

Introduction:

LEA: Sonora Union High School District **Contact (Name, Title, Email, Phone Number):** Patrick A. Chabot, Superintendent, pchabot@sonorahs.k12.ca.us, 209-533-8510 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parents and Community The district hosted a parent forum at Sonora High School on October 22, 2016, to discuss revisions to LCAP goals and actions of the 2015-2016 school year and to provide information regarding technology, upgrades to the school infrastructure, student curriculum in the classroom, and site goals for the current the coming school year. At the meeting parents were encouraged to share their comments and opinions regarding district goals and actions and were provide with information regarding how each goal was going to be</p>	<p>The stakeholder forums provided consistent local priorities that were in line with state objectives: Conditions of Learning CL1) Access to the Common Core Standards, current adopted textual materials and core curriculum. CL2) Support for rigorous programs for students matriculating to four year colleges and universities.</p>

implemented at each school site.

On January 28, 2016, district administration met with parents and community groups to discuss progress on the current LCAP goals. During this same meeting, parents and school stakeholders were encouraged to complete a survey providing information about current goals and actions, and to provide feedback about future modifications. Information about the meeting, agenda and minutes were also available to parents and community members who did not attend the forum with the ability to provide input and feedback. Further parent input was gathered on March 25, 2016, where information from the previous meeting was reviewed, and parents were allowed to provide feedback from the data gathered during the previous meeting.

The draft goals and corresponding actions for the 2016-2017 LCAP were posted on May 13, 2016, for further parent and community input prior to the completion of the 2015-2016 school year.

Students

The district conducted three different student surveys designed to gather student input regarding school climate, technology, available school resources, and the school infrastructure: The California Healthy Kids Survey, BrightBytes Student Technology Survey, and a district created student survey designed to look at school culture and student services. Students were encouraged to share their comments and opinions regarding current initiatives within the district and each school site that are currently under development, initiatives that are proposed for the future, and elements that have been a part of the school culture for some time. Students at Sonora High School were provided with these surveys through their district-issued email addresses and through their social science classes. Students from the district's alternative education programs were provided with these surveys through their district-issued email address and through hard, paper copies of the survey as applicable (example; California Healthy Kids Survey) in order to provide equivocal representation of all district students.

Staff

District teachers and support staff met on January 20, 2016, and participated in a feedback cycle regarding revision to the LCAP goals on the corresponding actions. Staff input was then collected, documented, and analyzed prior to the

- CL3) Enhanced student wellness and health programs and initiatives.
- CL4) Support for career technical programs connecting students to the world of work.
- CL5) Critical importance of safe school campuses and well-maintained school facilities.
- CL6) Maintenance of additional student counseling and guidance programs.
- CL7) Intervention programs for students who are struggling with behavior, attendance and academics.
- CL8) Increased access to digital textual resources, online learning and wireless technology.
- CL9) Additional opportunities for project based learning and community classroom options.

Pupil Outcomes

- PO1) Preparation for all students to continue the transition to the new California State Standards and the California Assessment of Student Performance and Progress.
- PO2) Preparation for students to transition to college, university or post-secondary technical training.
- PO3) Support for struggling students including those identified as "at risk," English Language Learners, foster youth, and low socio-economic students.

Engagement

- E1) Create a welcoming attitude at all school sites for families and members of the community.
- E2) Develop additional forums for school and district engagement with the community.
- E3) Provide information on new district, state and federal educational initiatives.
- E4) Continue to involve parents and the community in school and district activities.

drafting of this document. An additional staff meeting was conducted on March 14, 2016, to clarify information in the LCAP and the discuss district priorities and the gather more staff input. All of the data from these meetings were aggregated by the management team and common themes were identified (March 31, 2016). Priorities were aligned to the current LCAP goals, and revisions to actions were identified as they helped to support priorities for the district and for each school site. the identified information and the resulting commentary was incorporated into the draft. A draft of the document and information regarding the LCFF (Local Control Funding Formula) was presented to all district stakeholders on May 17, 2016. A draft document that specifically outlined the goals and actions of the proposed LCAP was made available online for parent advisory, community, staff, and student review prior to board approval. Additional general information regarding the LCFF/LCAP was posted on the district website to allow for additional community feedback.

District Committees

Multiple district committees, which include staff, students, parents, as well as community stakeholders, were solicited for feedback regarding the LCAP goals and proposed actions. The committee involved included the Sonora High School Site Council, the SUHSD Wellness Committee, the SUHSD Confederation of Teachers, the SUHSD California School Employee's Association, the SUHSD Technology committee, Sonora High School Principal's cabinet, and the SHS WASC advisory committee. Input from each of these committees was collected, documented, and analyzed prior to the drafting of this document. Data from these meetings were aggregated by the management team and common themes were identified. Priorities for each school site and for the district were aligned to each goal and the corresponding actions were revised. The information was then incorporated into the draft document presented at the public hearing.

Public Hearing and Board Review

A public hearing and presentation was held on May 17, 2016, with the Sonora Union High School Board of Trustees. Changes were made to the LCAP and budget based on comments and suggestions from all stakeholders. Both documents were posted on the district website with links provided to all district school sites. On June 21, 2016, the revised LCAP and the budget was presented to the governing board for the proposed 2016-2017 fiscal year.

Board approval was granted concurrently on June 21, 2016, for the LCAP and the district's adopted budget.

Annual Update:

Information regarding the progress and status of actions was shared with staff members at monthly staff meetings as well as monthly leadership team meetings during the 2015-2106 school year. Annual update information was provided to parents and community stakeholder groups at monthly parent meetings, at quarterly site council meetings during the 2015-2016 school year (September-May). At each meeting district goals and each action were discussed regarding planned accomplishments and actions taken. Monthly information was shared with the Board of Trustees, with metric updates at the end of each school semester (November and May).

Annual Update:

In analyzing the 2015-2016 LCAP goals, feedback from staff, parents, and students, as well as analysis of established metrics slightly and steady growth in the proposed actions. Metrics were further modified to more closely align with the presented actions so feedback and growth could be more closely monitored in the coming years. Stakeholders also reported that the current goals were broadly aligned with the current direction of the school. No modifications were made to the written LCAP goals. Actions aligned to the district's goals were refined to further reflect the current initiatives of the district and to include more of an emphasis on staff support in order to meet the needs of the district's students.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Increase student performance and participation in all content areas and reinforce the strength of the district's comprehensive curriculum for all students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> * District-wide assessment for tracking student progress have begun to be development but are only in the preliminary stages. (1.1) * For the 2016-2017 school year, the school district will be hiring 3 new teachers. 5 teachers hired over the past two years still need to complete induction programs. (1.6, 1.11) * CAASPP Summative assessment data for English Language Arts indicated that 65% of the juniors tested performed At the Standard Level (3) or above. (1.1, 1.4, 1.6) * CAASPP Summative assessment data for math indicated that 21.4% of juniors tested were performing At Standard Level (3) or above. (1.1, 1.4, 1.6) * Students identified as "at risk" or as below grade level in one or more core subjects that had received remediation in order to transition to mainstream classes performed in bottom 20% of their mainstream classes based on grade reports. (1.1, 1.2, 1.4, 1.6) * The current ELA assessment is conducted through the Scholastic Reading Inventory (SRI) and is given to all incoming freshmen, freshmen, and new students to the district. 27% of tested students' scores below grade level indicating the need for intervention and support. (1.2, 1.3, 1.4) * The current Math assessment is conducted through the Scholastic Math Inventory (SMI) and is given to all incoming freshmen, freshmen, and new students to the district. 35% of tested students' scores below grade level indicating the need for intervention and support. (1.2, 1.3, 1.4) * The passage rate with a 3 or greater increased by 1%. (1.1, 1.6) * One new AP class was offered, that was previously not offered at Sonora High School. (1.5, 1.6) * In the past 5 years, Sonora High School has submitted 10 new courses to be on the A-G list. All ten have been approved. Ted Bird High School has submitted no classes to be approved for the A-G course list. (1.1, 1.5) * Teachers need ongoing Professional Development to support skill development necessary to implement the California State Standards and address needs of all students. (1.6, 1.11, 1.12) * Ten new field experiences were added to the school's annual field trip roster. (1.7) * The size of the EL support class grew by 25% during the 2015-2016 school year. (1.8) * CELDT Scores remained consistent with the previous school year. No students were Reclassified as Fluent English Proficient. (1.1, 1.2, 1.8) * Enrollment in the districts CTE courses did not change during the 2015-2016 school year. Anticipated enrollment during the 2016-2017 school year projects a 5% increase in student CTE course interest. (1.9, 1.13) * Average daily attendance was 97% with 211 instances of truancy recorded. (1.5, 1.7, 1.9, 1.10) 	
<p>Goal Applies to:</p>	<p>Schools: LEA-Wide Applicable Pupil Subgroups: All students</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- * The number of district-wide assessments and benchmarks will increase by 20% with specific focus in the Science department and the NGSS. (1.1, 1.5)
- * New hires to the district will report a sense of connection and support regarding their first year in the district. (1.6, 1.11)
- * CAASPP summative assessment data for ELA will increase by 10%. (1.1, 1.4, 1.6)
- * CAASPP summative assessment data will show an increase of 2% of students performing at or above grade level in math. (1.1, 1.4, 1.6)
- * 2% of students identified as "at-risk" enrolled in RTI classes will perform at or near grade level in mainstreamed classes. (1.1, 1.2, 1.4, 1.6)
- * SRI Lexile scores will increase by 2% for students who test below grade level and SMI Lexile scores will increase by 2% for students who test below grade level. (1.2, 1.3, 1.4)
- * UC/CSU A-G completion rate will increase by 2%. (1.1, 1.5)
- * Field trips and field experiences offered to students will increase by 5% across the district. (1.7)
- * 50% of classified EL students will make progress of one level or more toward English proficiency. (1.1, 1.2, 1.8)
- * 20% of students will have greater access to health curriculum and standards for healthy living. (1.12)
- * Enrollment in CTE courses will increase by 10%. (1.9, 1.13)
- * Average daily attendance will increase by 1%. (1.5, 1.7, 1.9, 1.10)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Implement year two of the Rigorous Curriculum Design (RCD) program in core content areas at all district sites.</p> <p>Continue the creation of the district-wide benchmark assessments based off of the work completed during the RCD process.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>HMH RCD Professional Development contract and materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,264</p>
<p>1.2 Continue to implement and revise created intervention classes, designed around the RTI model, that provides access to curriculum for special education students, EL students, low-income students, or other students identified as struggling with the regular course curriculum.</p>	Sonora High School	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$87,419</p> <p>Teacher Benefits 3000-3999: Employee Benefits Supplemental \$26,408</p>
<p>1.3 Maintain the expanded amount of classroom aides and paraprofessionals added during the 2015-2016 school year. Classroom aides were added to support</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>Paraprofessional Classroom Aides Salaries at SHS 2000-2999: Classified Personnel Salaries Supplemental \$87,182</p> <p>Benefits 3000-3999: Employee Benefits Supplemental</p>

<p>struggling and underperforming learners and to support classroom instruction in core and intervention courses.</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$31,192 Paraprofessional Classroom Aides Salaries at SHS 2000-2999: Classified Personnel Salaries Title I \$57,958 Benefits 3000-3999: Employee Benefits Title I \$27,309 Paraprofessional Classroom Aide Salary at Cassina HS 2000-2999: Classified Personnel Salaries Title I \$23,738 Benefits 3000-3999: Employee Benefits Title I \$6,263</p>
<p>1.4 Continue to provide students performing below grade level in English and Math with targeted intervention designed to support current class instruction and help progress forward to grade level proficiency.</p> <p>1.4a Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program.</p> <p>1.4b Support struggling and under performing math students with targeted intervention through the Basic Math Review program.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salary 1000-1999: Certificated Personnel Salaries Title I \$52,793 Benefits 3000-3999: Employee Benefits Title I \$15,554 Scholastic Read 180 Program 5800: Professional/Consulting Services And Operating Expenditures Lottery \$4,800 School 44 5000-5999: Services And Other Operating Expenditures Lottery \$19,300</p>
<p>1.5 Maintain the expansion of course offerings completed during 2015-2016 at all district sites and revise offerings as appropriate to continue to support students progress to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>1.5a Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>1.5b Increase A-G course offerings at Sonora High School.</p> <p>1.5c Increase A-G course offerings at Ted Bird High School.</p> <p>1.5d Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and Scout.</p>	<p>LEA-Wide</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>Additional Classes at Cassina, beyond required 3 hours per day. - Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$95,105 Teacher Benefits 3000-3999: Employee Benefits Supplemental \$25,934 Summer School Teacher Stipends 1000-1999: Certificated Personnel Salaries Title I \$6,500 Summer School benefits 3000-3999: Employee Benefits Title I \$1,064 1.5d: Additional class offerings - APEX for Cassina HS and Ted Bird HS 5800: Professional/Consulting Services And Operating Expenditures Lottery \$8,500</p>

<p>1.6 Provide teachers with content area specific to professional development including AP, Career Tech Ed., Physical Education, Next Generation Science Standards, and other core courses to ensure alignment to state standards and that courses are adequately preparing students for college and career.</p>	<p>LEA-Wide</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>Professional Development - Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,000</p> <p>Professional Development - Conference and travel 5000-5999: Services And Other Operating Expenditures Supplemental \$21,304</p> <p>Professional Development - Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,264</p>
<p>1.7 Continue to provide opportunities for outside of the classroom experiences for students including field trips, the AG Ranch, the High Sierra Boot Camp, and trips to college campuses.</p>	<p>LEA-Wide</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>Ag Ranch Certif Salary 1000-1999: Certificated Personnel Salaries Base \$59,976</p> <p>Ag Ranch Benefits 3000-3999: Employee Benefits Base \$13,774</p> <p>Ag Ranch Maint & Operations Worker 2000-2999: Classified Personnel Salaries Base \$37,576</p> <p>Ag Ranch M&O Benefits 3000-3999: Employee Benefits Base \$17,620</p> <p>High Sierra Academic Bootcamp 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Honors Program Coordinator 1000-1999: Certificated Personnel Salaries Base \$3,158</p> <p>Honors Prgm Benefits 3000-3999: Employee Benefits Base \$474</p>
<p>1.8a Designate an English Learner teacher and create a daily class for EL students in order support language development and instruction in other classes.</p> <p>1.8b Utilize designated EL teacher to support re-designated fluent English proficient students in current classes in order to reinforce learning and language progress.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>English Learner Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$15,200</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$4,216</p> <p>ELA Workshop (projected conference and travel costs) 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p>
<p>1.9 Support CTE class program options for students.</p> <p>1.9a Develop and refine current career pathways and work based learning opportunities for students within the district by working with community advisory groups and vocational experts to ensure relevant curriculum and new opportunities for student career options.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Career Technical Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$577,415</p> <p>Teacher benefits 3000-3999: Employee Benefits Base \$172,766</p>

<p>1.9b Support Career and College center with resources for students including programs and events for students.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.10a Support the maintenance of auxiliary programs, before school, during lunch, and after school, to help support struggling learners and increase contact time with teacher to student.</p> <p>1.10b Continue the lunch time Learning Lab, offered 5 days a week to support students in core subjects and to increase struggling students' contact time with teachers.</p>	<p>LEA-Wide</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>Additional Tutorial Teacher Hourly - TBD 1000-1999: Certificated Personnel Salaries Title I \$15,000</p> <p>Benefits - TBD 3000-3999: Employee Benefits Title I \$2,180</p> <p>APEX computer classes - Sonora HS 5800: Professional/Consulting Services And Operating Expenditures Lottery \$4,000</p>
<p>1.11 Expand teachers annual work days by two days in order to provide professional development services targeted at student engagement, student achievement, school climate.</p>	<p>LEA-Wide</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>Two days salary and benefits - Direct cost transfer from other programs 5700-5799: Transfers Of Direct Costs Supplemental 68,008</p>
<p>1.12 Adopt and implement a new Life Skills textbook that focused on state health standards while engaging pupils in meaningful curriculum to impact life-long healthy living.</p>	<p>Sonora High School</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>Lifeskills textbooks 4000-4999: Books And Supplies Other \$5,100</p>
<p>1.13 Implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.</p>	<p>Sonora High School</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>Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$15,200</p> <p>Benefits 3000-3999: Employee Benefits Base \$4,216</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> * The number of district-wide assessments and benchmarks will increase by 20% with continued focus in the Science department and the NGSS. (1.1, 1.5) * New hires to the district will report a sense of connection and support regarding their first year in the district. (1.6, 1.11) * CAASPP summative assessment data for ELA will increase by 2%. (1.1, 1.4, 1.6) * CAASPP summative assessment data will show an increase of 2% of students performing at or above grade level in math. (1.1, 1.4, 1.6) * 2% of students identified as "at-risk" enrolled in RTI classes will perform at or near grade level in mainstreamed classes. (1.1, 1.2, 1.4, 1.6) * SRI Lexile scores will increase by 2% for students who test below grade level and SMI Lexile scores will increase by 2% for students who test below grade level. (1.2, 1.3, 1.4) * UC/CSU A-G completion rate will increase by 2%. (1.1, 1.5) * Field trips and field experiences offered to students will increase by 5% across the district. (1.7) * 50% of classified EL students will make progress of one level or more toward English proficiency. (1.1, 1.2, 1.8) * 20% of students will continue have greater access to health curriculum and standards for healthy living. (1.12) * Enrollment in CTE courses will increase by 2%. (1.9, 1.13) * Average daily attendance will increase by 1%. (1.5, 1.7, 1.9, 1.10)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Implement year three of the Rigorous Curriculum Design (RCD) program in core content areas at all district sites.</p> <p>Continue the creation of the district-wide benchmark assessments based off of the work completed during the RCD process.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	HMH RCD Professional Development contract and materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental 33264
<p>1.2 Continue to implement and revise created intervention classes, designed around the RTI model, that provides access to curriculum for special education students, EL students, low-income students, or other students identified as struggling with the regular course curriculum.</p>	Sonora High School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Teacher Salaries - RESC 0935 - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental 87,419 Benefits - RESC 0935 - Supplemental 3000-3999: Employee Benefits Supplemental 26,408
<p>1.3 Maintain the expanded amount of classroom aides and paraprofessionals added during the 2015-2016</p>	LEA-Wide	<input type="checkbox"/> All OR:	Paraprofessional Salaries at SHS 2000-2999: Classified Personnel Salaries Supplemental 87,182

<p>school year. Classroom aides were added to support struggling and underperforming learners and to support classroom instruction in core and intervention courses.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Benefits 3000-3999: Employee Benefits Supplemental 31,192 Paraprofessional at SHS 2000-2999: Classified Personnel Salaries Title I 57,958 bens 3000-3999: Employee Benefits Title I 257,309 Para at Cassina 2000-2999: Classified Personnel Salaries Title I 23,738 bens 3000-3999: Employee Benefits Title I 6,263</p>
<p>1.4 Continue to provide students performing below grade level in English and Math with targeted intervention designed to support current class instruction and help progress forward to grade level proficiency.</p> <p>1.4a Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program.</p> <p>1.4b Support struggling and underperforming math students with targeted intervention through the Basic Math Review program.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 52,793 Benefits 3000-3999: Employee Benefits Title I 15,554 Scholastic Read 180 Program 5000-5999: Services And Other Operating Expenditures Lottery 4,800 School 44 5000-5999: Services And Other Operating Expenditures Lottery 19,300</p>
<p>1.5 Maintain the expansion of course offerings completed during 2015-2016 at all district sites and revise offerings as appropriate to continue to support students progress to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>1.5a Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>1.5b Increase A-G course offerings at Sonora High School.</p> <p>1.5c Increase A-G course offerings at Ted Bird High School.</p> <p>1.5d Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and Scout.</p>	<p>LEA-Wide</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>Additional Classes at Cassina, beyond required 4 hours per day - Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental 95105 Teacher benefits 3000-3999: Employee Benefits Supplemental 25934 smr schl 1000-1999: Certificated Personnel Salaries Title I 6500 bens 3000-3999: Employee Benefits Title I 1064 addtl class offerings 5800: Professional/Consulting Services And Operating Expenditures Lottery 8500</p>

<p>1.6 Provide teachers with content area specific to professional development including AP, Career Tech Ed., Physical Education, Next Generation Science Standards, and other core courses to ensure alignment to state standards and that courses are adequately preparing students for college and career.</p>	<p>LEA-Wide</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>consultants - teacher professional development 5800: Professional/Consulting Services And Operating Expenditures Title I 15,000 conf & travel 5000-5999: Services And Other Operating Expenditures Supplemental 21,304 consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental 33,264</p>
<p>1.7 Continue to provide opportunities for outside of the classroom experiences for students including field trips, the AG Ranch, the High Sierra Boot Camp, and trips to college campuses.</p>	<p>LEA-Wide</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>High Sierra Academic Boot Camp 5000-5999: Services And Other Operating Expenditures Other 5000 Ag Ranch 1000-1999: Certificated Personnel Salaries Base 59,976 Ag Ranch Employee Benefits 3000-3999: Employee Benefits Base 13774 Ag Ranch Operating Costs 5000-5999: Services And Other Operating Expenditures Other 12,025 Ag Ranch M&O sal 2000-2999: Classified Personnel Salaries Base 37,576 Ag Ranch bens 3000-3999: Employee Benefits Base 17,620 Honors stipend 1000-1999: Certificated Personnel Salaries Base 3158 bens 3000-3999: Employee Benefits Base 474</p>
<p>1.8a Maintain an English Learner teacher and daily class for EL students in order support language development and instruction in other classes. 1.8b Utilize designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assign 0.2 FTE as EL Teacher (EIA ELD 7091) 1000-1999: Certificated Personnel Salaries Base 15,200 Benefits 3000-3999: Employee Benefits Base 4216 ELA Workshop (projected conference and travel costs) 5000-5999: Services And Other Operating Expenditures Base 1500</p>
<p>1.9 Support CTE class program options for students. 1.9a Develop and refine current career pathways and work-based learning opportunities for students within the district by working with community advisory groups and vocational experts to ensure relevant curriculum and new opportunities for student career options.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Teacher Salaries - RESC 0909 - CTE 1000-1999: Certificated Personnel Salaries Base 577415 Teacher benefits - RESC 0909 - CTE 3000-3999: Employee Benefits Base 172766</p>

<p>1.9b Support Career and College center with resources for students including programs and events for students.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.10a Support the maintenance of auxiliary programs, before school, during lunch, and after school, to help support struggling learners and increase contact time with teacher to student.</p> <p>1.10b Create the lunch time Learning Lab, offered 5 days a week to support students in core subjects and to increase struggling students' contact time with teachers.</p>	<p>LEA-Wide</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>Additional Tutorial Teacher Hourly - TBD 1000-1999: Certificated Personnel Salaries Title I \$15,000</p> <p>Benefits 3000-3999: Employee Benefits Title I \$2,180</p> <p>APEX computer courses 5800: Professional/Consulting Services And Operating Expenditures Lottery 4000</p>
<p>1.11 Maintain the expanded teachers' annual work days in order to provide professional development services targeted at student engagement, student achievement, school climate.</p>	<p>LEA-Wide</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>Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$68,008</p>
<p>1.12 Evaluate the new Life Skills textbook that focused on state health standards while engaging pupils in meaningful curriculum to impact life-long, healthy living.</p>	<p>Sonora High School</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>Textbooks 4000-4999: Books And Supplies Other \$5,100</p>
<p>1.13 Continue to implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision-making skills.</p>	<p>Sonora High School</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>Salaries 1000-1999: Certificated Personnel Salaries Base \$15,200</p> <p>Benefits 3000-3999: Employee Benefits Base \$4,216</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * The number of district-wide assessments and benchmarks will increase by 20% with continued focus in the Science department and the NGSS. (1.1, 1.5) * New hires to the district will report a sense of connection and support regarding their first year in the district. (1.6, 1.11) * CAASPP summative assessment data for ELA will increase by 2%. (1.1, 1.4, 1.6) * CAASPP summative assessment data will show an increase of 2% of students performing at or above grade level in math. (1.1, 1.4, 1.6) * 2% of students identified as "at-risk" enrolled in RTI classes will perform at or near grade level in mainstreamed classes. (1.1, 1.2, 1.4, 1.6) * SRI Lexile scores will increase by 2% for students who test below grade level and SMI Lexile scores will increase by 2% for students who test below grade level. (1.2, 1.3, 1.4) * UC/CSU A-G completion rate will increase by 2%. (1.1, 1.5) * Field trips and field experiences offered to students will increase by 5% across the district. (1.7) * 50% of classified EL students will make progress of one level or more toward English proficiency. (1.1, 1.2, 1.8) * 20% of students will have greater access to health curriculum and standards for healthy living. (1.12) * Enrollment in CTE courses will increase by 2%. (1.9, 1.13) * Average daily attendance will increase by 1%. (1.5, 1.7, 1.9, 1.10)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Implement year four of the Rigorous Curriculum Design (RCD) program in core content areas at all district sites.</p> <p>Continue the creation of the district-wide benchmark assessments based off of the work completed during the RCD process.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	HMH RCD Professional Development contract and materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,264
<p>1.2 Continue to implement and revise created intervention classes, designed around the RTI model, that provides access to curriculum for special education students, EL students, low-income students, or other students identified as struggling with the regular course curriculum.</p>	Sonora High School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Certif salary 1000-1999: Certificated Personnel Salaries Supplemental \$87,419 bens 3000-3999: Employee Benefits Supplemental \$26,408
<p>1.3 Maintain the expanded amount of classroom aides and paraprofessionals added during the 2015-2016</p>	LEA-Wide	<input type="checkbox"/> All OR:	salary 2000-2999: Classified Personnel Salaries Supplemental \$87,182

<p>school year. Classroom aides were added to support struggling and underperforming learners and to support classroom instruction in core and intervention courses.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>bens 3000-3999: Employee Benefits Supplemental \$31,192 salary 2000-2999: Classified Personnel Salaries Title I \$57,958 bens 3000-3999: Employee Benefits Title I \$27,309 salary at Cassina 2000-2999: Classified Personnel Salaries Title I \$23,738 bens 3000-3999: Employee Benefits Title I \$6,263</p>
<p>1.4 Continue to provide students performing below grade level in English and Math with targeted intervention designed to support current class instruction and help progress forward to grade level proficiency.</p> <p>1.4a Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program.</p> <p>1.4b Support struggling and underperforming math students with targeted intervention through the Basic Math Review program.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>teacher salary 1000-1999: Certificated Personnel Salaries Title I \$52,793 bens 3000-3999: Employee Benefits Title I \$15,554 read 180 5800: Professional/Consulting Services And Operating Expenditures Lottery \$4,800 school 44 basic math review 5800: Professional/Consulting Services And Operating Expenditures Lottery \$19,300</p>
<p>1.5 Maintain the expansion of course offerings completed during 2015-2016 at all district sites and revise offerings as appropriate to continue to support students progress to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>1.5a Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>1.5b Increase A-G course offerings at Sonora High School.</p> <p>1.5c Increase A-G course offerings at Ted Bird High School.</p> <p>1.5d Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and UC Scout.</p>	<p>LEA-Wide</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>teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$95,105 bens 3000-3999: Employee Benefits Supplemental \$25,934 smr schl 1000-1999: Certificated Personnel Salaries Title I \$6,500 bens 3000-3999: Employee Benefits Title I \$1,064 apex 5800: Professional/Consulting Services And Operating Expenditures Lottery \$8,500</p>

<p>1.6 Provide teachers with content area specific to professional development including AP, Career Tech Ed., Physical Education, Next Generation Science Standards, and other core courses to ensure alignment to state standards and that courses are adequately preparing students for college and career.</p>	<p>LEA-Wide</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>prof dev - cnslnnts 5800: Professional/Consulting Services And Operating Expenditures Title I \$15,000 prof dev - conf travel 5000-5999: Services And Other Operating Expenditures Supplemental \$16,304 prof dev - cnslnnts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,264</p>
<p>1.7 Continue to provide opportunities for outside of the classroom experiences for students including field trips, the AG Ranch, the High Sierra Boot Camp, and trips to college campuses.</p>	<p>LEA-Wide</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>Ag ranch 1000-1999: Certificated Personnel Salaries Base \$59,976 bens 3000-3999: Employee Benefits Base \$13,774 Ag ranch M&O 2000-2999: Classified Personnel Salaries Base \$37,576 bens 3000-3999: Employee Benefits Base \$17,620 High Sierra Academic Boot Camp 5000-5999: Services And Other Operating Expenditures Other \$5,000 Honors Prgm 1000-1999: Certificated Personnel Salaries Base \$3,158 bens 3000-3999: Employee Benefits Base \$474</p>
<p>1.8a Maintain an English Learner teacher and a daily class for EL students in order support language development and instruction in other classes. 1.8b Utilize designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.</p>	<p>Sonora High School</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$15,200 bens 3000-3999: Employee Benefits Supplemental \$4,216 prof dev 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p>
<p>1.9 Support CTE class program options for students. 1.9a Develop and refine current career pathways and work-based learning opportunities for students within the district by working with community advisory groups and vocational experts to ensure relevant curriculum and new opportunities for student career options.</p>	<p>LEA-Wide</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:</p>	<p>CTE teacher salary 1000-1999: Certificated Personnel Salaries Base \$577,415 bens 3000-3999: Employee Benefits Base \$172,766</p>

<p>1.9b Support Career and College center with resources for students including programs and events for students.</p>		<p>(Specify)</p>	
<p>1.10a Support the maintenance of auxiliary programs, before school, during lunch, and after school, to help support struggling learners and increase contact time with teacher to student.</p> <p>1.10b Continue the lunch time Learning Lab, offered 5 days a week to support students in core subjects and to increase struggling students' contact time with teachers.</p>	<p>LEA-Wide</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>Additional Tutorial Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I \$15,00</p> <p>Benefits 3000-3999: Employee Benefits Title I \$2,180</p> <p>APEX 5800: Professional/Consulting Services And Operating Expenditures Lottery \$4,000</p>
<p>1.11 Continue the expanded teachers, annual work days in order to provide professional development services targeted at student engagement, student achievement, school climate.</p>	<p>LEA-Wide</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>teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental \$68,008</p>
<p>1.12 Continue to evaluate and revise the new Life Skills curriculum that focuses on state health standards while engaging pupils in meaningful curriculum to impact life-long healthy living.</p>	<p>Sonora High School</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>textbooks 4000-4999: Books And Supplies Other \$5,100</p>
<p>1.13 Continue the work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.</p>	<p>Sonora High School</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>teacher salary 1000-1999: Certificated Personnel Salaries Base \$15,200</p> <p>bens 3000-3999: Employee Benefits Base \$4,216</p>

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

<p>GOAL 2:</p>	<p>Develop the district's learning environments to provide equitable access to contemporary strategies, tools, and technologies.</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 checked="" 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>Identified Need :</p>	<ul style="list-style-type: none"> * 35% of teachers on campus maintain an online presence while 60% of parents and students have created an Aeries portal account to access and monitor grades. (2.1) * Student surveys indicated 40% do not have the skills necessary to proficiently complete a class online. (2.1, 2.2) * Average daily attendance was 97% with 211 instances of truancy recorded. (2.1, 2.2, 2.5) * Google Apps for Education indicated that 65% of active accounts are regularly used. (2.1, 2.5) * Wireless coverage on campus covers 75% of the current learning environments. (2.3) * Network and Internet speed tests indicate great switching and routing speeds on the South end of Sonora High School campus. (2.3) * Field based experiences at the district's agricultural ranch increased 200% with participation from Sonora High School science classes, CTE classes, and clubs as well as other Tuolumne County Schools and community groups. (2.4) * Crop production at the district's agricultural ranch increased 100% during the 2015-2016 school year through student participation. (2.4) * Student field trip and lab experiences at the districts agricultural facility increased by 75% during the 2015-2016 school year. (2.4) * 25% of classes utilize digital and hybrid supplemental texts for instruction. (2.1, 1.12) * All departments and sites are using textbooks adopted 10 years ago or more. (2.1, 1.6, 1.12) * Student and parent surveys indicated that students identified as at-risk (based on income, language designation, and achievement levels) feel less proficient with contemporary learning tools. (2.1, 2.2, 2.3, 2.5) * The remodel of two campus facilities were completed, and on-going modernization is still needed in four areas of the Sonora High Campus to keep all learning environments efficient, safe, and equitable. (2.6) 	
<p>Goal Applies to:</p>	<p>Schools: LEA Wide Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- *Teacher online presence will increase by 25%. (2.1)
- *Student's sense of felt proficiency in online classes will increase by 10% as measured by annual student surveys. (2.1, 2.2, 2.5)
- *Regular use of the Google Apps for Education accounts will increase by 10%. (2.1, 2.5)
- *Campus network connectivity rate will increase by 25%. (2.3)
- *Total number of field trips and field-based experiences will increase by 25% as offered to all students. (2.4)
- *The total number of digital texts used for instruction will increase by 20%. (2.1, 1.6, 1.12)
- *Proficiency with contemporary learning tools as reported by students identified as at risk will increase by 10% on student and parent surveys. (2.1, 2.2, 2.3, 2.5)
- *The total ratio of students computers will increase to 2:1 at Sonora High School and 1:1 at district alternative education sites. (2.5)
- *Improvements will be made on one of the four needed areas on campus to promote and improve safety and access on district campuses and to ensure equitable learning environment as reported on parent surveys. (2.6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Utilize the adopted district wide learning management system (LMS), Canvas, to provide teachers, students, and parents with an online classroom presence that is used for curriculum, communication, and collaboration.</p>	<p>LEA-Wide</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>Canvas LMS subscription 5800: Professional/Consulting Services And Operating Expenditures Lottery 10,260</p>
<p>2.2 Continue to provide online-curriculum options in order to increase class offerings across the district as well as offer additional options for classes that can't be fit into a students' schedule or to help students make up credits through Apex Learning, Scout UC, etc.</p>	<p>LEA-Wide</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>APEX curriculum - additional curriculum 5800: Professional/Consulting Services And Operating Expenditures Lottery \$4,000</p> <p>UC Scout - on-line A.P. classes 5800: Professional/Consulting Services And Operating Expenditures Lottery \$338</p>
<p>2.3 Increase network and data capacity to ensure reliable electronic connectivity and access for hardwired and wireless access points.</p> <p>Expand network storage for all district users on all district campuses.</p>	<p>LEA-Wide</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</p>	<p>In-House Technology Salaries 2000-2999: Classified Personnel Salaries Base \$55,531</p> <p>In-House Technology Benefits 3000-3999: Employee Benefits Base \$22,169</p>

		English proficient _ Other Subgroups: (Specify)	
2.4 Continue to develop the district's Agricultural Ranch to provide an outdoor learning lab environment for all district students.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ag Ranch Salary 1000-1999: Certificated Personnel Salaries Base \$59,976 Benefits 3000-3999: Employee Benefits Base \$13,774 Ag Ranch supplies 4000-4999: Books And Supplies Base \$10,750 Ag Ranch - other services 5000-5999: Services And Other Operating Expenditures Base \$4,570
2.5 Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption purchase of devices for student access at school. 2.5a Purchase classroom devices such that the ratio of students to devices at Sonora High is 2:1, at Cassina High is 1:1, and at Ted Bird High is 1:1.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Chromebooks - Technology Reserve Fund 4000-4999: Books And Supplies Other \$110,00
2.6 The district will continue to provide on going and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Education	Restricted Routine and Major Maintenance 6000-6999: Capital Outlay Base \$641,647

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- *Teacher online presence will increase by 10%. (2.1)
- *Student's sense of felt proficiency in online classes will increase by 10% as measured by annual student surveys. (2.1, 2.2, 2.5)
- *Regular use of the Google Apps for Education accounts will increase by 10%. (2.1, 2.5)
- *Campus network connectivity rate will increase by 10%. (2.3)
- *Total number of field trips and field-based experiences will increase by 5% as offered to all students. (2.4)
- *The total number of digital texts used for instruction will increase by 10%. (2.1, 1.6, 1.12)
- *Proficiency with contemporary learning tools as reported by students identified as at risk will increase by 10% on student and parent surveys. (2.1, 2.2, 2.3, 2.5)
- *The total ratio of students computers will maintain at 2:1 at Sonora High School and 1:1 at district alternative education sites. (2.5)
- *Improvements will be made on one of the four needed areas on campus to promote and improve safety and access on district campuses and to ensure equitable learning environment as reported on parent surveys. (2.6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Utilize the adopted district-wide learning management system (LMS), Canvas, to provide teachers, students, and parents with an online classroom presence that is used for curriculum, communication, and collaboration.</p>	<p>LEA-Wide</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>Canvas Subscription 5800: Professional/Consulting Services And Operating Expenditures Lottery 10,260</p>
<p>2.2 Continue to provide online curriculum options in order to increase class offerings across the district as well as offer additional options for classes that can't be fit into a students' schedule or to help students make up credits through Apex Learning, Scout UC, etc.</p>	<p>LEA-Wide</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>APEX curriculum - additional curriculum 5800: Professional/Consulting Services And Operating Expenditures Lottery 4000 UC Scout online AP classes 5800: Professional/Consulting Services And Operating Expenditures Lottery 338</p>
<p>2.3 Maintain network and data capacity to ensure reliable electronic connectivity and access for hardwired and wireless access points. Continue the started expansion of network storage for all district users on all district campuses.</p>	<p>LEA-Wide</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</p>	<p>In-house technology salaries 2000-2999: Classified Personnel Salaries Base 55,531 Benefits 3000-3999: Employee Benefits Base 22,169</p>

		English proficient _ Other Subgroups: (Specify)	
2.4 Continue to develop the district's Agricultural Ranch to provide an outdoor learning lab environment for all district students.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ag Ranch Salary 1000-1999: Certificated Personnel Salaries Base 59976 Benefits 3000-3999: Employee Benefits Base 13774 Ag Ranch supplies 4000-4999: Books And Supplies Base 10750 Ag Ranch - other services - RESC - 0091 5000-5999: Services And Other Operating Expenditures Base 4570
2.5 Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption purchase of devices for student access at school. 2.5a Purchase classroom devices such that the ratio of students to devices at Sonora High is 2:1, at Cassina High is 1:1, and at Ted Bird High is 1:1.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Chromebooks - Technology Reserve Fund 4000-4999: Books And Supplies Other \$110,00
2.6 The district will continue to provide on going and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Restricted Routine and Major Maintenance 6000-6999: Capital Outlay Base \$655,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- *Teacher online presence will increase by 10%. (2.1)
- *Student's sense of felt proficiency in online classes will increase by 10% as measured by annual student surveys. (2.1, 2.2, 2.5)
- *Regular use of the Google Apps for Education accounts will increase by 10%. (2.1, 2.5)
- *Campus network connectivity rate will increase by 10%. (2.3)
- *Total number of field trips and field-based experiences will increase by 5% as offered to all students. (2.4)
- *The total number of digital texts used for instruction will increase by 10%. (2.1, 1.6, 1.12)
- *Proficiency with contemporary learning tools as reported by students identified as at risk will increase by 10% on student and parent surveys. (2.1, 2.2, 2.3, 2.5)
- *The total ratio of students computers will increase to 2:1 at Sonora High School and 1:1 at district alternative education sites. (2.5)
- *Improvements will be made on one of the four needed areas on campus to promote and improve safety and access on district campuses and to ensure equitable learning environment as reported on parent surveys. (2.6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Utilize the adopted district wide learning management system (LMS), Canvas, to provide teachers, students, and parents with an online classroom presence that is used for curriculum, communication, and collaboration.</p>	<p>LEA-Wide</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>Canvas 5800: Professional/Consulting Services And Operating Expenditures Lottery 10,260</p>
<p>2.2 Continue to provide online-curriculum options in order to increase class offerings across the district as well as offer additional options for classes that can't be fit into a students' schedule or to help students make up credits through Apex Learning, Scout UC, etc.</p>	<p>LEA-Wide</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>APEX 5800: Professional/Consulting Services And Operating Expenditures Lottery 4000 UC Scout 5800: Professional/Consulting Services And Operating Expenditures Lottery 338</p>
<p>2.3 Maintain network and data capacity to ensure reliable electronic connectivity and access for hardwired and wireless access points. Continue the expansion of network storage for all district users on all district campuses.</p>	<p>LEA-Wide</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</p>	<p>Teacher salary 1000-1999: Certificated Personnel Salaries Base 55531 bens 3000-3999: Employee Benefits Base 22169</p>

		English proficient _ Other Subgroups: (Specify)	
2.4 Continue to develop the district's Agricultural Ranch to provide an outdoor learning lab environment for all district students.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ag ranch 1000-1999: Certificated Personnel Salaries Base 59,976 bens 3000-3999: Employee Benefits Base 13774 supplies 4000-4999: Books And Supplies Base 10750 services 5000-5999: Services And Other Operating Expenditures Base 4570
2.5 Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption purchase of devices for student access at school. 2.5a Purchase classroom devices such that the ratio of students to devices at Sonora High is 1:1, at Cassina High is 1:1, and at Ted Bird High is 1:1.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Chromebooks - Technology Reserve Fund 4000-4999: Books And Supplies Other \$110,00
2.6 The district will continue to provide on going and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.	Lea-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Restricted Routine and Major Maintenance 6000-6999: Capital Outlay Base \$670,000

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

GOAL 3:	Develop a positive and safe culture at district sites where all stakeholders feel safe as well as heard and respected. Foster district environments where all staff, students, and parents feel like they can participate and make meaningful contributions to each school.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<ul style="list-style-type: none"> * Academic counseling services was staffed at 2 full time counseling positions at Sonora High School. One day a week counselling services were provided at Cassina during the 2015-2016 school year. (3.1, 3.14) * An at risk counselor, titled as the Learning Director, was maintained at Sonora High expanding counseling services during the 2015-2106 school year. 115 students were served as a result of the Learning Director. (3.2) * District graduation rate declined from the 2014-2015 school year. (3.1, 3.2, 3.14) * District retention rate increased by 4% from the 2014-2015 school year. (3.1, 3.2, 3.4, 3.6, 3.9, 3.11, 3.12, 3.14) * 48% of twelfth grade students filled out a scholarship application through he Sonora High School counseling department. (3.1, 3.2, 3.9, 3.14) * The district identified 18% of students enrolled as "at risk" based on test scores, discipline data, attendance data, and program enrollment. (3.2, 1.4, 1.6) * The district expulsion rate decreased by 50%. (3.1, 3.2, 3.3, 3.4, 3.8, 3.10) * School safety was rated as a "High" priority by a majority of stakeholders in the district based on feedback from stakeholder meetings. (3.7, 3.8, 3.9, 3.10) * Character education that promotes personal wellness, contribution to society, and a sense of school pride continued to be rated as "important" by staff and students. (3.1, 3.2, 3.4, 3.5, 1.6, 1.12) * The district Wellness Committee consisting of board members, staff members, parents, students, and community members continue to meet to address health and wellness needs of students and staff. The committee continued to support the district Wellness Coordinator position to continue to help encourage progress concerning student and staff wellness. (3.5, 3.13, 3.11) * Student participation in extracurricular activities remained consistent during the 2015-2016 school year when compared to the 2014-2015 school year. (3.6) * 34% of Sonora High School students participated in extra-curricular activities. (3.6, 3.13) * Drug related discipline incidents decreased by 50% during the 2015-2016 school year resulting in few over all suspensions in the district. (3.3, 3.4, 3.8) * 98% of parent and staff respondents indicated they appreciated greater electronic school communication. (3.9) * On the Sonora High Campus, numerous campus security surveillance cameras failed and were deemed un-repairable. Bids for repairs exceeded projected costs. Two-way radio communication remained the consistent and safe option for campus contact in the event of emergencies. (3.7, 2.3) * Stakeholder input indicated that students and parents needed a greater voice and a place to contribute to the school culture. (3.11) * Participation at monthly stakeholder meetings were represented by less than 1% of the stakeholder population. Stakeholder input and surveys indicated desire for more parent involvement. (3.9, 3.11) * The district management staff and counseling staff met with other local foundation school districts to work with incoming parents and students and to discuss current articulations with the goal of improving the transition between the 8th grade year and freshmen year in high school. (3.1, 3.12)
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Goal Applies to:	Schools: LEA Wide
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	Applicable Pupil Subgroups:	All students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * District student graduation rate will increase by 2%. (3.1, 3.2, 3.14) * District and site retention rate will increase by 2%. (3.1, 3.2, 3.14) * Student scholarship application rate will increase by 10%. (3.1, 3.2, 3.4, 3.6, 3.9, 3.11, 3.12, 3.14) * Student identification as "at risk" rate will increase by 5%. (3.2, 1.4, 1.6) * The felt perception of safety in the district will increase by 5% on student, staff, and parent surveys. (3.7, 3.8, 3.9, 3.10) * The reported sense of school pride will increase by 2% at the freshmen level. (3.1, 3.2, 3.3, 3.4, 3.6 1.12) * The amount of health and wellness communication to the students and staff of the district will increase by 10%. (3.2, 3.4, 3.5, 1.12, 2.5) * The number of student athletes participating in sports will increase by 2%. (3.6) * There will be a reduction in school drug related incidents by 10%. (3.3, 3.4, 3.8) * Parent communication will increase by 25%. (3.9, 3.11) * The reliability of security data and communication will increase by 50% in the district. (3.9, 2.3) * The cultural sensitive perception of staff and students will increase by 10%. (3.5, 1.6) * Parent participation at meetings and on surveys will increase by 10%. (3.9, 3.11, 2.1, 2.3, 2.5) * The district superintendent will sustain communication with foundation districts. (3.12)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide academic counseling services for student support.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ACADEMIC COUNSELING SALARIES 1000-1999: Certificated Personnel Salaries Base \$161,757 Benefits 3000-3999: Employee Benefits Base \$43,754
3.2 Provide specialized academic counseling services for student identified as "at risk" at Sonora High School campus through a campus Learning Director.	Sonora High School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Learning Director Salary 1000-1999: Certificated Personnel Salaries Supplemental \$66,798 Benefits 3000-3999: Employee Benefits Supplemental \$19,575
3.3 Fund supervision on all district campuses to help	LEA-Wide	<input checked="" type="checkbox"/> All	ADDTL SHS CAMPUS SUPERVISION 2000-2999: Classified

<p>promote safe and productive learning environment.</p> <p>3.3a Continue to fund 3 campus supervisors on the Sonora High School campus.</p> <p>3.3b Continue to fund 1 campus supervisor on the Alternative Education Campus.</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>Personnel Salaries Supplemental \$50,507</p> <p>BENEFITS 3000-3999: Employee Benefits Supplemental \$15,299</p> <p>SHS CAMPUS SUPERVISION 2000-2999: Classified Personnel Salaries Base \$48,586</p> <p>BENEFITS 3000-3999: Employee Benefits Base \$20,585</p> <p>CASSINA CAMPUS SUPERVISION 2000-2999: Classified Personnel Salaries Base \$25,876</p> <p>BENEFITS 3000-3999: Employee Benefits Base \$6,172</p> <p>PRINTING SERVICES 5000-5999: Services And Other Operating Expenditures Base \$750</p>
<p>3.4 Improve avenues for character education on the Sonora High campus such that they continue to promote learning and growth for each individual and the culture of the school.</p> <p>3.4a Continue to support the Link Crew program designed to support and connect incoming freshmen with the culture of the school.</p> <p>3.4b Continue to support the Character Counts character education program at the freshmen level and expand to the sophomore level to support the cultural climate of the school.</p> <p>3.4c Implement the developed Antibullying Program in order to provide students with support and to decrease the reported number of reported instances of bullying on campus.</p>	<p>Sonora High School</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>LINKCREW STIPEND 1000-1999: Certificated Personnel Salaries Base \$2,256</p> <p>LINK CREW BENS 3000-3999: Employee Benefits Base \$338</p> <p>LINKCREW INSTR MATLS 4000-4999: Books And Supplies Lottery \$500</p> <p>CHARACTER COUNTS CONFERENCE FOR 5 TEACHERS - SMR 2016 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> <p>STAFF SALARY - ANTI-BULLYING 1000-1999: Certificated Personnel Salaries Base \$555,243</p> <p>STAFF BENS 3000-3999: Employee Benefits Base \$175,464</p>
<p>3.5 Continue to fund the Wellness Coordinator position to continue to help create a focus on support, intervention, and instruction of healthy lifestyles, anti-tobacco, physical activity, healthy foods for students and district staff.</p>	<p>LEA-Wide</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>WELLNESS STIPEND 1000-1999: Certificated Personnel Salaries Base \$2,256</p> <p>WELLNESS BENS 3000-3999: Employee Benefits Base \$338</p> <p>WELLNESS INSTR MATLS 4000-4999: Books And Supplies Lottery \$500</p>
<p>3.6 Continue to fund extra-curricular athletic programs to</p>	<p>Sonora</p>	<p><input checked="" type="checkbox"/> All</p>	<p>COACHING STIPENDS - CERTIFICATED TEACHERS 1000-</p>

<p>promote student health and wellness, and to increase student participation on the Sonora High School campus.</p>	<p>High School</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>1999: Certificated Personnel Salaries Base \$45,000 COACHING STIPENDS - CLASSIFIED / WALK ONS 2000-2999: Classified Personnel Salaries Base \$112,684 ATHLETIC DIRECTOR 1000-1999: Certificated Personnel Salaries Base \$48,334 BENEFITS FOR ALL THREE 3000-3999: Employee Benefits Base \$46,436 SAFETY SUPPLIES / EQUIPMENT REPLACEMENT 4000-4999: Books And Supplies Lottery \$10,000 FIELD USE - FACILITY RENTALS 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
<p>3.7 Provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.</p>	<p>LEA-Wide</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>PROVIDED THROUGH TUOLUMNE JPA LIABILITY INSURANCE SERVICES 5000-5999: Services And Other Operating Expenditures Base \$11,433 ALICE Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500 ALICE Training Tools 4000-4999: Books And Supplies Supplemental \$500</p>
<p>3.8 In order to help maintain a safe and drug free campus, continue to fund the KIDDS program (Drug Dogs) on all district campuses.</p>	<p>LEA-Wide</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>KIDDS - DRUG DOGS 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p>
<p>3.9 Fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events. 3.9a Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous year, refine the communication channel and programs promoted using the</p>	<p>LEA-Wide</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>CANVAS 5800: Professional/Consulting Services And Operating Expenditures Lottery \$10,260 SCHOOL MESSENGER 5800: Professional/Consulting Services And Operating Expenditures Base \$2,300 PHONE, INTERNET 5900: Communications Base \$108,896 WEB HOST FEE 5800: Professional/Consulting Services And Operating Expenditures Base \$230 AERIES PORTAL 5800: Professional/Consulting Services And Operating Expenditures Base \$4,750</p>

communication tool.			
3.10 Provide collaboration opportunities to district staff to continue developing culturally sensitive practices at all sites of the district in order to promote district practices that address equity of all pupil subgroups.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Ethnic Minorities	WEDNESDAY AM Prof Dev.- SALARIES AND BENEFITS IN HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base \$68,030 BENEFITS 3000-3999: Employee Benefits Base \$21,498
3.11 Increases parent interaction opportunities through site meetings, district programs, educational opportunities, boosters, college and career meetings, and community feedback meetings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base \$2,500 BENEFITS 3000-3999: Employee Benefits Base \$375
3.12 Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	COUNSELOR AND SITE ADMIN IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base \$2,500 BENEFITS 3000-3999: Employee Benefits Base \$375
3.13 Fund a concussion coordinator position to help perform baseline testing on injured athletes and injured students at the direction of an athletic trainers and/or doctor.	Sonora High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CONCUSSION COORDINATOR STIPEND - TBD 2000-2999: Classified Personnel Salaries Base \$1,500 BENEFITS - TBD 3000-3999: Employee Benefits Base \$405 IMPACT - CONCUSSION SOFTWARE 5800: Professional/Consulting Services And Operating Expenditures Base \$1,200

<p>3.14 Provide alternative education counseling services to support specifically enrolled in district alternative education programs.</p>	<p>Cassina High School, Ted Bird High School, Adult Education</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alternative Education Counselor - At Risk Students 1000-1999: Certificated Personnel Salaries Title I \$66,475 Benefits 3000-3999: Employee Benefits Title I \$19,523</p>
<p>3.14a Fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.</p>			

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> * District student graduation rate will increase by 2%. (3.1, 3.2, 3.14) * District and site retention rate will increase by 2%. (3.1, 3.2, 3.14) * Student scholarship application rate will increase by 10%. (3.1, 3.2, 3.4, 3.6, 3.9, 3.11, 3.12, 3.14) * Student identification as "at risk" rate will increase by 5%. (3.2, 1.4, 1.6) * The perception of safety in the district will increase by 5% on student, staff, and parent surveys. (3.7, 3.8, 3.9, 3.10) * The reported sense of school pride will increase by 2% at the freshmen level. (3.1, 3.2, 3.3, 3.4, 3.6 1.12) * The amount of health and wellness communication to the students and staff of the district will increase by 10%. (3.2, 3.4, 3.5, 1.12, 2.5) * The number of student athletes participating in sports will increase by 2%. (3.6) * There will be a reduction in school drug related incidents by 10%. (3.3, 3.4, 3.8) * Parent communication will increase by 10%. (3.9, 3.11) * The reliability of security data and communication will increase by 10% in the district. (3.9, 2.3) * The cultural sensitive perception of staff and students will increase by 10%. (3.5, 1.6) * Parent participation at meetings and on surveys will increase by 10%. (3.9, 3.11, 2.1, 2.3, 2.5) * The district superintendent will sustain communication with foundation districts. (3.12)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Provide academic counseling services for student support.</p>	<p>LEA-Wide</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>COUNSELING SALARIES 1000-1999: Certificated Personnel Salaries Base 161757 BENEFITS 3000-3999: Employee Benefits Base 43754</p>
<p>3.2 Provide specialized academic counseling services for student identified as "at risk" at Sonora High School campus through a campus Learning Director.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>LEARNING DIRECTOR SALARY 1000-1999: Certificated Personnel Salaries Supplemental 66798 BENEFITS 3000-3999: Employee Benefits Supplemental</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	19575
<p>3.3 Fund supervision on all district campuses to help promote safe and productive learning environment.</p> <p>3.3a Continue to fund 3 campus supervisors on the Sonora High School campus.</p> <p>3.3b Continue to fund 1 campus supervisor on the Alternative Education Campus.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ADDTL SUPERVISION - SEE BELOW FOR OTHER SHARE COSTS 2000-2999: Classified Personnel Salaries Supplemental 50,507 BENEFITS 3000-3999: Employee Benefits Supplemental 15,299 SHS CAMPUS SUPERVISION 2000-2999: Classified Personnel Salaries Base 48,586 BENEFITS 3000-3999: Employee Benefits Base 20585 CASSINA CAMPUS SUPERVISORS 2000-2999: Classified Personnel Salaries Base 25876 BENS 3000-3999: Employee Benefits Base 6172 PRINTING SERVICES 5800: Professional/Consulting Services And Operating Expenditures Base 750
<p>3.4 Continue to improve avenues for character education on the Sonora High campus such that they continue to promote learning and growth for each individual and the culture of the school.</p> <p>3.4a Continue to support the Link Crew program designed to support and connect incoming freshmen with the culture of the school.</p> <p>3.4b Continue to support the Character Counts character education program at the freshmen level and expand to the sophomore level to support the cultural climate of the school.</p> <p>3.4c Continue the developed Antibullying Program in order to provide students with support and to decrease the reported number of reported instances of bullying on campus.</p>	Sonora High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LINKCREW STIPEND R 1000-1999: Certificated Personnel Salaries Base 2256 LINKCREW BENS 3000-3999: Employee Benefits Base 338 LINKCREW INSTR MATLS 4000-4999: Books And Supplies Lottery \$500 CHARACTER COUNTS CONFERENCE FOR 5 TEACHERS - SMR 2017 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 STAFF SALARY 1000-1999: Certificated Personnel Salaries Base 555,243 STAFF BENS 3000-3999: Employee Benefits Base 175,464
<p>3.5 Continue to fund the Wellness Coordinator position to continue to help create a focus on support,</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR:	WELLNESS STIPEND 1000-1999: Certificated Personnel Salaries Base 2256

<p>intervention, and instruction of healthy lifestyles, anti-tobacco, physical activity, healthy foods for students and district staff.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>WELLNESS BENS 3000-3999: Employee Benefits Base 338 WELLNESS INSTR MATLS 4000-4999: Books And Supplies Lottery \$500</p>
<p>3.6 Continue to fund extra-curricular athletic programs to promote student health and wellness, and to increase student participation on the Sonora High School campus.</p>	<p>Sonora High School</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>COACHING STIPENDS 1000-1999: Certificated Personnel Salaries Base 45,000 COACHING STIPENDS 2000-2999: Classified Personnel Salaries Base 112,684 COACHING BENS 3000-3999: Employee Benefits Base 46,436 ATHLETIC DIRECTOR 1000-1999: Certificated Personnel Salaries Base 48,334 SAFETY SUPPLIES / EQUIP REPLACEMENT 4000-4999: Books And Supplies Lottery 10,000 FIELD USE - FACILITY RENTALS 5000-5999: Services And Other Operating Expenditures Base 3000</p>
<p>3.7 Provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.</p>	<p>LEA-Wide</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>PROVIDED THROUGH TUOLUMNE JPA RESC 0000, OBJT 5450 5000-5999: Services And Other Operating Expenditures Base 11,433</p>
<p>3.8 Continue to fund the KIDDS program (Drug Dogs) on all district campuses, in order to help maintain a safe and drug free campus,</p>	<p>LEA-Wide</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>KIDDS - OTHER SERVICES 5800: Professional/Consulting Services And Operating Expenditures Base 2,000</p>
<p>3.9 Continue to fund a school communication tool to</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>CANVAS 5800: Professional/Consulting Services And</p>

<p>provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.</p> <p>3.9a Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous year, refine the communication channel and programs promoted using the communication tool.</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>Operating Expenditures Lottery 10,260 SCHOOL MESSENGER 5800: Professional/Consulting Services And Operating Expenditures Base \$2,300 PHONE, INTERNET 5900: Communications Base 108,896 WEB HOST FEE 5800: Professional/Consulting Services And Operating Expenditures Base 230 AERIES PORTAL 5800: Professional/Consulting Services And Operating Expenditures Base 4750</p>
<p>3.10 Provide collaboration opportunities to district staff to continue developing culturally sensitive practices at all sites of the district in order to promote district practices that address equity of all pupil subgroups.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Ethnic Minority Groups</p>	<p>WEDNESDAY AM PD SESSIONS - SALARIES AND BENEFITS IN HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base 68,030 BENEFITS 3000-3999: Employee Benefits Base 21,498</p>
<p>3.11 Increase parent interaction opportunities through site meetings, district programs, educational opportunities, boosters, college and career meetings, and community feedback meetings.</p>	<p>LEA-Wide</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>IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base 2,500 BENS 3000-3999: Employee Benefits Base 375</p>
<p>3.12 Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.</p>	<p>LEA-Wide</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>COUNSELING AND SITE ADMIN IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Base 2,500 BENS 3000-3999: Employee Benefits Base 375</p>
<p>3.13 Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes and</p>	<p>Sonora High</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>IMPACT 5800: Professional/Consulting Services And Operating Expenditures Base 1200</p>

<p>students injured while at school, at the direction of an athletic trainers and/or doctor.</p>	<p>School</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipend 2000-2999: Classified Personnel Salaries Base \$1500 Benefits 3000-3999: Employee Benefits Base \$405</p>
<p>3.14 Provide alternative education counseling services to support specifically enrolled in district alternative education programs. 3.14a Continue to fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.</p>	<p>Cassina High School, Ted Bird High School, Adult Education</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselor 1000-1999: Certificated Personnel Salaries Title I 66475 bens 3000-3999: Employee Benefits Title I 19523</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> * District student graduation rate will increase by 2%. (3.1, 3.2, 3.14) * District and site retention rate will increase by 2%. (3.1, 3.2, 3.14) * Student scholarship application rate will increase by 10%. (3.1, 3.2, 3.4, 3.6, 3.9, 3.11, 3.12, 3.14) * Student identification as "at risk" rate will increase by 5%. (3.2, 1.4, 1.6) * The felt perception of safety in the district will increase by 5% on student, staff, and parent surveys. (3.7, 3.8, 3.9, 3.10) * The reported sense of school pride will increase by 2% at the freshmen level. (3.1, 3.2, 3.3, 3.4, 3.6 1.12) * The amount of health and wellness communication to the students and staff of the district will increase by 10%. (3.2, 3.4, 3.5, 1.12, 2.5) * The number of student athletes participating in sports will increase by 2%. (3.6) * There will be a reduction in school drug related incidents by 10%. (3.3, 3.4, 3.8) * Parent communication will increase by 10%. (3.9, 3.11) * The reliability of security data and communication will increase by 10% in the district. (3.9, 2.3) * The cultural sensitive perception of staff and students will increase by 10%. (3.5, 1.6) * Parent participation at meetings and on surveys will increase by 10%. (3.9, 3.11, 2.1, 2.3, 2.5) * The district superintendent will sustain communication with foundation districts. (3.12)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Provide academic counseling services for student support.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>counselor salaries 1000-1999: Certificated Personnel Salaries Base 161,757 bens 3000-3999: Employee Benefits Base 43754</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Provide specialized academic counseling services for students identified as "at risk" at Sonora High School campus through a campus Learning Director.	Sonora High School	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	learning director 1000-1999: Certificated Personnel Salaries Supplemental 66798 bens 3000-3999: Employee Benefits Supplemental 19575
3.3 Fund supervision on all district campuses to help promote safe and productive learning environment. 3.3a Continue to fund 3 campus supervisors on the Sonora High School campus. 3.3b Continue to fund 1 campus supervisor on the Alternative Education Campus.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	addtl salaries 2000-2999: Classified Personnel Salaries Supplemental 50,507 bens 3000-3999: Employee Benefits Supplemental 15299 shs salaries 2000-2999: Classified Personnel Salaries Base 48,586 bens 3000-3999: Employee Benefits Base 20585 cassina salary 2000-2999: Classified Personnel Salaries Base 25876 bens 3000-3999: Employee Benefits Base 6172 printing 5800: Professional/Consulting Services And Operating Expenditures Base 750
3.4 Improve avenues for character education on the Sonora High campus such that they continue to promote learning and growth for each individual and the culture of the school. 3.4a Continue to support the Link Crew program designed to support and connect incoming freshmen with the culture of the school. 3.4b Continue to support the Character Counts character education program at the freshmen level and expand to the sophomore level to support the cultural climate of the school.	Sonora High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	stipend 1000-1999: Certificated Personnel Salaries Base 2256 bens 3000-3999: Employee Benefits Base 338 Link Crew Instructional Materials 4000-4999: Books And Supplies Lottery \$500 Prof Dev 5000-5999: Services And Other Operating Expenditures Supplemental 5000 salaries 1000-1999: Certificated Personnel Salaries Base 555,243 bens 3000-3999: Employee Benefits Base 175,464

<p>3.4c Continue the developed Antibullying Program in order to provide students with support and to decrease the reported number of reported instances of bullying on campus.</p>			
<p>3.5 Continue to fund the Wellness Coordinator position to continue to help create a focus on support, intervention, and instruction of healthy lifestyles, anti-tobacco, physical activity, healthy foods for students and district staff.</p>	<p>LEA-Wide</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>stipend 1000-1999: Certificated Personnel Salaries Base 2256 bens 3000-3999: Employee Benefits Base 338 Wellness Instr Matls 4000-4999: Books And Supplies Lottery \$500</p>
<p>3.6 Continue to fund extra-curricular athletic programs to promote student health and wellness, and to increase student participation on the Sonora High School campus.</p>	<p>Sonora High School</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>athletic director 1000-1999: Certificated Personnel Salaries Base 48,334 bens 3000-3999: Employee Benefits Base 12,198 certif stipends 1000-1999: Certificated Personnel Salaries Base 45,000 bens 3000-3999: Employee Benefits Base 7357 classif / walk on coach stipends 2000-2999: Classified Personnel Salaries Base 112,684 bens 3000-3999: Employee Benefits Base 26,881</p>
<p>3.7 Provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.</p>	<p>LEA-Wide</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>annual training by JPA 5000-5999: Services And Other Operating Expenditures Base 11,433</p>
<p>3.8 Continue to fund the KIDDS program (Drug Dogs) on all district campuses, in order to help maintain a safe and drug free campus.</p>	<p>LEA-Wide</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</p>	<p>drug dogs 5800: Professional/Consulting Services And Operating Expenditures Base 2000</p>

		English proficient _ Other Subgroups: (Specify)	
<p>3.9 Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.</p> <p>3.9a Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous years, refine the communication channel and programs promoted using the communication tool.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>canvas 5800: Professional/Consulting Services And Operating Expenditures Lottery 10260</p> <p>School Messenger 5800: Professional/Consulting Services And Operating Expenditures Base \$2,300</p> <p>phones, internet 5900: Communications Base 108,986</p> <p>web host - BGA 5800: Professional/Consulting Services And Operating Expenditures Base 230</p> <p>Aeries Portal 5800: Professional/Consulting Services And Operating Expenditures Base 4750</p>
<p>3.10 Provide collaboration opportunities to district staff to continue developing culturally sensitive practices at all sites of the district in order to promote district practices that address equity of all pupil subgroups.</p>	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>salaries 1000-1999: Certificated Personnel Salaries Base 68,030</p> <p>bens 3000-3999: Employee Benefits Base 21,498</p>
<p>3.11 Increases parent interaction opportunities through site meetings, district programs, educational opportunities, boosters, college and career meetings, and community feedback meetings.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>salary 1000-1999: Certificated Personnel Salaries Base 2500</p> <p>bens 3000-3999: Employee Benefits Base 375</p>
<p>3.12 Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	<p>salary 1000-1999: Certificated Personnel Salaries Base 2500</p> <p>bens 3000-3999: Employee Benefits Base 375</p>

		_ Other Subgroups: (Specify)	
3.13 Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes and students injured while at school, at the direction of an athletic trainers and/or doctor.	Sonora High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	stipend 2000-2999: Classified Personnel Salaries Base \$1500 Benefits 3000-3999: Employee Benefits Base \$405 Impact software 5800: Professional/Consulting Services And Operating Expenditures Base 1200
3.14 Provide alternative education counseling services to support specifically enrolled in district alternative education programs. 3.14a Fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.	Cassina High School, Ted Bird High School, Adult Education	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	salary 1000-1999: Certificated Personnel Salaries Title I 66475 bens 3000-3999: Employee Benefits Title I 19,523

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Increase student performance and participation in all content areas and reinforce the strength of the district's comprehensive curriculum for all students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to: Schools: LEA-Wide Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> * The number of district-wide assessments and benchmarks will increase by 20% * New hires to the district will report a sense of connection and support regarding their first year in the district as reported by staff survey and Tier I evaluation feedback completed for all non-tenured employees. * CAASPP Interim assessment score data for ELA will increase by 10%. * CAASPP Interim assessment score data for math will increase by 5%. * CAASPP summative assessment data will show an increase of 2% of students performing at or above grade level in math, 2% of students identified as "at-risk" enrolled in RTI classes will perform at or near grade level in mainstreamed classes. * SRI Lexile scores will increase by 2% for students who test below grade level and SMI Lexile scores will increase by 2% for students who test below grade level * UC/CSU A-G completion rate will increase by 2% * Graduation rate will increase by 2% * Field trips and field experiences offered to students will increase by 5% across the district. * The redesignation of EL students by 5% and an increase of all other CELDT scores by one category. * Enrollment in CTE courses will increase by 10%. * Average daily attendance will increase by 1%. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> * Every department at Sonora High School created and implemented one common assessment during the second semester of the school year. * At post-school year evaluation meetings, all new hires reported feeling connected to the school and a sense of pride and ownership regarding their classroom, their teaching assignments, and the students they worked with. * CAASPP Interim assessments were not given during the 2015-2016 school year. Staff expressed a concern over the lack of development in the interim assessments and did not support utilizing the tool. * CAASPP summative assessment data showed a 2% decrease from students who scored above meeting the standard on the ELA test and an 11% increase from students who scored above meeting the standard on the Math test. * SRI Lexile scores increased by 2% for students who tested below grade level. SMI Lexile scores remained consistent for students who tested below grade level. * UC/CSU A-G completion increased by 5%. 5 new courses were added to Sonora High School's approved A-G courses. * District Graduation rate decreased by 0.5%. * Utilizing the Wildcat Ranch, Sonora Union High School Agriculture facility, the district was able to offer 5 more field trips this year for students in Agriculture programs, Special Education students, Earth Sciences classes, and Career Technical Education classes, and the district's alternative education sites. The district also added three special education field trips and three Fine and Performing Arts field trips. * 50% of the students tested on the CELDT test increased their

			<p>scores by one category. * Enrollment in CTE courses remained consistent when compared to enrollment in the previous year. * Average Daily Attendance rate increased by 1%.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Implement year one of the Rigorous Curriculum Design (RCD) program in all content areas at all district sites.</p> <p>Create a system of district wide benchmark assessments based off of the work completed during the RCD process.</p>	<p>HMH RCD Professional Development contract and materials 5800: Professional/Consulting Services And Operating Expenditures Title I 162,000</p>	<p>All district sites participated in 14 days of targeted professional development regarding Rigorous Curriculum Design. The teachers who participated in the professional development days used department collaboration time to inform, instruct, and guide other department members regarding the curriculum development completed during the RCD days.</p> <p>During the 2015-2016 school year, each department created a minimum of one, summative assessment benchmark test that was administered during the Spring semester of 2016.</p>	<p>HMH RCD Consultant and materials 5800: Professional/Consulting Services And Operating Expenditures Title I \$71,950</p> <p>Substitutes cost transfer 5700-5799: Transfers Of Direct Costs Title I \$2,500</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create a teacher coaching position for Math in order to provide coaching for new and current math teachers in the district.</p>	<p>Math Coach 2000-2999: Classified Personnel Salaries Title I 14911</p> <p>Benefits 3000-3999: Employee Benefits Title I 3,896</p>	<p>Due to an increase in expected students, a larger number of sections in math and English were required in order to maintain an adequate teacher to student ratios. As a result, the</p>	<p>\$0.00</p>

<p>Utilize the teacher coaching position to support basic class instruction in such classes as intervention math, basic math, and math support classes.</p>		<p>teacher coaching position was not able to be integrated into the Sonora High School's master schedule. Because of student enrollment projections for the coming school year this action has been removed from Goal 1 from the 2016-2017 Local Control Accountability Plan.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to implement and revise created intervention classes, designed around the RTI model, that provide access to curriculum for special education students, EL students, low income students, or other students identified as struggling with the regular course curriculum.</p>	<p>Teacher Salaries - RESC 0935 - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental 185,194</p> <p>Benefits - RESC 0935 - Supplemental 3000-3999: Employee Benefits Supplemental 54,590</p>	<p>Intervention classes at Sonora High School were implemented for the second year. Student data showed a positive progression in student achievement toward grade-level competency. Plans continue to maintain the number of intervention classes offered at Sonora High School. Other student intervention strategies will be investigated to help make the program more systemic at the school.</p>	<p>Classroom Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$214,404</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$76,661</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	

<p>Expand the amount of classroom aides and paraprofessionals to support struggling and under performing learners a part as well as classroom teacher instruction in core and intervention courses.</p>	<p>Title I Paraprofessional Salaries at SHS 2000-2999: Classified Personnel Salaries Title I 55,454</p> <p>Title I Paraprofessional Salaries at CHS 2000-2999: Classified Personnel Salaries Title I 42,248</p> <p>Title I Paraprofessionals - Benefits 3000-3999: Employee Benefits Title I 44,945</p>	<p>All district sites were able to utilize classroom aides and paraprofessionals in order to support struggling learners and to support primary instruction. Paraprofessionals work in all intervention classes and special education classes offered at Sonora High school. They were also available for core classes on a push in/as needed basis. At the district's alternative education site paraprofessional support was available to support all student learners.</p>	<p>Paraprofessional Classroom Aides Salaries at SHS 2000-2999: Classified Personnel Salaries Title I \$51,605</p> <p>Paraprofessional Classroom Aides Salary at Cassina HS 2000-2999: Classified Personnel Salaries Title I \$22,614</p> <p>Benefits 3000-3999: Employee Benefits Title I \$30,141</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to provide students performing below grade level in English and Math with targeted intervention designed to support current class instruction and help progress forward to grade level proficiency.</p> <p>Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program.</p> <p>Support struggling and under performing math students with targeted intervention through the Basic Math Review program.</p>	<p>Certificated Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 62,058</p> <p>Benefits 3000-3999: Employee Benefits Title I 21,564</p> <p>Scholastic Read 180 Program 5000-5999: Services And Other Operating Expenditures Title I 5,000</p> <p>School 44 5000-5999: Services And Other Operating Expenditures Title I 19,660</p>	<p>All incoming freshmen, current freshmen, and sophomore students completed the Scholastic Reading Inventory (SRI). All incoming freshmen and current freshmen completed the Scholastic Math Inventory (SMI). Target instruction was provided to current students testing well below grade-level, and intervention strategies were provided to students who test just below grade-level. Specific and individualized scheduling was completed for all incoming freshmen in order to provide pre-intervention strategies prior to the beginning of next school year.</p>	<p>Classroom Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$100,926</p> <p>Benefits 3000-3999: Employee Benefits Title I \$26,581</p>

<p>Scope of Service Sonora High School</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support the expansion of course offerings at all district sites through the following actions:</p> <p>Increase remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>Increase A-G course offerings at Sonora High School.</p> <p>Increase A-G course offerings at Ted Bird High School.</p> <p>Increase the number of classes offered at district continuation programs by utilizing physical and virtual class offerings including APEX.</p>	<p>Additional classes at Cassina, beyond required 3 hours per day. - Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental 90,686</p> <hr/> <p>Teacher benefits 3000-3999: Employee Benefits Supplemental 23,556</p>	<p>The Apex after school program at Sonora High School assisted 21 courses were complete for credits for the purpose of remediation.</p> <p>Sonora High School received A-G approval for 5 new courses and will submit 2 more for approval by the beginning of Fall 2016.</p> <p>Ted Bird High School continues to explore A-G options for students at their site.</p> <p>The Apex virtual school program was utilized by all district alternative education sites in order to provide more curricular options for students.</p>	<p>Additional Teacher Hourly Compensation 1000-1999: Certificated Personnel Salaries Title I \$8,993</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Title I \$1,268</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>Provide teachers with content area specific professional development including AP, Career Tech Ed., Physical Education, Next Generation Science Standards, and other core courses to ensure alignment to state standards and that courses are adequately preparing students for college and career.</p>	<p>Additional hourly salary - teacher professional development 1000-1999: Certificated Personnel Salaries Title I 15,000 Benefits 3000-3999: Employee Benefits Title I 2,180 Conference and workshops 5000-5999: Services And Other Operating Expenditures Title I 10,000</p>	<p>Curriculum professional development (PD) hosted on-site was offered to all department and teachers through the RCD year one process that began this year. Targeted professional development was provided to teachers as requested to address specific district initiatives and to ensure alignment to state standards and that courses are adequately preparing students for college and career. 22 different content specific Professional Development services were completed.</p>	<p>Additional Teacher Hourly Compensation 1000-1999: Certificated Personnel Salaries Title I \$8,993 Benefits 3000-3999: Employee Benefits Title I \$1,266 Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Title I \$10,500 Conferences and Workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$818</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide opportunities for outside of the classroom experiences for students including field trips, the AG Ranch, the High Sierra Bootcamp, and trips to college campuses.</p>	<p>Field trips 5000-5999: Services And Other Operating Expenditures Lottery 2,450 Ag Ranch - RESC 0091 1000-1999: Certificated Personnel Salaries Other 56,585 Ag Ranch Employee Benefits 3000-3999: Employee Benefits Other 12,319 Ag Ranch Operating Costs 5000-5999: Services And Other Operating Expenditures Other 12,025 High Sierra Bootcamp - Baker Station 5000-5999: Services And Other Operating Expenditures</p>	<p>Utilizing the Sonora Union High School Agriculture facility, known as the Wildcat Ranch, the district was able to offer 5 more field trips this year for students in Agriculture programs, Special Education students, Earth Sciences classes, and Career Technical Education classes, and the district's alternative education sites. Students from the district were able to participate in a total of 35 off-site, learning excursions. This includes three new special education fields trips and three new Fine and Performing Arts field trips.</p>	<p>Field Trips to UC/CSU campuses 5000-5999: Services And Other Operating Expenditures Lottery \$3500 Ag Ranch Certificated Salary 1000-1999: Certificated Personnel Salaries Base \$29,754 Benefits 3000-3999: Employee Benefits Base \$6,327 Ag Ranch Maint & Operations Classif Salary 2000-2999: Classified Personnel Salaries Base \$35,796 Benefits 3000-3999: Employee Benefits Base \$16,473 High Sierra Academic Boot Camp</p>

	<p>Lottery 4,000</p> <p>High Sierra Bootcamp - Baker Station 5000-5999: Services And Other Operating Expenditures Other 7,500</p>		<p>5000-5999: Services And Other Operating Expenditures Lottery \$3442</p> <p>High Sierra Academic Boot Camp 5000-5999: Services And Other Operating Expenditures Other \$5,396</p> <p>High Sierra Academic Boot Camp Stipends 1000-1999: Certificated Personnel Salaries Other \$1,450</p> <p>Benefits 3000-3999: Employee Benefits Other \$82</p> <p>Ag Ranch - Supplies 4000-4999: Books And Supplies Base \$19,382</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Designate an English Learner teacher and create a daily class for EL students in order to support language development and instruction in other classes.</p> <p>Utilized designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.</p>	<p>Assign 0.2 FTE as EL Teacher (EIA ELD 7091) 1000-1999: Certificated Personnel Salaries Other 13620</p> <p>Benefits 3000-3999: Employee Benefits Other 3,689</p> <p>ELA Workshop (projected conference and travel costs) 5000-5999: Services And Other Operating Expenditures Other 35</p>	<p>At Sonora High School, an English Learner teacher was designated to support language development and instruction through direct instruction, collaborative learning, and utilizing technology. The students who participated in the program showed individual growth as a result of the instruction.</p> <p>The designated EL teacher supported the redesigned fluent English proficient students in current classes in order to reinforce learning and language progress.</p>	<p>Class room English Learner Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$15,036</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$3,915</p> <p>ELA Workshop 5000-5999: Services And Other Operating Expenditures Supplemental \$35</p>

<p>Scope of Service Sonora High School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support CTE class program options for students.</p> <p>Develop and refine current career pathways and work based learning opportunities for students within the district by working with community advisory groups and vocational experts to ensure relevant curriculum and new opportunities for student career options.</p> <p>Support Career and College center with resources for students including programs and events for students.</p>	<p>Teacher Salaries - RESC 0909 - CTE 1000-1999: Certificated Personnel Salaries Other 324,059</p> <hr/> <p>Teacher benefits - RESC 0909 - CTE 3000-3999: Employee Benefits Other 99,060</p>	<p>The district continued to offer a wide variety of CTE classes eligible for enrollment by all district students.</p> <p>CTE teachers continued to collaborate with advisory groups and vocational experts to ensure relevant curriculum and new opportunities for student career options.</p> <p>The Career and College center was staffed by a full-time classified employee who was able to provide resources for students regarding career options, programs, and internships, scholarships, and current work opportunities. The Career and College Center also hosted four major events for students to promote career options and provide career counseling.</p>	<p>CTE Teacher Salaries 1000-1999: Certificated Personnel Salaries Other \$349,926</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Other \$103,057</p> <hr/> <p>CTE Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$212,741</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Base \$58,590</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Support the creation of auxiliary programs, before school, during lunch, and after school to help support struggling learners and increase contact time teacher to student.</p> <p>Create an after school learning lab, offered 3 to 4 days a week to support students in core instruction, specifically math and English and increase struggling students' contact time with teachers.</p> <p>Create a before school learning lab, offered 3 to 4 days to support students in core subjects and to increase struggling students' contact time with teachers.</p> <p>Create a lunch time learning lab, offered 5 days a week to support students in core subjects and to increase struggling students' contact time with teachers.</p>	<p>Additional Tutorial Teacher Hourly - SO 03 1000-1999: Certificated Personnel Salaries Title I 15,000</p> <p>Benefits 3000-3999: Employee Benefits Title I 2,180</p>	<p>Because of staffing availability, new auxiliary programs were not able to be added to the 2015-2016 list of student resource options. Sonora High School continued to offer a lunch time advisory opportunity for students as well as afterschool math tutoring three days a week.</p>	<p>\$0.00</p>
<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Most actions and services from Goal 1 have been retained in the 2016-2017 LCAP except for the second actions outlined in this update: "Create a teacher coaching position for Math in order to provide coaching for new and current math teachers in the district." This action has been removed due to the district's need for a larger number of sections in math and English to</p>		

<p>past progress and/or changes to goals?</p>	<p>maintain an adequate teacher to student ratios.</p> <p>New actions that have been added to this goal for the 2016-2017 LCAP include the addition of additional teacher work days in order to provide greater instructional support for all students, the adoption of a new Life Skill, digital textbook to increase access to health-related information for all Sonora High School students, and the addition of a work experience class to provide job exposure, job training, and job tools for all Sonora High School students.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Develop the district's learning environments to provide equitable access to contemporary strategies, tools, and technologies.	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 checked="" 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	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Teacher online presence will increase by 25%. * Student's sense of felt proficiency in online classes will increase by 10% as measured by annual student surveys. * Average daily attendance will increase by 1%. * Regular use of the Google Apps for Education accounts will increase by 15%. * Campus network speeds will increase by 25%. * The total number of field trips and field-based experiences will increase by 25% as offered to all students. * The total number of digital texts used for instruction will increase by 20%. * Proficiency with contemporary learning tools as reported by students identified as at risk will increase by 10% on student and parent surveys. * The total ratio of students computers will increase to 3:1. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Every teacher in the district maintained an online presence through the school's student information system or through the district's adopted learning management system. * Average daily attendance rate increased by 1%. * Use of Google Apps for Education accounts increased by 50% as measured by active accounts, daily system users, and the number of documents created. * Campus network speeds increased by 10% with the installation of new network switching and routing equipment. * Utilizing the Wildcat Ranch, Sonora Union High School Agriculture facility, the district was able to offer 10 more field trips this year for students in Agriculture programs, Special Education students, Earth Sciences classes, and Career Technical Education classes, and the district's alternative education sites. The district also added three special education fields trips and three Fine and Performing Arts field trips. * District departments investigated four different digital textbooks in Math (all levels), World History, US History, and Life Skills. For the 2016-2017 school year, the district approved the adoption of a digital Life Skills textbook. * Proficiency with contemporary learning tools as reported by students identified as at risk increased by 5% on student and parent surveys. * The total ration of student computers increased to 2:1.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>Support student access to online learning, contemporary learning strategies, and collaborative communication skills through the adoption of technology tools for classroom and home.</p> <p>Implement a district wide learning management system (LMS) that will provide teachers, students, and parents with a robust online presence for curriculum, communication, and collaboration.</p>	<p>Purchase Canvas Subscription - xfer technology from Fund 17-0017 5800: Professional/Consulting Services And Operating Expenditures Other 10,260</p>	<p>The district completed implementation a district-wide learning management system (LMS) which provided teachers, students, and parents with a robust online presence for curriculum, communication, and collaboration. 15% of district teaching staff transitioned to used this tool as a means of online collaboration and access for student curriculum and communication. 10% of other district teaching staff explored the tool for use and implementation in the coming school year.</p>	<p>INSTRUCTURE - CANVAS LMS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,260</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an online-curriculum option in order to increase class offerings across the district as well as offer additional options for classes that can't be fit into a students' schedule or to help students make up credits.</p>	<p>APEX curriculum - additional curriculum 5800: Professional/Consulting Services And Operating Expenditures Lottery 6,600</p> <p>APEX curriculum - tutorial , credit recovery curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I 12,000</p>	<p>The district continued to partner with APEX learning to provide online class offerings for classes that couldn't be fit into a students' schedule. APEX was also utilized to help students make up credits.</p>	<p>APEX - Additional Curriculum 5800: Professional/Consulting Services And Operating Expenditures Lottery \$8,500</p> <p>APEX - Tutorial, Credit Recovery Curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income 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>Increase network and data capacity to ensure reliable electronic connectivity and access for hardwired and wireless access points.</p> <p>Upgrade network switches on all district campuses to increase reliability of network traffic and better allocate bandwidth resources across all district users.</p> <p>Maintain and modify current network wireless connectivity to ensure primary access at all district sites for all district users.</p>	<p>Replace servers, other hrdwre in technology network funding reserve in Fund 17-0017, \$450,000 6000-6999: Capital Outlay Other 450,000</p> <p>In-house technology salaries - Fund 01 - RESC 0017 2000-2999: Classified Personnel Salaries Other 99,221</p> <p>Benefits 3000-3999: Employee Benefits Other 37,723</p>	<p>Network capacity was upgraded at all district sites through the upgrade and reprogramming of all major network switches. Reliability of network traffic was more efficiently allocate through the increase in network bandwidth resources for all district users.</p> <p>The current network wireless infrastructure was maintained and serviced in order to increase network connectivity to ensure primary access at all district sites for all district users.</p>	<p>Upgrade network equipment 4000-4999: Books And Supplies Other \$4,700</p> <p>In-House Technology Salaries 2000-2999: Classified Personnel Salaries Base \$114,520</p> <p>Benefits 3000-3999: Employee Benefits Base \$42,706</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income 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>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income 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>Continue to develop the district's Agricultural Ranch to provide an outdoor learning lab environment for all district students.</p>	<p>Ag Ranch Salary - RESC - 0091 1000-1999: Certificated Personnel Salaries Other 56,585</p> <p>Benefits - RESC - 0091 3000-3999: Employee Benefits Other 12,319</p> <p>Ag Ranch supplies - RESC - 0091 4000-4999: Books And Supplies</p>	<p>Tthe district's Agricultural Ranch was further developed in order to provide an outdoor learning lab environment for all district students. The frequency of student field trips to the side increased by 25%. Staff and community opportunities to utilize the site increased by 100% and the first phase</p>	<p>Ar Ranch Curriculum Development 1000-1999: Certificated Personnel Salaries Base \$29,754</p> <p>Benefits 3000-3999: Employee Benefits Base \$6,327</p>

	Other 8,500 Ag Ranch - other services - RESC - 0091 5000-5999: Services And Other Operating Expenditures Other 3,525	of developmental plans neared completion.	
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption and purchase of devices for student access at all district sites. Purchase classroom devices such that the ratio of students to devices district wide is 3:1.	Purchase Chromebooks and charging carts - Technology Reserve Fund 17-0017 4000-4999: Books And Supplies Other 100,000	New devices were purchased at Sonora High School in order to increase student to device ratio. As well, devices were purchased for alternative education sites in order to provide equivalent access to technology and provide means of differentiating instruction. Current district student to device ratio is 3:1.	Chromebooks, carts, Clouds 4000-4999: Books And Supplies Other \$48,759 Chromebooks 4000-4999: Books And Supplies Title IV \$19,697 Chromebooks, carts 4000-4999: Books And Supplies Other \$39,666
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase software and hardware technology to help support instruction	SUPPLIES, SOFTWARE,	Specific software and hardware technology tools were explored for	\$0.00

<p>and access for students in RTI classes, EL classes, and other designated support classes district wide.</p>	<p>HARDWARE 4000-4999: Books And Supplies Supplemental 51,139</p>	<p>implementation in the RTI, EL, and other designated support classes, but no consensus beyond the standard tools was found. Intervention and EL teachers continued to heavily utilized current district technologies to achieve positive student gains toward grade-level mastery. This action has been revised in the 2016-2017 LCAP in order to make it more applicable to meet specific student learning needs.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All actions and services related to this goal have been retained for the 2016-2017 Local Control Accountability Plan. Updated information has been revised to reflect current district minimum proportionality allotment, district enrollment projection, district staffing needs, and the projected increase in services as a result of feedback gathered during district meetings for the 2016-2107 Local Control Accountability Plan.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Develop a positive and safe culture at district sites where all stakeholders feel safe as well as heard and respected. Foster district environments where all staff, students, and parents feel like they can participate and make meaningful contributions to each school.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify		
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * District student graduation rate will increase by 2%. * District and site retention rate will increase by 2%. * Student scholarship application rate will increase by 10%. * Student identification as "at risk" rate will increase by 5%. * The perception of safety in the district will increase by 5% on student, staff, and parent surveys. * The reported sense of school pride will increase by 2% at the freshmen level. * The amount of health and wellness communication to the students and staff of the district will increase by 10%. * The number of student athletes participating in sports will increase by 2%. * There will be a reduction in school drug related incidents by 10%. * Parent communication will increase by 25%. * The reliability of security data and communication will increase by 50% in the district. * The cultural sensitivity perception of staff and students will increase by 10%. * Parent participation at meetings and on surveys will increase by 10%. * The district superintendent will sustain communication with foundation districts. 	<table border="1"> <tr> <td data-bbox="1060 560 1218 690">Actual Annual Measurable Outcomes:</td> <td data-bbox="1218 560 1988 1416"> <ul style="list-style-type: none"> * District Graduation rate decreased by 0.5%. * District and site retention increased by 4% at Sonora High School. * Student scholarship application rate remained consistent with previous years. * The percentage of students identified as "at-risk" remained consistent with previous school years. * The felt perception of safety in the district increased by 10% on student, staff, and parent surveys. * The amount of health and wellness communication to students and staff of the district increased by 200% as measured by the interactions, events, and communications from the District Wellness Coordinator. * The number of athletes remained consistent with previous years. * There was a reduction in school-related drug incidents b 15%. * Parent communication increased by 25% as measured by the number of correspondences sent out by each site and by the district office. * The reliability of security data and communication remained consistent with previous school years. * The perception of cultural sensitivity increased by 5% as measured by staff and parent surveys. * Parent participation at meetings remained consistent with previous years. Parent participation in electronic surveys increased by 25% when compared to parent participation in the previous year. </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> * District Graduation rate decreased by 0.5%. * District and site retention increased by 4% at Sonora High School. * Student scholarship application rate remained consistent with previous years. * The percentage of students identified as "at-risk" remained consistent with previous school years. * The felt perception of safety in the district increased by 10% on student, staff, and parent surveys. * The amount of health and wellness communication to students and staff of the district increased by 200% as measured by the interactions, events, and communications from the District Wellness Coordinator. * The number of athletes remained consistent with previous years. * There was a reduction in school-related drug incidents b 15%. * Parent communication increased by 25% as measured by the number of correspondences sent out by each site and by the district office. * The reliability of security data and communication remained consistent with previous school years. * The perception of cultural sensitivity increased by 5% as measured by staff and parent surveys. * Parent participation at meetings remained consistent with previous years. Parent participation in electronic surveys increased by 25% when compared to parent participation in the previous year.
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> * District Graduation rate decreased by 0.5%. * District and site retention increased by 4% at Sonora High School. * Student scholarship application rate remained consistent with previous years. * The percentage of students identified as "at-risk" remained consistent with previous school years. * The felt perception of safety in the district increased by 10% on student, staff, and parent surveys. * The amount of health and wellness communication to students and staff of the district increased by 200% as measured by the interactions, events, and communications from the District Wellness Coordinator. * The number of athletes remained consistent with previous years. * There was a reduction in school-related drug incidents b 15%. * Parent communication increased by 25% as measured by the number of correspondences sent out by each site and by the district office. * The reliability of security data and communication remained consistent with previous school years. * The perception of cultural sensitivity increased by 5% as measured by staff and parent surveys. * Parent participation at meetings remained consistent with previous years. Parent participation in electronic surveys increased by 25% when compared to parent participation in the previous year. 			

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide academic counseling services for student support.	<p>COUNSELING SALARIES - RESC 0000 - FUNC 3110 1000-1999: Certificated Personnel Salaries Other 151,894</p> <p>BENEFITS 3000-3999: Employee Benefits Other 39,367</p>	Academic counseling services were provided for all students at Sonora High School during the 2015-2016 school year. A greater need for counseling services was noticed at the district's alternative education sites.	<p>Academic Counselors 1000-1999: Certificated Personnel Salaries Base \$161,451</p> <p>Benefits 3000-3999: Employee Benefits Base \$40,030</p>
<p>Scope of Service: LEA-Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide specialized academic counseling services for students identified as "at risk" at Sonora High School Campus and on the Cassina High School campus through a campus Learning Director.	<p>LEARNING DIRECTOR SALARY 1000-1999: Certificated Personnel Salaries Supplemental 61,348</p> <p>BENEFITS 3000-3999: Employee Benefits Supplemental 17,565</p>	Specialized academic counseling services for students identified as "at risk" were provide for students at Sonora High School and at Cassina High School by the district Learning Director. The scope of services provided was targeted and strategic. An expansion of these services is proposed for the 2016-2017 school year in order to better meet the needs of students identified as at-risk.	<p>Learning Director 1000-1999: Certificated Personnel Salaries Supplemental \$63,720</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$17,830</p>
<p>Scope of Service: Sonora High School, Cassina High School</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: Sonora High School, Cassina High School</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>proficient _ Other Subgroups: (Specify)</p>	
<p>Fund extra supervision on all district campuses to help promote safe and productive learning environment.</p> <p>Continue to fund 3 campus supervisors on the Sonora High School campus.</p> <p>Continue to fund 1 campus supervisor position on the Alternative Education Campus.</p>	<p>ADDTL SUPERVISION- SEE BELOW FOR OTHER SHARE OF COSTS 5700-5799: Transfers Of Direct Costs Supplemental 61,004</p> <p>SHS CAMPUS SUPERVISORS - RESC 0000, FUNC 8300, LOC 111 2000-2999: Classified Personnel Salaries Other 42,955</p> <p>SHS BENS 3000-3999: Employee Benefits Other 18,049</p> <p>CASSINA CAMPUS SUPERVISOR - RESC 0000, FUNC 8300, LOC 112 2000-2999: Classified Personnel Salaries Other 23,925</p> <p>CASSINA BENS 3000-3999: Employee Benefits Other 5,224</p>	<p>Extra supervision was funded at all district site. The extra supervision helped to promote a more safe and productive learning environment.</p> <p>3 campus supervisors were funded on the Sonora High School campus with an addition 2-hour supervisor joining the campus during lunch.</p> <p>1 campus supervisor position was funded on the Alternative Education Campus.</p>	<p>Add'l Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental \$47,779</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$15,433</p> <p>SHS Campus Supervisors 2000-2999: Classified Personnel Salaries Base \$48,586</p> <p>Benefits 3000-3999: Employee Benefits Base \$19,605</p> <p>Cassina Campus Supervisor 2000-2999: Classified Personnel Salaries Base \$24,645</p> <p>Benefits 3000-3999: Employee Benefits Base \$5,381</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Create avenues for character education on the Sonora High campus that will promote learning and growth for each individual and the culture of the school.</p> <p>Continue to support the Link Crew program designed to support and connect incoming freshmen with the culture of the school.</p>	<p>LINKCREW STIPEND RESC 0000, OBJT 1100, SO 05 1000-1999: Certificated Personnel Salaries Other 2,166</p> <p>LINKCREW BENS 3000-3999: Employee Benefits Other 260</p> <p>LINKCREW INSTR MATLS 4000-4999: Books And Supplies Lottery 1,500</p>	<p>New avenues for character education were created on the Sonora High campus. These new avenues promoted learning and growth for each student on the campus through positive behavior support, targeted freshmen activities, curriculum for the freshmen level, and student recognition.</p> <p>Sonora High School continued to have the Link Crew program support and</p>	<p>Link Crew Stipend 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$2,231</p> <p>Benefits 3000-3999: Employee Benefits Base \$334</p> <p>Link Crew materials 4000-4999: Books And Supplies Base \$90</p> <p>Link Crew Professional Services 5800:</p>

<p>Implement the Character Counts character education program at the freshmen level to support the cultural climate of the school.</p> <p>Develop an Antibullying Program to provide students with support and to decrease the reported number of instances of bullying on campus.</p>	<p>CHARACTER COUNTS CONFERENCE FOR 5 TEACHERS - SMR 2015 5000-5999: Services And Other Operating Expenditures Title I 5,000</p> <p>STAFF SALARY 1000-1999: Certificated Personnel Salaries Other 5000</p> <p>STAFF BENS 3000-3999: Employee Benefits Other 600</p>	<p>connect incoming freshmen with the culture of the school with some beginning of the school year activities and peer partnerships.</p> <p>The Character Counts character education program was explored for the Freshmen Life Skill teachers at the freshmen level to support the cultural climate of the school. No systematic program was created, though elements of the education program were introduced into the Freshmen year Life Skills curriculum.</p>	<p>Professional/Consulting Services And Operating Expenditures Base \$988</p> <p>Character Counts conference 5000-5999: Services And Other Operating Expenditures Title I \$4,750</p>
<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create a Wellness Coordinator position who will help to create focus on support, intervention, and instruction of healthy lifestyles, anti-tobacco, physical activity, healthy foods for students and district staff.</p>	<p>WELLNESS STIPEND 1000-1999: Certificated Personnel Salaries Other 2,166</p> <p>WELLNESS BENS 3000-3999: Employee Benefits Other 260</p> <p>WELLNESS INSTR MATLS 4000-4999: Books And Supplies Lottery 1500</p>	<p>The Wellness Coordinator position helped to create systemic, district-wide focus on support, intervention. The coordinator provided lunch time referral services for students developed targeted instruction towards healthy lifestyles, anti-tobacco, physical activity, healthy foods for classroom use. The coordinator also formed a student committee responsible for completing monthly wellness awareness activities and the school first annual Health Faire.</p>	<p>Wellness Coordinator Stipend 1000-1999: Certificated Personnel Salaries Base \$2,231</p> <p>Benefits 3000-3999: Employee Benefits Base \$334</p> <p>Wellness Malts 4000-4999: Books And Supplies Locally Defined \$723</p> <p>Wellness Student Field trip 5700-5799: Transfers Of Direct Costs Lottery \$217</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fund extra-curricular athletic programs to promote student health and wellness, and to increase student participation on the Sonora High School campus.</p>	<p>COACHING STIPENDS RESC 0000, OBJT 1100 SO 08 1000-1999: Certificated Personnel Salaries Other 45,000</p> <p>COACHING STIPENDS RESC 0000 OBJT 2XXX, SO 09 2000-2999: Classified Personnel Salaries Other 111,110</p> <p>COACHING BENS RESC OBJT 3XXX SO 08 AND 09 3000-3999: Employee Benefits Other 18,000</p>	<p>The district funded extra-curricular athletic programs with the goal to promote student health and wellness and to increase student participation on the Sonora High School campus. A similar percentage of students enrolled in athletic programs as compared to previous years.</p>	<p>Athletic Stipends - Certif Teachers 1000-1999: Certificated Personnel Salaries Base \$52,630</p> <p>Benefits 3000-3999: Employee Benefits Base \$7,630</p> <p>Athletic Stipends - Classified / Walk On 2000-2999: Classified Personnel Salaries Base \$111,110</p> <p>Benefits 3000-3999: Employee Benefits Base \$11,730</p> <p>Athletic Director 1000-1999: Certificated Personnel Salaries Base \$34,155</p> <p>Benefits 3000-3999: Employee Benefits Base \$21,257</p>
<p>Scope of Service Sonora High School</p>		<p>Scope of Service Sonora High School</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current</p>	<p>PROVIDED THROUGH TUOLUMNE JPA RESC 0000, OBJT 5450 5000-5999: Services And Other Operating Expenditures Other 10,709</p>	<p>School safety training was provided for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and</p>	<p>Safety Training - Tuolumne JPA 5000-5999: Services And Other Operating Expenditures Base \$10,709</p>

<p>and relevant safety information, and to communicate safety concerns on and around district campuses.</p>		<p>relevant safety information, and to communicate safety concerns on and around district campuses.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In order to help maintain a safe and drug free campus, continue to fund the KIDDS program (Drug Dogs) on all district campuses.</p>	<p>KIDDS - OTHER SERVICES 5800: Professional/Consulting Services And Operating Expenditures Lottery 750</p>	<p>The district continued to fund the KIDDS program (Drug Dogs) on all district campuses in order to help maintain a safe and drug-free campus,</p>	<p>KIDDS - Drug Dogs at both campuses 5800: Professional/Consulting Services And Operating Expenditures Lottery \$1,622</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.</p> <p>Utilize the school communication tool to receive feedback from parents and students regarding school communication and district events.</p>	<p>CANVAS 5800: Professional/Consulting Services And Operating Expenditures Other 10,260</p> <p>SCHOOL REACH, SCHOOL MESSENGER - 3 YR SUBSCRIPTION 5800: Professional/Consulting Services And Operating Expenditures Other 2,121</p>	<p>The district continued to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.</p> <p>The communication tool was utilized to communicate with parents, staff, and students regarding school updates, school events, emergencies, and school closure. the tool was also used</p>	<p>Canvas LMS 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,260</p> <p>School Reach - 3 yr paid in August 2013 5800: Professional/Consulting Services And Operating Expenditures Concentration 0</p> <p>Phone, Internet 5900: Communications Base \$96,459</p>

	<p>PHONE, INTERNET 5900: Communications Other 45,850</p> <p>WEB HOST FEE 5800: Professional/Consulting Services And Operating Expenditures Other 500</p> <p>AERIES PORTAL 5800: Professional/Consulting Services And Operating Expenditures Other 6,400</p>	<p>to communicate with parents regarding attendance and discipline issues as well as to receive feedback from parents and students.</p>	<p>Web Host Fee - BGA 5800: Professional/Consulting Services And Operating Expenditures Base \$229</p> <p>Aeries - Eagle Software 5800: Professional/Consulting Services And Operating Expenditures Base \$4,621</p> <p>Aeries conference 5000-5999: Services And Other Operating Expenditures Base \$2,100</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Upgrade the security camera system in place on the Sonora High School campus to provide cleaner and more accurate surveillance to promote and maintain a safer more secure campus.</p>	<p>UPGRADE / REPLACE SECURITY CAMERAS - FD 40-0092 5000-5999: Services And Other Operating Expenditures Other 30,000</p>	<p>Due to an under-projection of costs, this project was not completed during this school year. After thorough research and investigation, other funds will be utilized to complete this project. This action has been removed from the 2016-2017 Local Control Accountability Plan.</p>	<p>UPGRADE SECURITY CAMERAS to 2016/17, FD 14 & 25 6000-6999: Capital Outlay Other \$0.00</p>
<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sonora High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide followup professional development to the Cultural Sensitivity Training that was provided to the district during the 2013-2014 school year. Through this training, promote district practices that address equity of all pupil subgroups.</p>	<p>WEDNESDAY AM PD SESSIONS - SALARIES AND BENEFITS IN HOUSE LABOR 1000-1999: Certificated Personnel Salaries Other 10,000</p> <p>BENEFITS 3000-3999: Employee Benefits Other 6,000</p>	<p>Due to a full professional development schedule, the district collaborated with staff and school stakeholders without outside professional development services regarding Cultural Sensitivity. This action has been revised in the 2016-2017 Local Control Accountability plan to align with the proposed professional development needs of each site.</p>	<p>\$0.00</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Ethnic Minorities</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Ethnic Minorities</p>	
<p>Increase parent interaction opportunities through site meetings, district programs, educational opportunities, boosters, college and career meetings, and community feedback meetings.</p>	<p>IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Other 2,500</p> <p>BENS 3000-3999: Employee Benefits Other 400</p>	<p>Parent interaction opportunities were maintained during the 2015-2016 school year through monthly site meetings, district programs, educational opportunities, college and career meetings, and community feedback meetings. The district explored different meeting dates, meeting times, meeting accommodations (like refreshments and deserts) in order to help promote attendance and gather more parent feedback. During the 2016-2017 Local Control Accountability Plan, the district will continue this action and investigate further ways to garner parent attendance, feedback, and support for each of the schools.</p>	<p>In-House Labor 1000-1999: Certificated Personnel Salaries Base \$2,500</p> <p>Benefits 3000-3999: Employee Benefits Base \$400</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Work with foundation districts to support improved articulation and agreements between districts to help student transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.</p>	<p>COUNSELOR AND SITE ADMIN IN-HOUSE LABOR 1000-1999: Certificated Personnel Salaries Other 2,500 <hr/> BENS 3000-3999: Employee Benefits Other 400</p>	<p>District employees continued to work with foundation districts in the county to support improved articulation and agreements between districts to help student transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes. School administration and counselors visited all of the district's foundation schools, and the district hosted it first articulation evening with representation from each foundation district and a member of all department from Sonora High School.</p>	<p>In-House Labor 1000-1999: Certificated Personnel Salaries Base \$2,500 <hr/> Benefits 3000-3999: Employee Benefits Base \$400</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Most actions and services from Goal 3 have been retained in the 2016-2017 LCAP except for the ninth action outlined in this update: "Upgrade the security camera system in place on the Sonora High School campus to provide cleaner and more accurate surveillance to promote and maintain a safer more secure campus," and the tenth action outlined in this update: "Provide follow-up professional development to the Cultural Sensitivity Training that was provided to the district during the 2013-2014 school year. Through this training, promote district practices that address equity of all pupil subgroups." The ninth action has been removed from future LCAP plans due to an under-projection of costs for the project. The tenth action has been revised to better meet the district's future plans for professional development in order to meet the needs of all students</p>		

	<p>in the district.</p> <p>Two new actions that have been added to this goal for the 2016-2017 LCAP include the addition the addition of full-time counseling services at the district's alternative education sites, and the addition of a concussion coordinated designed to help meet the health and wellness needs of students across the district.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$651,892</u>
The estimated Supplemental and Concentration Grant Funding for 2016-2017, as determined by the Minimum Proportionality Percentage in the LCFF calculator is \$651,892. This is based on the unduplicated count of targeted students of 41.26%.	
<p>In order to address the achievement gap and to improve services specifically for low-income, foster youth, English Language Learners, students identified as "at risk" by the district, and other students who are struggling to reach grade-level achievement, the district will seek to use these funds to make an impact on these identified students while improving the curricular state of the district as a whole. It is also a goal, through the use of these funds to increase the physical, emotional and cultural welfare of all district sites. As a result of these goals, these funds will be expended in the following manner: the district will continue to refine and expand the offering of intervention classes designed to meet the needs of struggling learners, helping them make strides toward achieving grade-level learning. Intervention classes, instruction support for the intervention classes, and the paraprofessional support for these classes will help to expand the scope of services for these students. In order to support instruction and to help the identified learners advance in their achievement of grade-level proficiency, the addition of specialized classroom tools and application will be purchased for intervention classes. Further tools in these classes will help keep the most effective and relevant curriculum in place and further supported by technological tools that will provide essential exposure and resources for the advancement of grade-level learning. At the alternative education sites, additional classes, above and beyond the required classes, will be offered to provide improved services for the identified students. These additional classes will provide additional exposure to curricula, additional time with staff, and opportunity for remediation and advancement toward grade-level proficiency. The Learning Director position was created to monitor, guide, and help create strategic interventions for the identified students at all district sites. By maintaining this position, this population of students will have dedicated support services available that will help promote success and will help create necessary interventions to help foster achievement, homeless youth, and students identified by the district as at-risk. The addition of a counseling position at the district's alternative education site will help to support foster youth, homeless youth, students identified to have adverse learning needs, and students identified by the district as at-risk. The expansion of counseling services at the alternative education site will help to support all student educationally and emotionally to reach grade-level achievement, to help with student retention, and to help with the district's graduation rate for al students. Lastly, to help maintain physically, emotionally, and culturally healthy school for all students in the district, the role and position of the campus supervision will continue to be supported and expanded at all district sites.</p>	

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

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

7.53	%
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The calculated proportion for the increase of services provided to low-income pupils, foster youth, English Learners for the district proposed is 7.53% for the 2016-2017 school year.

To provide increased and improved services specific to these identified pupils the district will fund the following services: at Sonora High School and Cassina High School, the district will fund paraprofessional services for intervention and behind grade-level classes so as to provide students with more access to help with the curriculum and classroom objectives and strategic push-in and pull-out services where applicable for student support. At all sites, the district will continue to fund counseling services specific to the needs of the students identified above through the staffing of the Learning Director position. At Sonora High School, the district will continue to provide specific and individualized instructional support for English Language Learners through a dedicated class that supports and enhances the instruction of each students course load. At Sonora High School, the district will continue to build and support invention course offerings so as to provide mainstream classes for the students identified above to help achieve and maintain grade-level progress. As well, the district will support intervention classes with specialized technological support in order to help student achievement and maintain curricular relevance applicable to optimal student achievement in the intervention classes. On the Alternative Education campus, the district will support the expansion of the class offerings, beyond the daily required in order to provide students with more class options, the ability to make grade-level advancement, more contact with district staff, and more curriculum support.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	2,943,606.03	2,649,681.00	4,328,503.00	4,582,881.00	4,324,446.00	13,235,830.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	0.00	2,231.00	0.00	0.00	0.00	0.00
Base	0.00	1,234,475.00	3,237,413.00	3,271,682.00	3,262,856.00	9,771,951.00
Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	723.00	0.00	0.00	0.00	0.00
Lottery	16,800.00	17,281.00	72,458.00	72,458.00	62,458.00	207,374.00
Other	1,888,628.03	553,036.00	21,100.00	33,125.00	21,100.00	75,325.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	545,082.00	476,151.00	688,175.00	666,259.00	682,175.00	2,036,609.00
Title I	493,096.00	346,087.00	309,357.00	539,357.00	295,857.00	1,144,571.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title IV	0.00	19,697.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	2,943,606.03	2,649,681.00	4,328,503.00	4,582,881.00	4,324,446.00	13,235,830.00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,101,361.00	1,293,395.00	2,008,891.00	2,076,899.00	2,118,930.00	6,204,720.00
2000-2999: Classified Personnel Salaries	389,824.00	456,655.00	501,138.00	501,138.00	445,607.00	1,447,883.00
3000-3999: Employee Benefits	424,146.00	513,758.00	755,050.00	985,050.00	755,050.00	2,495,150.00
4000-4999: Books And Supplies	162,639.00	133,017.00	38,350.00	37,850.00	27,850.00	104,050.00
5000-5999: Services And Other Operating Expenditures	97,891.03	41,250.00	71,857.00	87,932.00	43,807.00	203,596.00
5700-5799: Transfers Of Direct Costs	61,004.00	2,717.00	68,008.00	0.00	0.00	68,008.00
5800: Professional/Consulting Services And Operating Expenditures	210,891.00	112,430.00	134,666.00	130,116.00	154,216.00	418,998.00
5900: Communications	45,850.00	96,459.00	108,896.00	108,896.00	108,986.00	326,778.00
6000-6999: Capital Outlay	450,000.00	0.00	641,647.00	655,000.00	670,000.00	1,966,647.00

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	2,943,606.03	2,649,681.00	4,328,503.00	4,582,881.00	4,324,446.00	13,235,830.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	2,231.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	527,716.00	1,603,601.00	1,618,801.00	1,659,132.00	4,881,534.00
1000-1999: Certificated Personnel Salaries	Other	672,075.00	351,376.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	337,228.00	293,160.00	264,522.00	317,330.00	332,530.00	914,382.00
1000-1999: Certificated Personnel Salaries	Title I	92,058.00	118,912.00	140,768.00	140,768.00	127,268.00	408,804.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	334,657.00	281,753.00	281,753.00	226,222.00	789,728.00
2000-2999: Classified Personnel Salaries	Other	277,211.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	47,779.00	137,689.00	137,689.00	137,689.00	413,067.00
2000-2999: Classified Personnel Salaries	Title I	112,613.00	74,219.00	81,696.00	81,696.00	81,696.00	245,088.00
3000-3999: Employee Benefits	Base	0.00	237,524.00	560,533.00	564,749.00	560,533.00	1,685,815.00
3000-3999: Employee Benefits	Other	253,670.00	103,139.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	95,711.00	113,839.00	122,624.00	118,408.00	122,624.00	363,656.00
3000-3999: Employee Benefits	Title I	74,765.00	59,256.00	71,893.00	301,893.00	71,893.00	445,679.00
3000-3999: Employee Benefits	Title II	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	19,472.00	10,750.00	10,750.00	10,750.00	32,250.00

4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Locally Defined	0.00	723.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	3,000.00	0.00	11,000.00	11,000.00	1,000.00	23,000.00
4000-4999: Books And Supplies	Other	108,500.00	93,125.00	16,100.00	16,100.00	16,100.00	48,300.00
4000-4999: Books And Supplies	Supplemental	51,139.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Title IV	0.00	19,697.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	12,809.00	19,753.00	20,503.00	16,003.00	56,259.00
5000-5999: Services And Other Operating Expenditures	Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	6,450.00	6,942.00	19,300.00	24,100.00	0.00	43,400.00
5000-5999: Services And Other Operating Expenditures	Other	51,781.03	5,396.00	5,000.00	17,025.00	5,000.00	27,025.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	853.00	27,804.00	26,304.00	22,804.00	76,912.00
5000-5999: Services And Other Operating Expenditures	Title I	39,660.00	15,250.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Lottery	0.00	217.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental	61,004.00	0.00	68,008.00	0.00	0.00	68,008.00
5700-5799: Transfers Of Direct Costs	Title I	0.00	2,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	5,838.00	10,480.00	11,230.00	11,230.00	32,940.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	0.00	0.00

5800: Professional/Consulting Services And Operating Expenditures	Lottery	7,350.00	10,122.00	42,158.00	37,358.00	61,458.00	140,974.00
5800: Professional/Consulting Services And Operating Expenditures	Other	29,541.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	20,520.00	67,028.00	66,528.00	66,528.00	200,084.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	174,000.00	75,950.00	15,000.00	15,000.00	15,000.00	45,000.00
5900: Communications	Base	0.00	96,459.00	108,896.00	108,896.00	108,986.00	326,778.00
5900: Communications	Other	45,850.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	641,647.00	655,000.00	670,000.00	1,966,647.00
6000-6999: Capital Outlay	Other	450,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

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