus service inspections and maintenance as need and/or required by law ● Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities ● Continue to provide incentives for attendance, academics, and character success ● Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrollment and attendance ● Provide regular bus service to and from school 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups: (Specify) _____</p>	<p>\$57,125 RE 0982 OB 2200</p> <p>\$107,214 Fund 14</p> <p>\$500 LCFF Base OB 4300</p> <p>\$3,000 RE 1100 OB 430</p> <p>\$22,000 RE 0982 OB 4300</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: 100% of teaching staff are fully credentialed and highly qualified as per credential audits and ongoing professional development, and placed in appropriate assignments for the pupils they are teaching.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: : All Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Students will be taught by highly qualified teachers, evidenced by credential audit; Monitor and update credentials and qualifications; Complete Math CCSS Training. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Students were taught by highly qualified teachers; Credentials and qualifications were monitored and updated All math teachers attended and completed Math CCSS Training 	
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<ul style="list-style-type: none"> Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time, after school workshops, conference and convention attendance, webinars, etc. 	<p>Budgeted Expenditures</p> <ul style="list-style-type: none"> CCSS math training \$6,766 (CCSS) Additional teacher training: \$2,000 		<p>Estimated Actual Annual Expenditure:</p> <p>\$5,572 CCS PD</p>

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		

-Original Goal #1 was partially dissolved and partially absorbed. All schools must hire highly qualified, credentialed teachers. New Goal #1 pertains to all PD.

<p>Original GOAL</p>	<p>Goal 2: Students have access to CCSS- aligned instructional materials, adopted curriculum, and technology that supports 21st century learning.</p>
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Related State and/or Local Priorities:

1 2 3 4 5 6
 7 8

5/26/2015 9:16 AM

COE only: 9__ 10__
Local : Specify

from prior year LCAP:		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Implement the newly adopted CCSS math program; Begin process of adopting new ELA and ELL CCSS program; Teachers collaborate weekly to discuss transition to CCSS; Maintain stock of standards-aligned instructional materials to ensure every pupil has sufficient access; Student will receive instruction that is increasingly aligned to CCSS. 	<ul style="list-style-type: none"> Implemented newly adopted CCSS math program; New materials for adoption of ELA and ELL CCSS program will not be made available for review until at least January of 2016; Teachers collaborated weekly to discuss transition of CCSS; Maintained stock of instructional materials; Students received instruction increasingly aligned to CCSS <p>Actual Annual Measurable Outcomes:</p>
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
<ul style="list-style-type: none"> Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; Maintain or increase support for media/technology services. 	\$31,000 from Unrestricted funds and CCSS	<ul style="list-style-type: none"> Established a technology reserve fund; Hired a new media-tech services position. <p>Estimated Actual Annual Expenditures</p> \$10,000 Tech Reserve \$22,916 Media-tech position

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>Scope of service:</p> <p>_____</p> <p>_____</p>		<p>Scope of service:</p> <p>_____</p> <p>_____</p>	

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

Both action items were completed; we will continue to fund a technology reserve for future expenditures.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: The district will provide students with a clean, healthy, physically, and emotionally safe learning environment including transportation.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: ___ ; All Applicable Pupil Subgroups: ___ All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ● Complete Phase 2 of our school mural program; ● Research hiring a school counselor; ● Follow through with preventative maintenance schedule; ● Appoint 0.2 FTE licensed therapist; ● Maintain 0.2 FTE licensed therapist; ● Prioritize and complete identified maintenance projects as funding permits; ● Decide on a playground program to improve enjoyment and safety; ● Investigate procedural safeguards and monitoring systems for student online devices; ● Respond to parent needs and interests from survey; establish plan of action; 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> ● Phase 2 not completed due to construction. ● Hiring a school counselor postponed until funding available; ● Preventative maintenance schedule followed, as planned; ● 0.2 FTE licensed therapist hired; ● Ongoing maintenance projects identified and prioritized; ● Playground program postponed due to construction; ● Procedural safeguards and monitoring systems researched; no decision made at this time; ● Parent needs identified; parent university nights offered;

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
	<ul style="list-style-type: none"> • Provide PD and training for social and emotional strategies for students; • Dehesa school will be at the "good or better" rating on the FIT • Increase district-wide attendance rate by .5% over the baseline; • Establish baseline for chronic absentee rate; • Maintain 0 expulsion; • Student suspension rate will decrease by 3% in year 1 for all student groups; • Maintain grade 8 dropout rate with no students dropping out. 			
	<ul style="list-style-type: none"> • Training for social/emotion strategies provided to the necessary staff; • Dehesa achieved "good or better" rating on the FIT; • District-wide attendance decreased; • Did not establish baseline for chronic absentee rate; • There were 0 expulsions; • Student suspension rate decreased by 3%; • Grade 8 dropout maintained at 0 			
	<ul style="list-style-type: none"> • Reports, inspections and meetings to guide improvements; • Implement phase 2 and 3 of the NEU school murals; • Perform bus service inspections and maintenance as need and/or required by law; • Continue bus driver PD as required by law; • Provide training opportunities for maintenance and operations. • Hire a school counselor; • Implement Peaceful Playgrounds, or similar program to increase safety and enjoyment of the playground facilities. 	Bus service, /inspections, & maintenance \$10,748 Unrestricted Funds Bus Driver PD \$200 Unrestricted Peaceful Playgrounds \$1,200 Unrestricted	<ul style="list-style-type: none"> • Completed reports, inspections, and meetings to guide improvements; • Phase 2 and 3 of NEU mural postponed due to construction • All required and necessary bus services and inspections performed; • Bus drivers attended required PD; • Hiring of a school counselor postponed until funding allows; • All playground research postponed due to construction. 	\$5,366 Bus Inspections \$3,406 Driver Training

	<p>Paint playground \$1,000 Unrestricted</p>		
<p>Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

What changes in actions, services, and expenditures will be made as a

result of reviewing past progress and/or changes to goals?

All playground and painting work will be postponed until school building construction is complete. The proposed attendance goal was unattainable. Attendance incentives will be increased.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4: Provide a well-balanced common core curriculum with a broad course of study that supports the development of reading, writing, and mathematical thinking proficiency, which includes college readiness.</p>	<p>Related State and/or Local Priorities: 1__ 2 X 3__ 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: ; All Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Begin process of adopting ELA and ELL CCSS curriculum; - Implement CCSS math curriculum; - Purchase technology apps, tools, and programs to support CCSS; - Teachers to continue to collaborate and implement college readiness strategies and vocabulary, including note taking and study skills . 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> -Adoption of ELA CCSS postponed until at least January 2016; - Researched ELL CCSS curriculum - adoption postponed until January 2016; - Researched supplemental and interim ELA materials to be purchased; - Purchased technology apps, tools, and programs to support CCSS; - Teachers collaborated on a variety of college readiness strategies.

Planned Actions/Services		Actual Actions/Services	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time, after school workshops, conference and convention attendance, webinars, etc.; - Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; - Maintain or increase support for media/technology services. 	<ul style="list-style-type: none"> - CCSS math training \$6,766 (CCSS) - Additional teacher training: \$2,000 Unrestricted \$31,000 from Unrestricted funds and CCSS 	<ul style="list-style-type: none"> • Teachers, staff, and paraprofessionals attended PD to support CCSS; • A technology reserve was funded • -teacher devices were replaced and new student devices purchased; • Library services position was amended to a media-tech position. 	<ul style="list-style-type: none"> \$5,572 CCSS PD \$10,000 Tech Reserve \$21,185 devices \$22,916 Library Position
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>		

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

Funding was received for technology; student devices were purchased.

Original GOAL from prior year LCAP:	<p>Goal 5: Increase and/or improve participation in parent/family involvement activities that support student learning parent/family participation in district leadership opportunities.</p> <p>Schools: All</p> <p>Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3_ x_ 4_ 5_ x_ 6_ x_ 7_ 8_ 9_ 10_</p> <p>COE only: 9_ 10_</p> <p>Local : Specify</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Analyze parent survey data and prioritize needs and wants; Continue to hold parent university nights based on parent interests; Implement strategies learned from parent support expert; Continue to calendar conferences for March and November. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Parent survey data was analyzed; No parent university nights were held due to unclear parent interests; Conferences took place in March and November.
LCAP Year: 2014-15		

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures	Estimated Actual Annual Expenditures	Budgeted Expenditures	Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Generate a parent survey to determine needs and interests; • Implement parent/family activities based on survey results; • Hire consultant Hjalmarson (or other parent support expert if she is available) to identify differentiated parent-involvement tiers and programs to support them; • Continue parent conferences 2x per year; • Provide SSC and DELAC, parent involvement conferences, and district strategic planning meeting. 	<ul style="list-style-type: none"> • Parent survey generated and disbursed; • Some parent/family activities done by staff and/or Parents' Club; • Consultant not hired due to lack of funding; • Conferences held in March and November; • SSC, DELAC, parent conferences, and district planning meetings held. 	<p>Consultant Unrestricted \$2,000</p>	<p>No costs associated with these services</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		

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

- Family-involvement consultant not hired, due to lack of funds.

Original GOAL from prior year LCAP:	Goal 6: Improve API annually using the California Assessment of Student Performance and Progress (CAASPP) based Smarter Balanced Assessment Consortium (SBAC).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dehesa Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.	
Expected Annual Measurable Outcomes:	Establish a baseline State designated target on CAASPP	Actual Annual Measurable Outcomes: State designated target not communicated as of this date.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time , after school workshops, conference and convention attendance, webinars, etc.</p> <p>- Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete;</p> <p>- Maintain or increase support for media/technology services.</p>	<p>- CCSS math training \$6,766 (CCSS)</p> <p>- Additional teacher training: \$2,000 Unrestricted</p> <p>\$31,000 from Unrestricted funds and CCSS</p>	<ul style="list-style-type: none"> Teachers, staff, and paraprofessionals attended PD to support CCSS; A technology reserve was funded -teacher devices were replaced and new student devices purchased; Library services position was amended to a media-tech position. 	<p>\$5,572 PD</p> <p>\$10,000 Tech Reserve</p> <p>\$21,185 devices</p> <p>\$22,916 Library Services Position</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal was absorbed into other, different numbered goals, in an effort to reduce redundancy in Actions.

Original GOAL from prior year LCAP:	<p>Goal 7: Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, physical education, and creativity to promote a passion for learning and improved attendance.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8_ <u> </u> COE only: 9_ <u> </u> 10_ <u> </u> Local : Specify _____</p>
Goal Applies to:	<p>Schools: _____ ; Dehesa Applicable Pupil Subgroups: _____ ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Continue to provide PLT; • Continue to provide RTI, pull-out, push-in, and small groups with paraprofessionals; • Continue attendance incentives/promotion program; • Continue to provide an aide for PE support; 	<ul style="list-style-type: none"> • PLT continued; • RTI, pull-out, push-in, and small groups provide; • Attendance incentives/promotions continues; • Aide for PE support provided;

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Budgeted Expenditures	Estimated Annual Expenditures
LCAP Year: 2014-15			
<ul style="list-style-type: none"> Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; Maintain or increase support for media/technology service; Continue to provide incentives for attendance, academics, and character success; Establish, purchase, and utilize communication tools/signage/spirit items to engage parents and the community in order to increase enrolment and attendance; Provide equipment and staff training/development to support physical education; Continue and/or increase funding for Physical Education Program at Sycuan, including transportation. 	<ul style="list-style-type: none"> - Provide a cohesive and coherent learning opportunities, including: ELA, math, HSS, science, VAPA, and PE. 	<ul style="list-style-type: none"> - Cohesive and coherent learning opportunities provided in all curriculum areas. 	<ul style="list-style-type: none"> \$10,000 tech reserve \$22,916 Library position \$0 (existing inventory) \$4,735 Sycuan PE \$12,792 PE Aide
<ul style="list-style-type: none"> \$31,000 from Unrestricted funds and CCSS Incentives Unrestricted \$500 Spirit/marketing \$500 6th-8th Sycuan PE Unrestricted \$7,500 PE Aide Unrestricted \$2,000 	<ul style="list-style-type: none"> A technology reserve was funded -teacher devices were replaced and new student devices purchased; Library services position was amended to a media-tech position; Incentives purchased and provided; NEU shirts purchased; MS staff attended Spark PE training; Sycuan PE program continued for 6th-8th grade. 		

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>_____</p> <p>_____</p> <p>_____</p>		<p>_____</p> <p>_____</p> <p>_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Action items from this goal are now listed under new Goal #6, Climate.</p>		

Original GOAL from prior year LCAP:	<p>Goal 8: Enhance student achievement and instructional effectiveness through use of current technology tools and programs.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ X 5__ X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
Goal Applies to:	<p>Schools: ; Dehesa Applicable Pupil Subgroups: ; All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain/update/purchase computers, keyboards, and other support tools and devices 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Technology devices maintained or replaced
Planned Actions/Services		LCAP Year: 2014-15 Actual Actions/Services	

Budgeted Expenditures	Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; Maintain or increase support for media/technology service; Continue to provide ongoing membership with online learning programs; Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology. 	<ul style="list-style-type: none"> A technology reserve was funded -teacher devices were replaced and new student devices purchased; Library services position was amended to a media-tech position. Memberships with several online learning programs renewed; New programs begun; Adopted curriculum and/or supplemental/interim materials provided to support CCSS.
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>
<p>Online memberships Unrestricted \$3,000</p> <p>Technology funding Unrestricted \$31,000</p>	<p>\$10,000 tech reserve</p> <p>\$21,185 devices</p> <p>\$22,916 Library position</p> <p>\$10,288 (memberships)</p> <p>\$36,319 CCSS materials</p>

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

This goal was divided and moved into new goals on 2015-2016 LCAP.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 9: Provide a variety of learning supports including differentiated instruction and interventions for all students needed to increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p>	<p>Related State and/or Local Priorities: 1_ 2_x 3__ 4x__ 5_x 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: _____ : Dehesa Applicable Pupil Subgroups: _____ : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Continue MAP testing, using results to drive instruction and intervention. Investigate new programs to upgrade/change Renaissance Learning/STAR; Investigate after school programs to enhance learning. 	Actual Annual Measurable Outcomes:
<ul style="list-style-type: none"> MAP testing continued 3x year; Renaissance Learning/STAR continued; added Mobymax for reading and math; Researched after school program options that were available within budget. 		
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
<ul style="list-style-type: none"> Continue to provide RTI pull-out and small reading groups with paraprofessionals; After school academic programs and morning tutoring with bus service; PLT (Personalized Learning Time) a minimum of 2x week; Study Skills Monday (6-8); Provide ELL support and materials; Continue providing a PE/Reading Coach; Computer Lab Time before and/or after school; Continue using MAP testing results to drive instruction and interventions (3x year); Investigate new programs to upgrade/change Renaissance Learning/STAR; Provide regular bus service to and from school 	<p>RTI Unrestricted \$4,000</p> <p>Bus service Unrestricted Trans. \$114,831</p> <p>PE/Read Aide Unrestricted \$4,000</p> <p>Computer Lab Unrestricted \$3,000</p> <p>Online learning Unrestricted \$2,500</p> <p>ELL</p>	<p>Continued to provide RTI pull-out and small reading groups with paraprofessionals;</p> <p>Provided after school academic programs and morning tutoring;</p> <p>Continued PLT (Personalized Learning Time) a minimum of 2x week;</p> <p>Offered Study Skills Monday (6-8);</p> <p>Provided ELL support and materials;</p> <p>Continued providing a PE/Reading Coach;</p> <p>Offered computer lab time before and/or after school;</p> <p>Continued using MAP testing results to drive instruction and interventions (3x year)</p> <p>Investigated new programs to upgrade/change Renaissance Learning/STAR</p>
		<p>Estimated Actual Annual Expenditures</p> <p>\$2,709 RTI</p> <p>\$5,729 After School programs</p> <p>\$4,583 ELL Support</p>

<ul style="list-style-type: none"> Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology; Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; Provide learning supports, including interventions, differentiated instruction, and other effective teaching strategies. 	<p>Resources 4201 and 4203 \$200</p> <p>Resource 4201 and 4203 \$2,703</p>	<ul style="list-style-type: none"> Provided regular bus service to and from school; Students were provided access and support for CCSS aligned instructional materials, adopted curriculum, and technology; Students were engaged in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; Provided learning supports, including interventions, differentiated instruction, and other effective teaching strategies. 	<p>\$49,502 Bus Services</p> <p>\$36,314 CCSS materials</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a</p>		<p>Bus services for after school programs and tutoring was not provided due to funding.</p>	

result of reviewing past progress and/or changes to goals?

Original GOAL from prior year LCAP:	Goal 10: Implement specific teaching strategies to assist students with disabilities and/or students with exceptional learning needs in accessing Common Core instruction.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools: ; Dehesa Applicable Pupil Subgroups: ; Students with disabilities		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Investigate alternative academic assessments; - Purchase and supplement science materials/curriculum to support science competitions; - Investigate professional development to support students with exceptional learning needs. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Investigated alternative academic assessments; - Purchased and supplemented science materials/curriculum to support science competitions; - Investigated professional development to support students with exceptional learning needs.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures	RTI Unrestricted \$4,000	-Continued to provide RTI pull-out and small reading groups with paraprofessionals; - After school academic programs and morning tutoring with bus service;	Estimated Annual Expenditures \$2,709 RTI \$5,729 Acad Programs

<p>- PLT (Personalized Learning Time) a minimum of 2x week;</p> <ul style="list-style-type: none"> - Study Skills Monday (6-8); - Provide ELL support and materials; - Continue providing a PE/Reading Coach; - Provide learning supports, including interventions, differentiated instruction, and other effective teaching strategies - Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology; - Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; 	<p>Bus service Unrestricted Trans. \$114,831</p> <p>PE/Read Aide Unrestricted \$4,000</p> <p>Computer Lab Unrestricted \$3,000</p> <p>Online learning Unrestricted \$2,500</p> <p>ELL Resources 4201 and 4203 \$200</p> <p>Resource 4201 and 4203 \$2,703</p>	<ul style="list-style-type: none"> - Offered PLT (Personalized Learning Time) a minimum of 2x week; - Offered Study Skills Monday (6-8); - Provided ELL support and materials; - Continued providing a PE/Reading Coach; - Provided learning supports, including interventions, differentiated instruction, and other effective teaching strategies - Students were given access and support for CCSS aligned instructional materials, adopted curriculum, and technology; - Engaged students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; 	<p>\$4,583 ELL Support</p> <p>\$12,792 PE Coach</p> <p>\$36,314 CCSS materials</p>
<p>Scope of service:</p> <p>ALL</p> <p>OR:</p> <p>Low Income pupils English Learners</p> <p>Foster Youth Redesignated fluent English proficient</p> <p>x Other Subgroups:(Specify) Students with disabilities</p>		<p>Scope of service:</p> <p>ALL</p> <p>OR:</p> <p>Low Income pupils English Learners</p> <p>Foster Youth Redesignated fluent English proficient</p> <p>x Other Subgroups:(Specify) Students with disabilities</p>	

Bus services for after school programs and tutoring was not provided due to funding.

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

Original GOAL from prior year LCAP:	<p>Goal 11: EL students are provided a support system that includes materials, services, programs, and paraprofessionals</p> <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:	<p>Schools: : Dehesa</p> <p>Applicable Pupil Subgroups: : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Investigate alternative academic assessments; Purchase and supplement science material/curriculum to support science competitions ; Investigate PD to support students with exceptional learning needs. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Alternative academic assessments were investigated and used on a trial basis; Minimal supplies were purchased; inventory to be taken this year; PD for students with exceptional learning needs investigated and attended.
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Planned Actions/Services	Actual Actions/Services
LCAP Year: 2014-15	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time , after school workshops, conference and convention attendance, webinars, etc. • Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; • Maintain or increase support for media/technology services. • Generate and implement a parent survey to determine needs and interests; • Implement parent/family activities based on survey results; • Hire consultant Fran Hjalmarson (or other parent support expert if she is unavailable) to identify differentiated parent-involvement tiers and programs to support them; • Continue parent conferences twice a year; • Provide SSC, DELAC, parent involvement conferences & district strategic planning meeting • Continue to provide RTI pull-out and small reading groups with paraprofessionals; 	<p>RTI Unrestricted \$4,000</p> <p>Bus service Unrestricted Trans. \$114,831</p> <p>PE/Read Aide Unrestricted \$4,000</p> <p>Computer Lab Unrestricted \$3,000</p> <p>Online learning Unrestricted \$2,500</p> <p>ELL Resources 4201 and 4203 \$200</p> <p>Resource 4201 and 4203 \$2,703</p> <p>Online memberships Unrestricted \$3,000</p>	<ul style="list-style-type: none"> • Library services position was amended to a media-tech position. • Continued to provide RTI pull-out and small reading groups with paraprofessionals; • Offered after school academic programs and morning tutoring; • Offered PLT (Personalized Learning Time) a minimum of 2x week; • Offered Study Skills Monday (6-8); • Provided ELL support and materials; • Continued providing a PE/Reading Coach; • Provided learning supports, including interventions, differentiated instruction, Teachers, staff, and paraprofessionals attended PD to support CCSS; • A technology reserve was funded -teacher devices were replaced and new student devices purchased; • and other effective teaching strategies 	<p>\$22,916 Library position</p> <p>\$2,709 RTI</p> <p>\$5,729 After School academic programs</p> <p>\$12,792 PE</p> <p>\$4,583 ELL Support</p> <p>\$5,572 CCSS PD</p> <p>\$10,000 tech reserve</p> <p>\$21,185</p>

<ul style="list-style-type: none"> • After school academic programs and morning tutoring with bus service; • PLT (Personalized Learning Time) a minimum of 2x week; • Study Skills Monday (6-8); • Provide ELL support and materials; • Continue providing a PE/Reading Coach; • Computer Lab Time before and/or after school; • Continue using MAP testing results to drive instruction and interventions (3x year); • Investigate new programs to upgrade/change Renaissance Learning/STAR; • - Provide regular bus service to and from school • Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology; • Engage students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; • Provide learning supports, including interventions, differentiated instruction, and other effective teaching strategies. • Assign a paraprofessional to provide ELL support including monitoring student language proficiency to align support; • Recognition of redesignation and achievement. 	<p>Technology funding Unrestricted \$31,000</p> <p>- CCSS math training \$6,766 (CCSS)</p> <p>Additional teacher training: \$2,000 Unrestricted</p> <p>\$31,000 from Unrestricted funds and CCSS</p>	<ul style="list-style-type: none"> • Students were given access and support for CCSS aligned instructional materials, adopted curriculum, and technology; • Engaged students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; • Parent survey generated and disbursed; • Some parent/family activities done by staff and/or Parents' Club; • Consultant not hired due to lack of funding; • Conferences held in March and November; • SSC, DELAC, parent conferences, and district planning meetings held. 	<p>\$36,314 CCSS materials</p>
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<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>.....</p>		<p>.....</p>	

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

Bus services for after school programs and tutoring was not provided due to funding.

<p>Original GOAL from</p>	<p>Goal 12: Provide student/family access to technology before and/or after school. Additionally, provide resources for increased outreach efforts to low income families, including home visits and meetings.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3x__ 4x__ 5__ 6x__ 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p>
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<p>prior year LCAP:</p>	<p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: : Dehesa Applicable Pupil Subgroups: : All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Plan and implement student/family/community support services; Hire/assign a classified staff member to monitor/supervise support services. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Various student/family/community support services provided; Classified staff designated to monitor/supervise specific support services.
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		
<ul style="list-style-type: none"> Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; Maintain or increase support for media/technology services; Generate and implement a parent survey to determine needs and interests; Continue to provide RTI pull-out and small reading groups with paraprofessionals; After school academic programs and morning tutoring with bus service; PLT (Personalized Learning Time) a minimum of 2x week; Study Skills Monday (6-8); Provide ELL support and materials; 	<p>Budgeted Expenditures</p> <p>\$31,000 from Unrestricted funds and CCSS</p> <p>RTI /Aide Unrestricted Classified Salaries \$4,000</p> <p>Bus Service Unrestricted \$114,831</p> <p>Computer lab Unrestricted \$3,000</p> <p>Online Prgm</p>	<p>Actual Actions/Services</p> <ul style="list-style-type: none"> A technology reserve was funded -teacher devices were replaced and new student devices purchased; Library services position was amended to a media-tech position. Continued to provide RTI pull-out and small reading groups with paraprofessionals; Offered after school academic programs and morning tutoring; Offered PLT (Personalized Learning Time) a minimum of 2x week;
		<p>Estimated Actual Annual Expenditures</p> <p>\$10,000 tech reserve</p> <p>\$21,185 devices</p> <p>\$22,916 Library position</p> <p>\$2,709 RTI</p> <p>\$5,729 After School academic programs</p>

<ul style="list-style-type: none"> • Continue providing a PE/Reading Coach; • Computer Lab Time before and/or after school; • Continue using MAP testing results to drive instruction and interventions (3x year); • Investigate new programs to upgrade/change Renaissance Learning/STAR; • Increase outreach to low income families. 	<p>Unrestricted \$2,500</p>	<ul style="list-style-type: none"> • Offered Study Skills Monday (6-8); • Provided ELL support and materials; • Continued providing a PE/Reading Coach; • Provided computer lab time before and after school; • Engaged students in personalized learning experiences using strategies to enhance student achievement that will promote a passion for learning and improve attendance; • Parent survey generated and disbursed; • Some parent/family activities done by staff and/or Parents' Club; 	<p>\$4,583 ELL Support \$12,792 PE Coach</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	

	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4x 5x 6x 7__ 8__ COE only: 9__ 10__ Local : Specify</p>
<p>Goal 13: Increase staff capacity to work with students in academic, character, social/emotional, and physical needs to improve student achievement, school climate, and student engagement.</p>	

<p>Schools: Dehesa</p>	
<p>Goal Applies to: Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Additional teachers/staff members and/or stakeholders attend NEU convention or conference; Implement social/emotional programs for small groups; Teachers will continue to collaborate weekly to discuss the transition to CCSS; Continue monitoring technology-based support for alignment with CCSS; Parent surveys will reflect increased engagement with school.
	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> 3 teachers/admin attended NEU convention; Social/emotional programs for small groups took place as scheduled; Teachers met weekly as a whole group, or teams, to discuss transition to CCSS; Technology-based support for alignment with CCSS was monitored and modified as necessary; Survey will be revised to include questions about engagement.

LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
<ul style="list-style-type: none"> Increase PD opportunities for teachers and paraprofessionals and classified staff to support implementation of CCSS, including English Language development by initiating personalized learning through release time, after school workshops, conference and convention attendance, webinars, etc. 	<ul style="list-style-type: none"> CCSS math training \$6,766 (CCSS) Additional teacher training: \$2,000 	<ul style="list-style-type: none"> Teachers, staff, and paraprofessionals attended PD to support CCSS. <p style="text-align: right;">\$5,572 CCSS PD</p>
		Estimated Actual Annual Expenditures

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

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

The next parent survey will be amended to include questions about engagement.

		Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal 14: Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, and monitoring of student progress.			
Schools: Dehesa			
Goal Applies to: Applicable Pupil Subgroups: All (including) Lower income, English learners, students with disabilities, and all other significant subgroups.			
Expected Annual Measurable Outcomes:	-Upgrade an and/or increase the number of student devices for daily use in the classroom; - continue to monitor and upgrade the network infrastructure to support technology needs.	Actual Annual Measurable Outcomes: -Increased the number of student devices; - Continued to monitor and upgrade the network as necessary.	
LCAP Year: 2014-15			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
<ul style="list-style-type: none"> Establish and fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete; Maintain or increase support for media/technology services; Improve network infrastructure to include increased bandwidth, sufficient wireless 		\$31,000 from Unrestricted funds and CCSS Inst. Supplies Unrestricted \$3,000 Student laptops \$???	<ul style="list-style-type: none"> Established a technology reserve fund; Hired a new media-tech services position;
		Estimated Actual Annual Expenditures	\$10,000 Tech Reserve \$22,916 Library position

- access points, scalable and reliable equipment, and device and software management systems.
- Upgrade and/or increase the number of student devices for daily use in the classroom;
- Adopt CCSS student and staff curriculum and materials for Math, ELA, Social studies, Physical Education and Science;
- Provide staffing and equipment to support computer lab access before an after school for students/family/community.

Math Curric.
\$????

- Infrastructure monitored and improvements researched;
- New student devices purchased;
- Adopted Math curriculum and/or supplemental/interim materials provided to support CCSS.

\$21,185 student devices
\$36,319 CCSS materials

<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	

.....	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Actions and Measurable Outcomes from this goal were merged into Technology and CCSS Curriculum goals in the new LCAP format.	

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: : \$ 94,812

Dehesa School District is a single-site district with an unduplicated pupil count of 52.17%. The District's supplemental funds will be used school-wide to support student achievement for all pupil subgroups, including English learners, students with disabilities, and all other significant subgroups.

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

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

52.17	%
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Nancy Hauer

From: Lori Wigg

Subject: 2015-16 Proposed District
Budget

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Education Code 42127 requires school districts to hold a public hearing prior to July 1st of each year on the budget to be adopted for the subsequent year. In accordance with Education Code Section 52062(b)(2), the public hearing for the budget must be held at the same meeting as the public hearing for the Local Control Accountability Plan (LCAP). Education Code Section 52062(b)(2) further requires the governing board of a school district to adopt the LCAP and the Budget at the same meeting. The meeting to adopt the Budget and the LCAP must be held after, but not on the same day as meeting for the public hearings.

Report:

The 2015-16 Budget Report is attached along with the required supplemental forms. The report indicates that Dehesa School District qualifies for a Positive Certification and will be able to meet its financial obligations for 2015-16 and the two subsequent fiscal years.

Financial Impact:

The Beginning Fund Balance for 2015-16 is projected at \$402,772. The 2015-16 Budget reflects a net decrease in fund balance of \$10,129, resulting in a combined Ending Fund Balance of \$392,643 on June 30, 2016.

Student Impact:

The 2015-16 Budget does not include reductions in District services currently provided to students.

Recommendation:

It is recommended that the Board adopt and approve the Proposed 2015-16 District Budget

Agenda Item #:VI.C.2

Dehesa School District

2015-16 Budget Report

June 25, 2015

The attached documents reflect the budget for Dehesa School District for the 2015-16 school year and the estimated revenues and expenditures for 2014-15.

Most of the comments in this narrative will address the general fund. Comments on Dehesa School District's other funds follow the information for the general fund. At this time Dehesa School District operates the following funds:

- Fund (01) General Fund Unrestricted & Restricted
- Fund (09) Charter Schools Special Revenue Fund
- Fund (12) Child Development Fund
- Fund (13) Cafeteria Fund
- Fund (14) Deferred Maintenance Fund
- Fund (17) Special Reserve
- Fund (20) Special Reserve for Postemployment Benefits
- Fund (21) Building Fund –Prop 39
- Fund (25) Capital Facilities
- Fund (40) Special Reserve/Capital Projects

Form 01 of the attached documents report on Dehesa School District's General Fund. Columns A through C reflect the revised budget for the 2014-15 school year. Columns D, E, and F reflect the proposed budget for 2015-16. The final column reflects the differences between the 2014-15 budget and the proposed budget for 2015-16.

The report separates appropriations into unrestricted and restricted dollars. All restricted revenue may be expended only in the manner prescribed by the donor agency. Unrestricted revenues fund the ongoing educational programs of the District, and also may be utilized to support or supplement certain restricted programs.

Pages 1-3 of Form 01 are summary pages for the General Fund. Income and expenditures are detailed in the pages that follow.

Revenues

The total revenues for 2015-16 are estimated at \$3,336,319, as compared to \$3,199,729 in 2014-15. This is an increase of \$136,590 from the 2014-15 budget. The following chart summarizes the changes in revenues by category.

REVENUES	2014-15	2015-16	DIFFERENCE
LCFF Revenue Sources	1,458,373	1,462,087	3,714
Federal Revenues	364,778	395,306	30,528
State Revenues	99,916	160,544	60,628
Local Revenues	1,276,662	1,318,382	41,720
TOTAL	\$3,199,729	\$3,336,319	\$136,590

Local Control Funding Formula (LCFF) revenues increased by \$3,714. A Cost of Living Adjustment (COLA) of 1.02% was applied to the based grant for 2015-16. The gap funding percentage increased from 29.15% in 2014-15 to 53.08% in 2015-16 to reflect the latest estimates from the Department of Finance. Since LCFF funding is based on the greater of the current year ADA or the prior year ADA, LCFF revenues in 2014-15 were calculated based upon Dehesa School District's 2013-14 ADA of 181.27. For 2015-16, LCFF funded ADA decreased to 172.09 to reflect the actual P2 attendance in 2014-15.

The following chart summarizes the ADA projections used to develop the 2015-16 Budget.

SCHOOL	PROJECTED ADA
Dehesa School District	172.09
Dehesa Charter School	1,096.30
Community Montessori	373.47
The Heights	169.09
Methods Charter	84.55
Mosaica Charter School	29.87
Diego Hills	994.64
TOTAL	2,920.01

Federal Revenues (Form 01, page 1, line A2)

Federal Revenues increased from \$364,778 in 2014-15 to \$395,306 in 2015-16. The net difference of \$30,528 is due the combination of an increase in the IDEA grant for Special Education of \$33,129 combined with a decrease of \$2,601 in the Title VII program as a result of one-time funds from 2013-14 that carried over to 2014-15.

Other State Revenues (Form 01, page 1, line A3)

State Revenues increased by \$60,628 due to a combination of increases and decreases across multiple programs. A summary of the state program revenues that changed is provided on the following table.

STATE PROGRAM	CHANGE	EXPLANATION
Mandated Costs	86,228	Funding Increase outlined in the May Revise
Lottery	(2,059)	Declining Lottery ADA
Proposition 39*	(27,545)	One-time carryover in 2014-15
Mental Health Funds	4,233	Funding Increase
Other State Revenues	(205)	One-time funding for assessments in 2014-15
TOTAL	\$60,628	

Local Revenues (Form 01, page 1, line A4)

Local Revenues increased by \$41,720 due to the following two adjustments: 1) Special Education funding from the SELPA increased by \$44,495 to account for growth in Charter ADA and 2) Interest and other local revenue projections were updated, yielding a net decrease of \$2,775 from 2014-15.

Expenditures

The total expenditures projected for 2015-16 are \$3,314,558. A breakdown of the expenses projected for 2015-16 as compared to 2014-15 is itemized on the following table.

Category	2014-15			2015-16		
	<i>Unrestricted</i>	<i>Restricted</i>	<i>Total</i>	<i>Unrestricted</i>	<i>Restricted</i>	<i>Total</i>
Certificated Salaries	688,510	179,035	867,545	733,308	157,377	890,685
Classified Salaries	433,519	55,399	488,918	403,888	98,016	501,904
Employee Benefits	346,835	61,060	407,895	335,250	81,750	417,000
Books and Supplies	94,006	60,994	155,000	88,820	19,958	108,778
Services/Oper. Exp.	201,347	1,103,236	1,304,583	195,853	1,199,538	1,395,391
Capital Outlay	7,063	4,271	11,334	800		800
Other Outgo	(21,097)	21,097	-	(467)	467	-
TOTAL	\$1,750,183	\$1,485,092	\$3,235,275	\$1,757,452	\$1,557,106	\$3,314,558

Certificated Salaries (Form 01, page 1, line B1)

Certificated salaries increased by \$23,140 from \$867,545 in 2014-15 to \$890,685 in 2015-16. The budget was increased to reflect step and column advancements as well changes in administrative positions for 2015-16. These increases were offset by reductions made in salaries as a result of three certificated resignations. Replacements for these positions are projected at Grade 5, Step 3 on the certificated salary schedule.

Classified Salaries (Form 01, page 1, line B2)

Classified Salaries increased by \$12,986 from \$488,918 in 2014-15 to \$501,904 in 2015-16. The budget was increased to reflect classified step advancements as well as mid-year changes in classified positions that occurred in 2014-15 but are effective for the full school year in 2015-16.

Benefits (Form 01, page 1, line B3)

Employee benefits increased by 2.2% to reflect the increases in certificated and classified salaries along with changes in statutory benefit rates for 2015-16. The STRS rate increased from 8.88% in 2014-15 to 10.73% in 2015-16. The PERS rate increased from 11.771% in 2014-15 to 11.847% in 2015-16. In addition, the budget for retiree health benefits was adjusted to account for mid-year changes in retiree health costs.

Books and Supplies & Services (Form 01, page 1, line B4)

The Books and Supplies category decreased by 29.8% due to the net combination of several increases and decreases. The general instructional supplies budget increased slightly to account for inflationary adjustments. These increases were offset by one-time expenses for Common Core (\$33,379) and

unrestricted textbook purchases (\$21,383) made in 2014-15. The net result was an overall decrease of \$46,222.

Services and Operating Expenditures (Form 01, page 1, line B5)

The Services and Operating expense category increased by \$90,807. The majority of the increase occurred within the Special Education program and is due to growth in Charter School ADA. As Charter ADA increases, Special Education services to our charters increase accordingly. A breakdown of the change in services by resource/program is outlined below.

Resource	Program	2014-15	2015-16	Change
0000000	General	180,384	176,153	(4,231)
0982000	Transportation	8,801	7,000	(1,801)
1100000	Lottery	12,162	12,700	538
4035000	Title II		3,367	3,367
3310000	Spec Ed (Fed)	238,614	274,501	35,887
6500000	Spec Ed (State)	835,711	887,805	52,094
6512000	Spec Ed (Mental Health)	23,767	28,600	4,833
8150000	Main	1,880	2,000	120
TOTAL		\$1,301,319	\$1,392,126	\$90,807

Capital Outlay (Form 01, page 1, line B6)

Capital Outlay decreased by \$10,534 in 2015-16 due to the purchase of a new duplicator machine in 2014-15 and to adjust for one-time expenses funded by the Common Core program in 2014-15. No major expenditures for capital outlay are projected for 2015-16.

Other Financing Sources/Uses (Form 01, page 1, lines D1a & D1b)

The total transfers in increased from \$23,434 in 2014-15 to \$31,200 in 2015-16 to reflect increases in stipends and salaries funded by Fund 17 (Charter Reserve Fund). Transfers out decreased from \$126,880 in 2014-15 to \$63,090 as a result of the transfer made to the retiree benefit fund in 2014-15. The District transferred \$67,519 to Fund 20 (Retiree Benefit Fund) in 2014-15 to fund the annual required contribution (ARC) for retiree benefits. The District is not projecting to fund the ARC in 2015-16.

Net Increase/Decrease in Fund Balance (Form 01, page 2, line E)

The ending fund balance is projected to decrease by \$10,129 in 2015-16. The unrestricted fund balance is projected to increase by \$20,643, while the restricted fund balance is projected to decline by \$30,772.

Fund Balance Reserves (line F2, page 2, Form 01)

The unrestricted ending fund balance for 2015-16 is projected at \$319,940. Of this amount, \$6,000 is designated for revolving cash. The amount designated for economic uncertainties is \$313,940, which exceeds the 5% minimum reserve requirement mandated by the State.

Other Funds

Fund 09, Charter School Special Revenue Fund, is no longer in operation. The residual balance in this fund will be returned to the State upon completion of the final close out for Academy charter.

Form	Fund Description
09	Charter School Special Revenue Fund
Beginning Fund Balance 7/1/15	127,748
Revenues	385
Expenditures	-
Net Transfers In/Out	-
Ending Fund Balance 6/30/16	128,133

Fund 12, Child Development Fund, is used to account for the District's before and after school program. The fund is projected to deficit spend in 2015-16, resulting in a contribution to the fund of \$13,090.

Form	Fund Description
12	Child Development Fund
Beginning Fund Balance 7/1/15	1
Revenues	48,514
Expenditures	61,604
Net Transfers In/Out	13,090
Ending Fund Balance 6/30/16	1

Fund 13, Cafeteria Fund, is used to record activity for the District's breakfast and lunch program. The fund is projected to deficit spend in 2015-16, resulting in a net decrease in fund balance of \$15,786.

Form	Fund Description
13	Cafeteria Fund
Beginning Fund Balance 7/1/15	16,591
Revenues	71,533
Expenditures	87,319
Net Transfers In/Out	-
Ending Fund Balance 6/30/16	805

The balance in Fund 14, Deferred Maintenance Fund, can be used to fund projects on the District's Deferred Maintenance Plan. The District is projecting to spend \$68,500 from this fund in 2015-16.

Form	Fund Description
14	Deferred Maintenance Fund
Beginning Fund Balance 7/1/15	107,215
Revenues	325
Expenditures	68,500
Net Transfers In/Out	-
Ending Fund Balance 6/30/16	39,040

Fund 17, Special Reserve/Charter Fund, is the reserve fund maintained by the District as a result of charter school operations. The District is projecting to transfer \$31,200 from this fund to the general fund in 2015-16 for approved salaries and stipends related to managing charter school activities. The net change in fund balance is projected at \$18,880 in 2015-16.

Form	Fund Description	
17	Special Reserve (Charter) Fund	
	Beginning Fund Balance 7/1/15	516,269
	Revenues	140
	Expenditures	-
	Transfers In	50,000
	Transfers Out	31,200
	Ending Fund Balance 6/30/16	535,209

Fund 20, Special Reserve for Postemployment Benefits, is used accumulate reserves for retiree health benefits. The annual required contribution (ARC) outlined in the actuarial report to fund the liability for postemployment benefits is \$67,519. The District funded the ARC in 2014-15, but is not projecting to fund it again in 2015-16.

Form	Fund Description	
20	Special Reserve for Postemployment Benefits	
	Beginning Fund Balance 7/1/15	67,529
	Revenues	25
	Expenditures	-
	Net Transfers In/Out	-
	Ending Fund Balance 6/30/16	67,554

The balances in both Fund 21 (Bond/Building Fund) and Fund 25 (Capital Facilities/Developer Fee Fund) are projected to be fully spent and depleted in 2015-16 with the completion of the new building. The fund balances are outlined below.

Form	Fund Description	
21	Building Fund	
	Beginning Fund Balance 7/1/15	2,563,593
	Revenues	8,500
	Expenditures	2,572,093
	Net Transfers In/Out	-
	Ending Fund Balance 6/30/16	(0)

Form	Fund Description	
25	Capital Facilities Fund	
	Beginning Fund Balance 7/1/15	633,762
	Revenues	3,000
	Expenditures	635,000
	Net Transfers In/Out	-
	Ending Fund Balance 6/30/16	1,762

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Nancy Hauer

From: Lori Wigg

Subject: Revised Common Core
Spending Plan

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The initial spending plan for Common Core Funding was approved by the Board in November 2013. The attached spending plan reflects changes that have been made to the plan since the initial approval.

Report:

The revised spending plan is attached for your review.

Financial Impact:

The District received \$43,207 in one-time funding from the State for the purpose of providing support for the integration of new academic content standards in instruction as adopted by the State.

Student Impact:

Common Core Funds were used to purchase supplies and training materials for teachers to implement the new Common Core State Standards and to enhance instructional services provided to students.

Recommendation:

It is recommended that the Board approve the Revised Common Core Spending Plan

Agenda Item #:VI.C.3

Common Core Spending Plan (Revised)

English Language Arts/Math Materials	7,884.65
Staff Development for Teachers	4,314.55
Technology/Access to Curriculum	26,955.40
Other Related Expenses	4,052.40
TOTAL	43,207.00

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Nancy Hauer

From: Lori Wigg

Subject: Consolidated Application
Reporting System
(CARS) 2015-16

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

CARS is an on line system used by districts across the state to electronically apply for, manage, report and provide assurances that the district will comply with the legal requirements related to specific formulas driven by state and/or federal categorical programs. The online system enables districts to apply for categorical funding and track expenditures and program activities for the following federal programs:

Title I, Part A: Helping Disadvantaged Children
Title II, Part A: Improving Teacher Quality
Title III: Limited English Proficiency (LEP)
Title III: Immigrant Education

Report:

The consolidated application for Dehesa School District will be submitted online prior to June 30, 2015.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

Administration recommends approval to submit the 2015-16 Consolidated Application Reporting System (CARS) to the California Department of Education.

Agenda Item #:VII.C.4

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Resolutions 2015.6.1 and
Resolution 2015.6.2

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The Office of Public School Construction (OPSC) requires the Adoption of Two routine Resolutions, which are described as follows:

1. AUTHORIZING THE FILING OF ELIGIBILITY DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM

The purpose of this Resolution is to supersede the previous Resolution, which designated Janet Wilson, Superintendent and Tim Scheidt, Business Manager as authorized District Representatives to OPSC and instead designate the current Superintendent or his/her designee. This would be Nancy Hauer, Superintendent and Lori Wigg, Business Manager.

2. AUTHORIZING THE FILING OF DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM APPLICATIONS RECEIVED BEYOND BOND AUTHORITY LIST

The purpose of this Resolution is for the District to formally acknowledge to the State when filing an Application for Funding that the District is aware State Funds are exhausted and there is no guarantee of future funding. This Resolution must be Adopted and submitted with each Application for funding.

The Resolutions follow for consideration of the Board

FISCAL IMPACT:

None

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Governing Board Adopt Resolutions Authorizing the Filing of Eligibility Documents Under the State School Facility Program and Authorizing the Filing of Documents Under the State school Facility Program Applications Received Beyond Bond Authority List as presented.

Agenda Item #:VI.C.5-6

DEHESA SCHOOL DISTRICT

RESOLUTION NO. 2015-6-1

AUTHORIZING THE FILING OF DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM APPLICATIONS RECEIVED BEYOND BOND AUTHORITY LIST

WHEREAS, the Board of Education has determined that school facilities within the Dehesa School District within San Diego County need to be modernized and/or constructed; and

WHEREAS, the State Allocation Board has established an "Applications Received Beyond Bond Authority List" for projects that have been received.

Pursuant to Title 2, California Code of Regulations Section 1859.95.1, the School Board of Dehesa School District hereby acknowledges the following:

- (1) The Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested for the Dehesa Elementary School addition project.
- (2) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the projects and the acceptance of the applications does not provide a guarantee of future State funding.
- (3) The Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted.
- (4) The Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's Approved Application may be returned.
- (5) The Board acknowledges that they are electing to commence any pre-construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dehesa School District acknowledges the requirements for the submittal of documents under the State School Facility Program pursuant to Title 2, California Code of Regulations Section 1859.95.1.

PASSED AND ADOPTED by the Dehesa School District Board of Education on, _____, by the following vote:

- Ayes:
- Noes:
- Abstain:
- Absent:

I, _____, Clerk of the Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

Clerk of the Board of Education

DEHESA SCHOOL DISTRICT

RESOLUTION NO. 2015-6-2

AUTHORIZING THE FILING OF ELIGIBILITY DOCUMENTS UNDER THE STATE SCHOOL FACILITY PROGRAM

ON A MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the California State Legislature adopted the Leroy F. Greene School Facilities Act of 1998 ("Act"); and

WHEREAS, the Act and its implementing regulations set forth the procedures and eligibility requirements for applying for new construction and modernization funds from the State School Facility Program; and

WHEREAS, the Dehesa School District has a need for such funding; and

WHEREAS, the Dehesa School District is electing to participate in the State School Facility Program, and

NOW, THEREFORE, BE IT RESOLVED that the Dehesa School District Board of Trustees approves the submittal of eligibility and application documents under the State School Facility Program, and

FURTHER, THEREFORE, BE IT RESOLVED that the Dehesa School District Board of Trustees authorizes the Superintendent, the Superintendent's designee or other appropriate person to undertake all actions required to complete the State School Facility Program application and funding process.

PASSED AND ADOPTED by the Dehesa School District Board of Trustees on, _____, by the following vote:

Ayes:
Noes:
Abstain:
Absent:

State of California,
County of San Diego

I, _____, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

Clerk of the Governing Board

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Nancy Hauer

Subject: First Amendment to Site Lease, Sub Lease and Construction Services Agreement dated Feb 20, 2015

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The Board approved the Lease-Lease Back ("LLB") construction contract with West Coast Air Conditioning, Co., Inc. ("LLB Contractor") for the Dehesa Elementary School New Classroom Building(s) project (the "Project") on February 20, 2015. The approval of the contract included a preliminary Guaranteed Maximum Price ("GMP") for the Project of Three Million Nine Hundred Eleven Thousand Eight Hundred Eight and No/100 Dollars (\$3,911,808.00).

The final GMP for the Project has now been established with the acceptance of all the remaining bid prices for the subcontracts to be awarded by the LLB Contractor. The Final GMP shall be Three Million Eight Hundred Ninety-Seven Thousand Fifty-five and No/100 Dollars (\$3,897,055.00). This Amendment (see attached) is necessary to update the LLB contract terms and conditions in order to reflect the final GMP for the Project, as further described in Exhibit "A" to the Amendment.

FISCAL IMPACT:

Reduction of Project cost by \$14,753.

ADMINISTRATIVE RECOMMENDATION:

That the Superintendent or other authorized representative of the Dehesa School District be authorized to sign the First Amendment with West Coast Air Conditioning, Co., Inc., for the Dehesa Elementary School New Classroom Building(S) project as presented.

That the Superintendent or other authorized representative of the Dehesa School District be authorized to approve any future amendments to the Construction Services, Site and Sublease Agreements related to the use of the District's contingency funds within the approved.

Agenda Item #:VII.C.7

**FIRST AMENDMENT TO
SITE LEASE, SUBLEASE, AND CONSTRUCTION SERVICES AGREEMENT
FOR THE
DEHESA ELEMENTARY SCHOOL NEW CLASSROOM BUILDING(S) PROJECT**

THIS FIRST AMENDMENT is made and entered into this 25th day of June, 2015, by and between the **DEHESA SCHOOL DISTRICT**, a California School District organized and existing under the laws of the State of California (hereinafter referred to as the "District"), and **WEST COAST AIR CONDITIONING CO., INC.**, a corporation organized and operating under the laws of the State of California (hereinafter referred to as the "Contractor").

RECITALS

WHEREAS, the District and the Contractor entered into a Lease-Leaseback contract consisting of a Construction Services Agreement, a Site Lease and Sublease on or about February 20, 2015 (collectively, the "LLB Contract Documents"), for the Dehesa Elementary School New Classroom Building(S) Project (hereinafter referred to as the "Project"); and

WHEREAS, the LLB Contract Documents provide that they may be amended, altered or changed by a written agreement signed by both the District and the Contractor; and

WHEREAS, the District and the Contractor have determined that additional modifications to the LLB Contract Documents are now necessary due to the establishment of a mutually agreeable Final Guaranteed Maximum Price ("Final GMP"); and

WHEREAS, the District and the Contractor have participated in negotiations related to the adjustments to the term and payment provisions made necessary by the establishment of the Final GMP; and

WHEREAS, the District and the Contractor desire to amend the LLB Contract Documents to reflect the Final GMP.

AGREEMENT

NOW, THEREFORE, in good and valuable consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. The District and Contractor mutually desire to amend the LLB Contract Documents, as follows:
 - A) The "Final GMP" for the Project shall be **Three Million Eight Hundred Ninety-Seven Thousand Fifty-Five And No/100 Dollars (\$3,897,055.00)** for the work on the Project as further described in Final GMP Breakdown attached hereto as **Exhibit "A"**. The Contingency Fund shall remain at five percent (5%) as described in Section 4 of the Construction Services Agreement and in the amount set forth in Exhibit "A" hereto.

B) All references to the "Term" of the Site Lease and Sublease shall be amended to be consistent with the Final GMP set forth above.

2. In accordance with the LLB Contract Documents, this First Amendment shall only be effective upon the execution by both the District and the Contractor.
3. This First Amendment to the LLB Contract Documents may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
4. If any provision of this First Amendment to the LLB Contract Documents shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this First Amendment unless elimination of such provision materially alters the rights and obligations set forth herein.
5. This First Amendment to the LLB Contract Documents shall affect only the sections referred to herein and supersedes any previous amendments to such sections. All other terms and conditions of the LLB Contract Documents between the District and the Contractor shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this First Amendment to LLB Contract Documents, as of the day and year first above written.

DEHESA SCHOOL DISTRICT

**WEST COAST AIR CONDITIONING CO.,
INC.**

By: _____
Name: _____
Title: _____

By: _____
Name: _____
Title: _____

Date: _____

Date: _____

EXHIBIT A

DEHESA SCHOOL DISTRICT						
PROJECT:		Dehesa School - Phase I, 2 Story Guaranteed Maximum Price WEST COAST AIR				
						DATE: 02/23/15
		DESCRIPTION	QUANT	UNIT	UNIT COST	TOTAL
1		Job Conditions - Separate	9	mos	30,127	271,143
2		Architect fees, DSA fees - N.I.C.			0	0
3		Testing & Insp, SDG & E - N.I.C.			0	0
4		Termite protection - None shown	0	sf	0.00	0
5	31 10 00	Site clearing & excavation	1	ls	81,348	81,348
6	31 10 00	SWPP installation	1	ls	10,000	10,000
7	22 11 13	Site Utilities	1	ls	80,000	80,000
8	32 13 13	Site concrete - in bldg concrete	1	ls	0	0
9		Gunite swale	520	lf	35	18,200
10		Backfill, gravel, pipe bridge wall	1	ls	10,000	10,000
11	32 14 00	Interlocking pavers - None shown	0		0	0
12	32 12 16	Asphalt paving 17,119 sf	1	sf	75,475	75,475
13		Stripe and site signage	1	ls	3,035	3,035
14		Parking bumpers	1	ls	250	250
15		Irrigation & landscape patch	1	ls	5,000	5,000
16		Seed hillside	1	ls	4,500	4,500
17	32 22 10	SWPP maintenance	1	ls	5,000	5,000
18		Survey	1	ls	5,000	5,000
19		Basketball backboard	3	ea	3,000	9,000
20		Bench, bike rack - None shown	0	ls	0	0
21		Move play structure	1	ls	24,950	24,950
22	32 18 17	Fibar at play structure 5,000 sf	1	sf	15,000	15,000
23		Parking bumpers	3	ea	50	150
24	32 31 19	Fencing- new gates at drive entry	1	ls	5,000	5,000
25	03 30 00	Building Concrete	1	ls	288,182	288,182
26	04 20 00	CMU - split faced columns	1	ls	34,625	34,625
27	04 20 00	CMU @ electric gear - DELETED	1	ls	0	0
28	05 12 00	Structural steel	1	ls	348,450	348,450
29	05 12 00	Install FOB items	160	mh	60	9,600
30	05 30 00	Metal deck	1	ls	9,000	9,000
31	06 10 00	Framing	1	ls	447,401	447,401
32	06 41 16	Finish Carpentry	1	ls	68,532	68,532
33	06 41 16	Shelving units at storage	1	ls	2,000	2,000
34	06 41 16	SS backing & coat hooks	85	lf	60	5,100
35	07130	Sheet WP below topping	1,647	sf	5.00	8,235
36	07 21 00	Insulation	1	ls	14,690	14,690
37	07 25 00	Weather barrier - in lath & plaster	1	ls	0	0
38	07212	Sealor @ ext walkway, stair & ldg	1	ls	1,135	1,135
39	07 41 13	Architect Mtl Rf, SM & Acc	1	ls	107,318	107,318
40	07 54 23	Roofing	1	ls	36,888	36,888
41	07 80 00	Expansion joints	3	ea	450	1,350
42	07 80 00	Roof hatch with ladder up	1	ea	3,600	3,600
43	07 80 00	Solatubes DELETED	20	ea	0	0
44	07 84 00	Firestopping	1	ls	500	500

45	07 92 00	Sealants	1	ls	6,500	6,500
46	081 11 13	Hollow Metal Doors & frames	1	ls	49,756	49,756
47	08 91 19	Louvers above in HM & SM	1	ls	0	0
48	08 80 00	Glass & glazing, windows	1	ls	73,045	73,045
49	08 31 10	Access doors	5	ea	200	1,000
50	09 24 00	Lath & plaster	1	ls	142,722	142,722
51	09 24 00	Lath & plaster - add soffit vents	1	ls	3,500	3,500
52	09 29 00	Drywall	1	ls	68,900	68,900
53	09 29 00	Tile backer board - in drywall	1	ls	0	0
54	09 30 13	Tile	1	ls	62,962	62,962
55	09 60 50	Concrete floor sealer - SOG	228	sf	1.25	285
56	09 68 16	Carpet, Sheet vinyl & base	1	sf	29,792	29,792
57	09 68 16	Acoust clgs 6,000 sf	1	sf	41,800	41,800
58	09 68 16	FRP 500 sf - in acoustical	1	sf	0	-
59	09 91 13	Painting	1	ls	23,435	23,435
60	09 91 13	Painting at tackboard	1	ls	0	0
61	09 72 00	Tackwall - in acoustical	1	ls	0	0
62	09 77 23	Sound panel on walls - NONE	0	sf	0	0
63	10 11 00	Sliding Visual Display Boards	1	ls	16,515	16,515
64	10 14 19	Signage	1	ls	3,950	3,950
65	10 21 00	Plastic toilet compartants	1	ls	10,861	10,861
66	10 22 39	Folding panel partition	1	ls	18,950	18,950
67	10 28 00	Toilet accessories	1	ls	9,143	9,143
68	10 44 16	Fire extinguishers & cabinets	1	ls	1,568	1,568
69	10 51 13	Metal lockers	1	ls	10,990	10,990
70	10 75 16	Flag pole	1	ls	3,207	3,207
71	10 90 00	Misc. spec - video proj mount	1	ls	8,820	8,820
72	10 99 00	Proj scrns	1	ea	3,055	3,055
73	no spec	TV Brackets - NONE	0	ea	0	0
74	12 24 13	Window blinds	1	ls	5,024	5,024
75	21 13 00	Fire Sprinklers	1	ls	42,432	42,432
76		Upgrade existing RR's, HC access	1	ls	10,000	10,000
77	22 00 00	Plumbing	1	ls	166,640	166,640
78	22 00 00	Site Utilities - gas ln plbg above	0	lf	0	-
79	23 00 00	HVAC	1	ls	178,728	178,728
80	26 05 00	Site & Building Electrical	1	ls	296,100	296,100
81	26 05 00	Low voltage hardware allowance	1	ls	33,900	33,900
82	26 05 00	Site conduit - Allowance	1	ls	7,000	7,000
83		Phones - handsets by District	1	ls	0	0
84		Subtotal				3,340,237
85		Payment & Perormance Bonds	1.00	%		33,402
86		General Insurance	0.27	%		9,019
87		Builder's Risk Insurance	0.40	%		13,361
88		O & P	10.00	%		334,024
89		District contingency - separate	0.00	%		0
90		Architect contingency	2.00	%		66,805
91		Construction contingency	3.00	%		100,207
92		TOTAL Estimated GMP				3,897,055

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Lori Wigg

Subject: Education Protection
Account Resolution for
2015-16

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education and community college districts are required to determine how monies received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs. In accordance with this section, the governing board is required to make the spending determinations in an open session of a public meeting.

Report:

The annual EPA resolution for 2015-16 and the accompanying expenditure exhibits for 2014-15 and 2015-16 are attached.

Financial Impact:

The EPA revenues estimated for the District are \$204,445 for 2014-15 and \$208,192 for 2015-16.

Student Impact:

N/A

Recommendation:

It is recommended that the Board adopt the annual EPA resolution for 2015-16 regarding spending determinations and approve the attached EPA expenditure exhibits for 2014-15 and 2015-16.

Agenda Item #:VII.C.8

DEHESA SCHOOL DISTRICT

RESOLUTION – 2015-6-3

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Dehesa School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Dehesa School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2015.

Board Member

Board Member

Board Member

Board Member

Board Member

2015-16 Education Protection Account
Program by Resource Report
Projected Expenditures by Function - Detail

Projected Expenditures through: June 30, 2016
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	204,445.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		204,445.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	204,445.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		204,445.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Nancy Hauer

From: Lori Wigg

Subject: Intra-Budget Transfer
Resolution for 2014-15

Meeting Date: June 25, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

State Ed Code requires that a school district's actual expenditures cannot exceed its major category object spending amounts. Therefore, at year end, all districts need to review and adjust their final budgets to be within their actual year spending. Education Code 42601 authorizes the governing board to adopt a resolution which permits the County Superintendent to originate intra-budget transfers necessary for closing the district's records. This is a provision put in place in the event the District inadvertently neglects to do the same thing. There are eleven qualifying districts in San Diego County with Dehesa being one of them.

Report:

The County strongly encourages the qualifying small districts to pass the attached resolution as a fail-safe measure. This ensures that the "smalls" have the needed support, if needed, in closing out their financials for the year.

Financial Impact:

None

Student Impact:

N/A

Recommendation:

It is recommended that the Board approve the County's suggested Intra-Budget Resolution.

Agenda Item #:VII.C.9

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Nancy Hauer
Subject: Personnel
Recommendations

Meeting Date: June 18, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

The Governing Board is requested to approve/ratify the following personnel recommendations

Personnel:

Administration:

1. The Resignation of Resource Teacher, Laura Franchini, effective 6/17/15
2. The Resignation of SDC Teacher, Daniel Shea, effective 6/17/15
3. The hiring of Mynor Pinillos as a Middle School teacher effective for the 15/16 school year.

Agenda Item #:VII.E.