

**Introduction:**

**LEA:** Keyes Union School District **Contact (Name, Title, Email, Phone Number):** Cynthia Schaefer, Superintendent, cschaefer@keyes.k12.ca.us, 209-669-2921 **LCAP Year:** 2016-17

***Local Control and Accountability Plan and Annual Update Template***

*Introduction:*

*The Keyes Union School District is comprised of three schools, Keyes Elementary School, Barbara Spratling Middle School, and Keyes to Learning Charter School. For the purposes of our Local Control Accountability Plan (LCAP), this plan is for Keyes Elementary School and Barbara Spratling Middle School. Keyes to Learning Charter School serves students TK through 12th grade and creates their own LCAP.*

*Our District Vision and Mission statements are: Vision: Develop leaders for the future; Mission: Provide exceptional educational experiences for students, staff, and the community by building an organization where all are inspired to be leaders and committed to life-long learning.*

*Each site enrollment at the end of the 2015-16 school year was: 527 at Keyes Elementary School, 239 at Barbara Spratling Middle School, and 338 at Keyes to Learning Charter School. Our District serves the Keyes community as well as parts of Ceres, Hughson, and Turlock. Specific Information about schools within the District follows:*

*Keyes Head Start Program and Keyes State Preschool Program (PreK)*

*Keyes School District has both a Head Start Program and State Preschool Program to service infants through pre-kindergarten students. Enrollment in the combined programs is approximately 100 students.*

*Keyes Elementary School (TK-5)*

*Keyes Elementary School is a K-5 school founded in 1905 and located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600 and has a diverse cultural and ethnic base including Hispanic, Hmong, Assyrian, White and Portuguese. Approximately 50% of the students of Keyes Elementary School are English Learners, and 100% of the students receive free and reduced lunch. Keyes Elementary School services approximately 527 students in grades K through 5 and is located at 4400 Maud Avenue in Keyes, California. Keyes Elementary School is a Title 1 school. The school's mission of developing life-long learners and productive citizens is manifested through a demanding curriculum taught by dedicated professional educators. The mission of Keyes Elementary School is to promote, encourage and support our students in developing a life-long commitment to learning as confident, caring people. We accomplish this mission by first providing a learning environment that fosters the acquisition of sound academic skills based on high expectations of all students. Secondly, by providing a safe, nurturing, yet challenging environment, we support students as they learn to be good decision makers, develop respect for themselves and others, and grow as mentally, emotionally, and physically healthy individuals.*

*Student Enrollment in percentage of total enrollment by Groups from the 2015 SARC:*

*Black or African American - 0*

*American Indian or Alaska Native - 0*  
*Asian - 2.3*  
*Filipino - 0.2*  
*Hispanic or Latino - 78.4*  
*Native Hawaiian or Pacific Islander - 0.2*  
*White - 17.7*  
*Socioeconomically Disadvantaged - 91.6*  
*English Learners - 48.2*  
*Foster Youth - 1.2*  
*Students with Disabilities - 7.2*

*Barbara Spratling Middle School (6-8)*

*The school is located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600 and has a diverse cultural and ethnic base including Hispanic, Hmong, Assyrian, White and Portuguese. The middle school has approximately 36% English Learners. The Keyes Union School District is committed to quality education for all students. In partnership with the home and community, we promote student success through academic excellence and a positive, safe learning environment. Each student will demonstrate self-confidence, community pride, and the skills to become a responsible citizen. Spratling Middle School services approximately 239 students in grades 6-8. Our mission is to provide a quality education for all students based on high academic, moral and ethical standards that will prepare them to be lifelong learners and responsible, productive citizens. Spratling Middle School is dedicated to ensure academic success as we transition to the new Common Core State Standards while continuing to provide a safe and comprehensive educational experience that contributes to the total development of each Spratling Middle School student. Spratling Middle School's motto is "Making Success Happen".*

*Student Enrollment in percentage of total enrollment by Groups from the 2015 SARC:*

*Black or African American - 0.9*  
*American Indian or Alaska Native - 0.4*  
*Asian - 0.9*  
*Filipino - 0.0*  
*Hispanic or Latino - 78*  
*Native Hawaiian or Pacific Islander - 0.0*  
*White - 14.8*  
*Socioeconomically Disadvantaged - 91.5*  
*English Learners - 35*  
*Foster Youth - 1.3*  
*Students with Disabilities - 15.7*

*Keyes to Learning Charter School (TK-12)*

*Keyes to Learning Charter School, affectionately known as KTL, is one of the longest running Charter Schools in California. Established in 1995 as the 85th California charter school, its initial program was independent study home school grades K-8. Today, KTL offers a selection of educational program choices for grades TK-12.*

*KTL Educational Philosophy:*

- 1. Using the Core Knowledge Sequence® students should acquire basic liberal arts content knowledge early and in so doing create a strong foundation for thinking and learning.*
- 2. Parents play an essential role in their children's education.*
- 3. Communication between the home and school is ongoing and an integral part of the learning environment.*
- 4. Parent input is valued, promoted, and acknowledged.*
- 5. Education is a lifelong process.*

*KTL Mission Statement*

*Keyes to Learning Charter School, working in partnership with families and the community, will provide each student in transitional kindergarten through twelfth grade with the materials, expertise and opportunities needed to be a productive citizen and lifelong learner. This will be accomplished by offering individualized attention in one-on-one and small class settings using high quality academic resources.*

*Student Enrollment in percentage of total enrollment by Groups from the 2015 SARC:*

*Black or African American - 0.6*

*American Indian or Alaska Native - 1.4*

*Asian - 3.2*

*Filipino - 0.3*

*Hispanic or Latino - 19.5*

*Native Hawaiian or Pacific Islander - 0.6*

*White - 74.1*

*Socioeconomically Disadvantaged - 20.7*

*English Learners - 3.2*

*Foster Youth - 0.0*

*Students with Disabilities - .09*

*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>General Process Throughout the year stakeholders were given information and opportunities to ask questions and provide input in regards to our Local Control Accountability Plan (LCAP). Detailed meetings and opportunities are listed in the items below. After sending out information and meeting with stakeholders, an LCAP Planning Committee was formed. The initial intent was to have the planning committee consist of the following: school and district administration (3), teachers (2-4), classified staff (2-3), parents (2), and board members (1-2).</p>	<p>The LCAP was developed by the planning committee based on all the input gathered from all the different stakeholder groups. From parent surveys, staff input, student suggestions, and our current Strategic Plan goals, the planning committee found trends and developed the best possible goals and actions to be taken in order to increase and improve services to students. All actions were reviewed to determine if they should continue, be changed, or be removed from the plan if not producing the expected outcomes.</p>

Unfortunately, due to lack of interest and availability, the actual steering committee consisted of the following: Cynthia Schaefer-Superintendent; Cyndi McDaniel-Curriculum Coordinator, John Stuart-Principal, and Timothy Torres-Principal (4 administrators); Michelle Christiansen-CBO (1 management); Carolyn Stewart-teacher and KTA union member, and Jennie Smith-teacher and KTA union member (2 teachers); Khush Samra-attendance clerk, and Leticia Rouse-school secretary (2 classified staff); and Claudia Serrato-parent, and Mirella Gonzalez-parent (2 parents).

All information gathered through surveys, meetings, emails, and other communications was sorted and reviewed by the steering committee. The steering committee looked at data and trends to review the LCAP goals and the eight state priorities. Once goals were reviewed and deemed still appropriate with a few minor changes to the identified needs under some of the goals, they were shared with stakeholders for any additional input or suggestions. The planning committee then reviewed the metrics, goal descriptions, and planned for specific actions and services to improve and increase services for our students.

A draft LCAP was shared with each of the stakeholder groups and posted on the district website in English and Spanish, with additional opportunities provided for questions, input, comments, and suggestions.

Board Meetings (November 18, January 13, February 10, March 9, and April 13, May 11)

At all board meetings the board was updated on Local Control Funding Formula and Local Control Accountability Plan either with a presentation or during the Superintendent's update.

November 18 - LCAP update was shared by the superintendent with a power point presentation covering introduction and review of the changes and process for monitoring our 2015-16 LCAP and developing our 2016-17 LCAP. Roles and responsibilities of the board, the superintendent, and other stakeholders was reviewed.

January 13 - An LCAP update was shared by the superintendent. She reviewed all the goals and actions for 2015-16 with a progress report on each of the actions. Also information was share regarding which administrator and staff member was assigned to keep track of and monitor each action.

February 10 - Superintendent shared update regarding the formation of the planning committee and the process for evaluating the current plan, reviewing

After reviewing survey data, the following areas were identified as most important for our district:

Students' and teachers' access to technology

Positive teacher interactions with students

Common Core State Standards and ELD Standards

Safe campuses with behavioral expectations to increase student engagement

Sharing information at board meetings helped keep the board informed so that they could answer questions when contacted by staff members, families, and the community. This also helped keep the community informed of the work being done to monitor and revise the LCAP. Also important information was shared and available regarding the required elements of LCAP and process that would be followed by our district. Questions and comments from board members were discussed during Superintendent Cabinet meetings and also during LCAP Planning Committee meeting.

input from stakeholders, and making revisions and changes for the 2016-17 plan. Staff, student, and parent survey results were also shared with the board.

March 9 - More information regarding LCAP was shared during the superintendent's board report, including an update on progress made during 2015-16 and progress of the LCAP planning committee.

April 13 - Information on progress was shared during superintendent's board report.

May 11 - Information was shared regarding costs of various action items to be included in the 2016-17 LCAP along with possible methods for determining priorities if cuts are required to the 2016-17 LCAP plan.

District English Learner Advisory Council (DELAC)

November 19, 2015 - LCAP update was shared by the superintendent.

Information was shared regarding the progress of each action as well as the ongoing process of LCAP. Parents had an opportunity to ask questions and all were responded to in writing by the superintendent.

March 21, 2016 - An LCAP review with update was presented. Information on the progress of the LCAP Planning Committee as well as parent survey results were also shared.

May 19, 2016 - LCAP Draft in English and Spanish, including an overview of the goals and actions for 2016-17, was shared with the DELAC members. Each goal was covered in detail along with the metrics, goal description, and the upcoming year's plan under each area. All parent questions and comments were recorded and the superintendent responded in writing to each item. All responses from DELAC, SSC, and DAC were mailed home to those committee members.

A large percentage of our student population, nearly 50%, is English learners and so the comments, suggestions, and input from this group was critical in revising our LCAP. The parents on this committee were very attentive and interested in the information that was shared and had very good questions early on in the process. The questions and comments from these parents, after reviewing the draft, were well thought out and provided additional information on actions to include in our LCAP in order to increase and improve student achievement.

As parents have become more familiar with the LCAP process, goals, and actions, they have had less questions. Nevertheless, some of the specific areas that were addressed due to input from our DELAC are:

- Provide increased technology at both school sites
- Maintain and hire excellent teachers at the school sites
- Provide a positive environment for students
- Bring back summer school at the elementary school
- Increase opportunities for parent involvement and education
- Provide more Spanish interpretation at all meetings
- Increase opportunities for sports and other activities for students

The only area that DELAC suggested that is not currently in our LCAP but may be considered in the future is:

- Hire a music teacher to provide music instruction at the elementary school and the middle school.



#### School Site Council (SSC)

October 28, 2015 - LCAP update was share by the elementary school principal, Tim Torres, covering an introduction and review of the changes and process for monitoring our 2015-16 LCAP and developing our 2016-17 LCAP. Roles and responsibilities of the board, the superintendent, and other stakeholders was reviewed. Information regarding the parent survey was also shared.

May 17, 2016 - An update with a draft of the working LCAP was shared by the superintendent at SSC. All questions were answered in writing by the superintendent. All responses from DELAC, SSC, and DAC were mailed home to those committee members.

#### District Advisory Council (DAC)

October 8, 2015 - The 2015-16 LCAP progress and funding amounts was shared by the superintendent with the District Advisory Council. Also information about the upcoming survey was also shared.

February 25, 2016 - General LCAP information, an update, survey information, and information on how stakeholders could participate on the LCAP Planning Committee was shared.

May 3, 2016 - LCAP Draft was shared with the DAC members by the superintendent. Each goal was covered in detail along with the metrics, goal description, and the 2016-17 actions included in the LCAP. All parent questions and comments were recorded and the superintendent responded briefly at the meeting and in writing to each item. All responses from DELAC, SSC, and DAC were mailed home to those committee members.

Our school site council also had an impact on the planning and development of our LCAP. As information was shared, they asked questions which helped guide some of the work of the steering committee. The input, suggestions, and comments helped the committee in clarifying some of the goal descriptions and specific actions that were planned.

School Site Council met to provide comments and ask questions. Some of the specific areas that were addressed due to input from this group is listed below:

- Increase the amount of technology for student use
- Provide more sports and activities for students
- Educate parents about the importance of attendance
- Provide additional opportunities for parent involvement and engagement
- Teachers need to treat students with respect and motivate them
- Interpreters at more meetings, events, and functions with parents

Below are a few areas that were suggested by School Site Council that are not currently in our LCAP but may be considered in the future:

- Allow students to purchase Chromebooks from the school
- Classes for parents to learn English - this is provided by our Healthy Start Program throughout the year

This was another group of staff and parents that had opportunity to hear information required in developing the LCAP. They were also give opportunity to discuss, comment, ask questions, and provide input during the process of developing the LCAP and after reviewing the draft LCAP.

District Advisory Council met to provide comments and ask questions. Some of the specific areas that were addressed due to input from this group is listed below:

- Pleased with the increase of technology in the classrooms and want to continue to increase technology use by students and staff
- Provide more sports and activities for students
- Figure out ways to get more parents involved
- Evaluate priorities carefully so the most important items remain in the LCAP
- Teachers need to treat students with respect and motivate them

Parent, Student, and Staff Survey

A survey in English and Spanish was available to all parents and students (4th-8th grade) on our district website. Information was sent home through newsletters, student flyers, and automated phone calls. Also included with the survey was information on the eight state priorities and how parents could sign up for the LCAP Steering Committee. Both school sites had open computer lab nights so parents could come in to complete the survey if they were not able to access it from home. Computers were available in our Healthy Start parent center as well as the library for parents to complete the surveys.

- Parents are happy with The Leader in Me process and focus on the 7 Habits and want that to continue

One area was suggested by District Advisory Council that are not currently in our LCAP but may be considered in the future:

- Classes for parents to learn English - this is provided by our Healthy Start Program throughout the year

The planning committee read through every comment and suggestion and organized the information by trends. This information was aligned to the eight state priorities and combined with input from other stakeholder groups as the basis for developing the goals and actions outlined in the LCAP.

Areas for focus as identified from our survey results from each group is listed below:

Parents and Students

- Positive teacher interactions with students
- Students and teachers access to technology
- Safe campuses with behavior expectations to increase student engagement
- Common Core and ELD Standards
- Highly Qualified Staff
- Support services for students
- Opportunities for parent involvement

Staff

- Common Core and ELD Standards
- Students and teachers access to technology
- Safe campuses with behavior expectations to increase student engagement
- Positive teacher interactions with students
- Support services for students
- Facilities maintenance and improvement projects

Nearly all the focus areas were already addressed in our LCAP and have been increased from the previous year or have been added to our LCAP.

#### Coffee with the Principal and Pastries with the Principal

The principals from both the elementary and middle school shared information and LCAP updates with their parents during their parent meetings throughout the year.

#### Staff Meetings

During staff meetings at both the elementary school and the middle school LCAP updates and overviews were given throughout the year. Both certificated and classified staff were also given the opportunity to provide input as we worked on the development of our 2016-17 LCAP. Staff were encouraged to send questions, comments, and suggestions to any member of the LCAP Planning Committee or directly to the Superintendent. All staff members were also provided access to the online LCAP survey and encourage to participate by providing their input and feedback through the survey process.

#### Keyes Teachers' Associations (KTA) and California State Employees Association (CSEA)

Our local bargaining unions were invited to attend the Staff Meetings; were encouraged to hold meetings for their members to allow for additional input; asked to share updates on the development of our LCAP at union meetings; and union presidents were sent emailed updates and or information. The superintendent attended a Keyes Teachers' Association meeting on December 2 to share an update on the progress of the 2015-16 LCAP and invite members to provide questions, comments and suggestions. The superintendent attended a California State Employees Association meeting on December 10 to share an update on the progress of the 2015-16 LCAP and invite members to provide questions, comments and suggestions. Both unions were invited to have representation on the LCAP Planning Committee.

#### LCAP Steering Committee

February 2, 2016 - During the first meeting, we reviewed information on LCFF, LCAP, and the eight state priorities. We established norms and a timeline for the work that lay ahead in developing the LCAP. The parent survey process was reviewed along with the survey results. The 2015-16 LCAP document was

The Coffee with the Principal and Pastries with the Principal was just another opportunity to share information with parents in regards to LCFF and LCAP. The more informed parents are in the work that the school is doing, the easier it is for them to provide meaningful feedback and suggestions.

Staff member input was gathered on each of the eight state priorities as well as in the area of professional development through the survey and at a staff meetings. They were also asked to make suggestions on what we could do to increase and improve services to students in each of the eight state priority areas and professional development. All staff input from the surveys and through emails was compiled and shared with the planning committee. The updated and working draft of the 2015-16 LCAP was sent out to all staff with a request to add additional suggestions and comments. All staff input was shared with the steering committee and used in conjunction with parents and student input to develop the LCAP.

Union input was given through the various opportunities afforded to staff to provide input and suggestions. Two members from the certificated unit and two members from the classified unit were on the planning committee as representatives to help develop the LCAP using the input, suggestions, comments, and concerns shared by all the stakeholder groups.

This is summarized under the involvement process.

reviewed along with determining progress for each action and any changes that have been made so far this year.

February 16, 2016 - During this meeting the committee looked at a summary of the survey results, reviewed the LCAP process, reviewed and discussed all the actions currently in the 2016-17 and 2017-18 years to note items to delete or add, also ideas for monitoring and data collection were discussed. The committee also looked at our current progress of the 2015-16 LCAP as well as where expenditures stood after the 1st Interim.

March 1, 2016 - The planning committee continued to review and discuss all goals and actions in the three-year plan to mark items for deletion and list items to add to the plan. There was a long discussion about the possibility of adding a music teacher and music program at both the elementary and middle school.

March 16, 2016 - At this meeting the committee continued to work on the 2017-18 school year plan to make sure all items were marked that needed to be deleted or added. Work began on the 2018-19 year.

April 5, 2016 - All changes were marked and reviewed for 2016-17, 2017-18, and 2018-19. We started adding estimated costs/budget for each of the action items. The committee reviewed all goals, subgoals, needs, and measurable outcomes and recommended a few minor changes.

April 19, 2016 - Our final meeting was spent adding the final estimated costs/budget to each of the items and deciding on the format of how to present the information to parents, staff, and other stakeholders. We chose to use an easy to follow template for our draft LCAP to place on our website and share with our parent groups and staff. The draft included each goal with all actions/services.

**Annual Update:**

The Superintendent's Cabinet, which consists of the two site principals, the curriculum coordinator, and the CBO, met frequently throughout the year to review, discuss, and monitor the progress of our LCAP.

**Annual Update:**

During these meetings feedback from other staff, parents, and the Board of Trustees was shared, discussed and considered in our ongoing implementation of LCAP. This additional information was also brought to the LCAP Planning Committee as we considered our LCAP for the upcoming years.

Our District created a simplified version of our 2015-16 LCAP which listed all goals, all subgoals and actions, attached expenditures, and the progress currently made in each area. The "LCAP Update" was modified and updated approximately every two months or so. This version was shared at multiple board meetings, online on our District website, and emailed to all staff with an opportunity for feedback, comments, and suggestions each time.

The site principals from the elementary school and the middle school held parent meetings every few months. At these meetings, the progress of LCAP was shared and parents were given opportunities to make comments, suggestions, and ask questions.

Since our "LCAP Update" was shared throughout the year with our DELAC, SSC, and DAC, parents and staff members had additional opportunities to make comments, ask questions, and provide feedback. The principals also shared LCAP progress and updates at several staff meetings throughout the year.

There were two other significant changes that we continue to implement in our LCAP that should be addressed in our Annual Update. First, the decision was made that nearly all of our subgoals and actions to increase and improve services to students would be implemented District Wide for ALL students since Keyes Union School District has a 92.9% unduplicated count. Any exceptions to the District Wide and ALL students are noted throughout the LCAP if the action or funding applies to a specific subgroup, grade level, or school site. Second, another District decision was to take out some of our subgoals/actions that were funded from other sources and focus on our Supplemental and Concentration funds along with other strategic actions that increase and improve student services and outcomes.

The "LCAP Updates" proved to be a valuable tool and easier to follow and understand than the entire LCAP. Many stakeholders expressed appreciation for this version. All feedback, comments, and suggestions were kept and reviewed by the LCAP planning committee for consideration and discussion during our planning committee meetings.

These meetings were well attended with an increase in parent participation from previous years. The feedback received was positive. We will continue to hold and increase the number of parent meetings and education nights as indicated in our future LCAP.

From the feedback and suggestions by our parent groups, several new subgoals/actions were either added to our LCAP or implemented within our District without officially becoming part of LCAP. Here are some examples of those areas: 1) add summer school at Spratling Middle School and Keyes Elementary School; 2) implement GATE sooner than we initially planned at Spratling Middle School and include Keyes Elementary School in the future; 3) increase paraprofessional support at Keyes Elementary School and Spratling Middle School; 4) provide teachers with ongoing training and support with CCSS and ELD Standards, and 5) continue to provide more access to technology for students and staff.

## 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>Goal 1: Keyes Union School District will provide Conditions of Learning that support a high quality and equitable education for all students.</p> <p>1a – Common Core and ELD Standards implementation with sufficient access to the standards-aligned instructional materials for all students          1b – Maintain and hire highly qualified teachers and instructional staff          1c – Update technology infrastructure and devices, provide technology professional development and support          1d – Increase course of study          1e – Maintain facilities in good repair</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>I, II, III, IV, V, VII</u></p>
<p>Identified Need :</p>	<p>Goal 1          In order to provide Conditions of Learning that support a high quality and equitable education for all students there is a need to:</p> <ul style="list-style-type: none"> <li>Align all materials to Common Core State Standards: Surveys/audit</li> <li>Maintain and hire HQT in all classes: Yearly credential review</li> <li>Improve process for informal and formal observations and instructional rounds to increase feedback and professional growth: Action plans and Next Level of Work</li> <li>Increase student access to technology: inventory and usage</li> <li>Monitor schedules and increase course offerings: Master schedule</li> <li>Maintain all facilities in good repair: Facilities committee yearly report; modernize classrooms and purchase new furniture</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p><b>LCAP Year 1: 2016-17</b></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1a – Deeper and more effective implementation of standards, professional development provided for new and current materials, and 100% of students have sufficient access to the standards-aligned materials as monitored through the materials inventory.</p> <p>1b – Increased and maintain percentage of Highly Qualified staff</p> <p>1c – Students will have more access to technology and teachers will increase the use of technology in the classroom and lab</p> <p>1d – Increased course of study</p> <p>1e – Facilities will be maintained with good and or exemplary status</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Common Core and ELD Standards implementation</p> <ul style="list-style-type: none"> <li>i. Monitor and adjust plan as needed</li> <li>ii. Professional development</li> <li>iii. Align materials and resources</li> <li>iv. Curriculum/Instructional Support Coordinator</li> </ul>	<p>ALL, LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Professional Development in ELA/ELD/Math/Science/SS/Technology 5000-5999: Services And Other Operating Expenditures Title I, Title II, Supplemental and Concentration, and Educator Effectiveness Funds \$75,185</p> <hr/> <p>Substitutes for professional development 1000-1999: Certificated Personnel Salaries Title I, Title II, Supplemental and Concentration, and Educator Effectiveness Funds \$42,200</p> <hr/> <p>Instructional Rounds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p> <hr/> <p>Substitutes for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <hr/> <p>Continue to employ Curriculum/Instructional Support Coordinator - 50% from Supplemental and Concentration = \$68,150, 50% from Special Ed. = \$68,150 1000-1999: Certificated Personnel Salaries Supplemental and Concentration + Special Education \$136,300</p> <hr/> <p>ELA/ELD Adoption Committee - Substitutes, Extra Duty, Travel Expenses 1000-1999: Certificated Personnel Salaries Base \$7,600</p> <hr/> <p>Purchase ELA/ELD Adoption Materials at Keyes Elementary and Spratling Middle School 0001-0999: Unrestricted: Locally Defined Locally Defined \$270,000</p> <hr/> <p>Purchase Books, Materials, and Resources Aligned with CCSS 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>
<p>Maintain and hire highly qualified teachers and instructional staff</p> <ul style="list-style-type: none"> <li>i. Maintain proper course assignments</li> <li>ii. Yearly monitor highly qualified teacher status</li> <li>iii. Provide professional development</li> </ul>	<p>ALL, LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> </ul> <p>Spratling Middle School</p>	<p>Continue with additional teacher at Spratling Middle School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,900</p> <hr/> <p>Continue with additional teacher at Spratling Middle School for Block Schedule 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,740</p> <hr/> <p>Human Resource staff to monitor highly qualified teacher status through CBEDS and CalPADS reports \$0</p>

			Continue with 183 work days for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000
Update technology infrastructure and devices i. Maintain computer labs ii. Provide professional development iii. Evaluate technology needs and purchase additional devices and applications for student and staff use iv. Implement technology replacement plan	ALL, 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)	Purchase additional technology (devices, applications, supporting materials) for student/classroom use 4000-4999: Books And Supplies Locally Defined \$100,000 Replace and upgrade existing technology 4000-4999: Books And Supplies Locally Defined \$50,000 Contract with Data Path for Technology Support and Services 5000-5999: Services And Other Operating Expenditures Base 96,000
Increase course of study i. Add additional electives at the middle school	ALL, 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)	Additional Courses at Spratling Middle School (STEAM and other electives added) 4000-4999: Books And Supplies Supplemental and Concentration \$6,000
Maintain facilities in good repair i. Continue facilities inspection committee ii. Facility Site Visit Protocol iii. Plan created and implemented for needed repairs	ALL, 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)	Deferred maintenance projects - funds transferred to deferred maintenance account (remodel classrooms, purchase new furniture, new carpet, etc.) 7000-7439: Other Outgo Locally Defined \$200,000 Continue with facilities inspection committee and site visit protocol, create plan for needed repairs and improvements \$0 Classroom furniture and storage: work stations, desks, chairs, file cabinets, storage shelves Supplemental and Concentration \$180,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>1a – Deeper and more effective implementation of standards, professional development provided for new and current materials, and 100% of students have sufficient access to the standards-aligned materials as monitored through the materials inventory.</p> <p>1b – Increased and maintain percentage of Highly Qualified staff</p> <p>1c – Students will have more access to technology and teachers will increase the use of technology in the classroom and lab</p> <p>1d – Increased course of study</p> <p>1e – Facilities will be maintained with good and or exemplary status</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Common Core and ELD Standards implementation</p> <p>i. Monitor and adjust plan as needed</p> <p>ii. Professional development</p> <p>iii. Align materials and resources</p> <p>iv. Curriculum/Instructional Support Coordinator</p>	<p>ALL, 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>Professional Development in ELA/ELD/Math/Science/SS/Technology 5000-5999: Services And Other Operating Expenditures Title I, Title II, Supplemental and Concentration, and Educator Effectiveness Funds \$75,000</p> <hr/> <p>Substitutes for professional development 1000-1999: Certificated Personnel Salaries Title I, Title II, Supplemental and Concentration, and Educator Effectiveness Funds \$42,000</p> <hr/> <p>Instructional Rounds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p> <hr/> <p>Substitutes for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <hr/> <p>Continue to employ Curriculum/Instructional Support Coordinator - 50% from Supplemental and Concentration = \$70,000, 50% from Special Ed. = \$70,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration + Special Education \$140,000</p> <hr/> <p>Purchase Books, Materials, and Resources Aligned with CCSS 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

<p>Maintain and hire highly qualified teachers and instructional staff</p> <p>i. Maintain proper course assignments</p> <p>ii. Yearly monitor highly qualified teacher status</p> <p>iii. Provide professional development</p>	<p>ALL, LEA-wide</p>	<p><input checked="" 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><u>Spratling Middle School</u></p>	<p>Continue with additional teacher at Spratling Middle School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,000</p> <p>Continue with additional teacher at Spratling Middle School for Block Schedule 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,000</p> <p>Human Resource staff to monitor highly qualified teacher status through CBEDS and CalPADS reports \$0</p> <p>Continue with 183 work days for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$42,500</p>
<p>Update technology infrastructure and devices</p> <p>i. Maintain computer labs</p> <p>ii. Provide professional development</p> <p>iii. Evaluate technology needs and purchase additional devices and applications for student and staff use</p> <p>iv. Implement technology replacement plan</p>	<p>ALL, 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>Purchase additional technology (devices, applications, supporting materials) for student/classroom use 4000-4999: Books And Supplies Locally Defined \$50,000</p> <p>Replace and upgrade existing technology 4000-4999: Books And Supplies Locally Defined \$40,000</p> <p>Contract with Data Path for Technology Support and Services 5000-5999: Services And Other Operating Expenditures Base \$99,000</p>
<p>Increase course of study</p> <p>i. Add additional electives at the middle school</p>	<p>ALL, 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>Additional Courses at Spratling Middle School and Keyes Elementary School (STEAM and other electives added) 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>
<p>Maintain facilities in good repair</p> <p>i. Continue facilities inspection committee</p> <p>ii. Facility Site Visit Protocol</p> <p>iii. Plan created and implemented for needed repairs</p>	<p>ALL, 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>Deferred maintenance projects - funds transferred to deferred maintenance account (remodel classrooms, purchase new furniture, new carpet, etc.) 7000-7439: Other Outgo Locally Defined \$95,000</p> <p>Continue with facilities inspection committee and site visit protocol, create plan for needed repairs and improvements \$0</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1a – Deeper and more effective implementation of standards, professional development provided for new and current materials, and 100% of students have sufficient access to the standards-aligned materials as monitored through the materials inventory.</p> <p>1b – Increased and maintain percentage of Highly Qualified staff</p> <p>1c – Students will have more access to technology and teachers will increase the use of technology in the classroom and lab</p> <p>1d – Increased course of study</p> <p>1e – Facilities will be maintained with good and or exemplary status</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Common Core and ELD Standards implementation</p> <p>i. Monitor and adjust plan as needed</p> <p>ii. Professional development</p> <p>iii. Align materials and resources</p> <p>iv. Curriculum/Instructional Support Coordinator</p>	ALL, 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>Professional Development in ELA/ELD/Math/Science SS/Technology 5000-5999: Services And Other Operating Expenditures Title I, Title II, and Supplemental and Concentration \$70,000</p> <p>Substitutes for professional development 1000-1999: Certificated Personnel Salaries Title I, Title II, and Supplemental and Concentration \$40,000</p> <p>Instructional Rounds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p> <p>Substitutes for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <p>Continue to employ Curriculum/Instructional Support Coordinator - 50% from Supplemental and Concentration = \$72,000, 50% from Special Ed. = \$72,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration + Special Education \$144,000</p> <p>Purchase Books, Materials, and Resources Aligned with CCSS 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>
<p>Maintain and hire highly qualified teachers and instructional staff</p> <p>i. Maintain proper course assignments</p> <p>ii. Yearly monitor highly qualified teacher status</p> <p>iii. Provide professional development</p>	ALL, LEA-wide	<p><input checked="" 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>Continue with additional teacher at Spratling Middle School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$103,000</p> <p>Continue with additional teacher at Spratling Middle School for Block Schedule 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,000</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Spratling Middle School</u>	<p>Hire additional teacher at Spratling Middle School for increased enrollment if needed 1000-1999: Certificated Personnel Salaries Base \$78,000</p> <p>Human Resources staff to monitor highly qualified teacher status through CBEDS and CalPADS reports \$0</p> <p>Continue with 183 work days for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>
<p>Update technology infrastructure and devices</p> <p>i. Maintain computer labs</p> <p>ii. Provide professional development</p> <p>iii. Evaluate technology needs and purchase additional devices and applications for student and staff use</p> <p>iv. Implement technology replacement plan</p>	<p>ALL, LEA-wide</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>Purchase additional technology (devices, applications, supporting materials) for student/classroom use 4000-4999: Books And Supplies Locally Defined \$40,000</p> <p>Replace and upgrade existing technology 4000-4999: Books And Supplies Locally Defined \$50,000</p> <p>Contract with Data Path for Technology Support and Services 5000-5999: Services And Other Operating Expenditures Base \$99,000</p>
<p>Increase course of study</p> <p>i. Add additional electives at the middle school</p>	<p>ALL, LEA-wide</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>Additional courses/electives at Spratling Middle School and Keyes Elementary (art, music, STEAM) 4000-4999: Books And Supplies Supplemental and Concentration \$12,000</p>
<p>Maintain facilities in good repair</p> <p>i. Continue facilities inspection committee</p> <p>ii. Facility Site Visit Protocol</p> <p>iii. Plan created and implemented for needed repairs</p>	<p>ALL, LEA-wide</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>Deferred maintenance projects - funds transferred to deferred maintenance account (remodel classrooms, purchase new furniture, new carpet, etc.) 7000-7439: Other Outgo Locally Defined \$95,000</p> <p>Continue with facilities inspection committee and site visit protocol, create plan for needed repairs and improvements \$0</p>

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

GOAL 2:	<p>Goal 2: Keyes Union School District will increase students' performance, proficiency, and participation with a focus on Pupil Outcomes.</p> <p>2a – Increase positive teacher interactions with students on a daily basis                  2b – Increase support services for students                  2c – Improve support for English Learners and increase reclassification rates                  2d – Create and monitor formative assessments (new benchmarks) and develop new report cards</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>I, IV, VII</u></p>
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Identified Need :	<p>Goal 2                  In order to increase students' performance, proficiency, and participation with a focus on Pupil Outcomes there is a need to:</p> <ul style="list-style-type: none"> <li>• Monitor and improve CAASPP scores</li> <li>• Monitor and improve student progress, growth, and achievement</li> <li>• Monitor and increase AMAOs, reclassification of ELs, and tracking of reclassified ELs</li> <li>• Administer and use data from grade-level benchmarks district wide</li> </ul>
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<p>2a – Increased positive teacher interactions with students</p> <p>2b – Increased support services for students</p> <p>2c – Improved support for English Learners and increased reclassification rates: CELDT scores and AMAOs will be used to monitor students making progress towards attaining English (2013-14 results for Keyes Union School District exceeded AMAO 1 target by 8.3%; exceeded AMAO 2 targets less than 5 year cohort by 7.8% and 5 years or more cohort by 14.5%; missed AMAO 3 target in ELA only.) (2014-15 results for KUSD exceeded AMAO 1 target by 6.4%; exceeded AMAO 2 targets for the less than 5 year cohort by 10.6% and the 5 years or more cohort by 9.8%; we had 99% participation rate for AMAO 3.) 2013-14 RFEP rate was 13%, 2014-15 RFEP rate was 3%, 2015-16 RFEP rate was 9.55%. We will continue to monitor rates for improvement over time.</p> <p>2d – Increased student achievement: we will set baselines regarding SBAC data, API is currently frozen and will be addressed when it is available.</p> <p>2d – Other pupil outcomes will also be measured using our state assessments for science and PE as well as benchmark assessments for ELA and Math, writing benchmarks beginning in 2015-16, and other publisher assessments.</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase positive teacher interactions with students on a daily basis</p> <p>i. Lower class sizes – hire one or two new teachers</p> <p>ii. Professional development on student engagement, leadership, and positive culture – The Leader in Me</p>	<p>ALL, 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>Continue with additional teachers to lower class sizes (GSA) and provide intervention support at Keyes Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,105</p> <p>Implement The Leader in Me (TLIM) process - contract with TLIM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,790</p> <p>Substitutes and extra duty for TLIM training and implementation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,875</p> <p>Materials and supplies for TLIM 4000-4999: Books And Supplies Supplemental and Concentration \$4,500</p>
<p>Increase support services for students</p> <p>i. Implement GATE</p> <p>ii. Interventions – before, during, after school</p> <p>iii. Increase paraprofessional support</p>	<p>ALL, 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>GATE Teacher stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,156</p> <p>Purchase GATE materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p> <p>Continue with Extended Day (Intervention) classes after school at both sites - Extra Duty Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,600</p> <p>Continue with second bus run for after school classes - includes fuel and salary 2000-2999: Classified Personnel Salaries Locally Defined \$5,000</p> <p>Continue summer school at Spratling Middle School - includes salaries and materials 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,900</p> <p>Continue with additional paraprofessionals for full day kindergarten - 2 @ 3.75 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,400</p> <p>Continue with 2 roving paraprofessional and add one more for additional intervention support (3 total) - 6 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$68,250</p> <p>Continue to employ Intervention Coordinator 1000-1999: Certificated Personnel Salaries Title I \$102,000</p> <p>Intervention Materials and Supplies - Intervention 1st and 2nd Grade, I-Ready Instruction, Reading Plus (Grades 3-8), Read</p>

			Naturally Live, etc. 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$40,114
<p>Improve support for English Learners and increase reclassification rates</p> <p>i. Professional development on English Language Development Standards</p> <p>ii. Professional development on English Language Arts/English Language Development Framework</p> <p>iii. Implement instruction of research-based English Language Development, academic content, and academic performance standards in every classroom</p> <p>iv. Research plan to monitor English learner progress and report to parents</p>	<p>LEA-wide, RFEP, English Learners</p>	<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>Professional development for ELD Standards with a focus on designated and integrated ELD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p> <p>Substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,084</p> <p>Continue to employ ELD Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,100</p> <p>Committee to research and develop English Learner progress and report to parents - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>
<p>Create and monitor formative assessments (new benchmarks) and develop new report cards</p> <p>i. Benchmark assessments in place and administered</p> <p>ii. Report card committee continues research and finalizes report cards for implementation the following year</p>	<p>ALL, 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>Continue District Benchmark Assessments - I Ready Diagnostic 5000-5999: Services And Other Operating Expenditures Title I, Supplemental and Concentration \$17,000</p> <p>Committee to develop report cards - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Base \$2,000/Base</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2a – Increased positive teacher interactions with students</p> <p>2b – Increased support services for students</p> <p>2c – Improved support for English Learners and increased reclassification rates: CELDT scores and AMAOs will be used to monitor students making progress towards attaining English (2013-14 results for Keyes Union School District exceeded AMAO 1 target by 8.3%; exceeded AMAO 2 targets less than 5 year cohort by 7.8% and 5 years or more cohort by 14.5%; missed AMAO 3 target in ELA only.) (2014-15 results for KUSD exceeded AMAO 1 target by 6.4%; exceeded AMAO 2 targets for the the less than 5 year cohort by 10.6% and the 5 years or more cohort by 9.8%; we had 99% participation rate for AMAO 3.) 2013-14 RFEP rate was 13%, 2014-15 RFEP rate was 3%, 2015-16 RFEP rate was 9.55%. We will continue to monitor rates for improvement over time. 2016-17 rates will be added.</p> <p>2d – Increased student achievement: we will set baselines regarding SBAC data, API is currently frozen and will be addressed when it is available.</p> <p>2d – Other pupil outcomes will also be measured using our state assessments for science and PE as well as benchmark assessments for ELA and Math, writing benchmarks beginning in 2015-16, and other publisher assessments.</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase positive teacher interactions with students on a daily basis</p> <p>i. Lower class sizes – hire one or two new teachers</p> <p>ii. Professional development on student engagement, leadership, and positive culture – The Leader in Me</p>	<p>ALL, 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>Continue with additional teachers to lower class sizes (GSA) and provide intervention support at Keyes Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,000</p> <hr/> <p>Hire additional teacher(s) for Grade Span Adjustment or increased enrollment at Keyes Elementary 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,000</p> <hr/> <p>Implement The Leader in Me (TLIM) process - contract with TLIM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000</p> <hr/> <p>Substitutes and extra duty for TLIM training 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <hr/> <p>Materials and supplies for TLIM 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>
<p>Increase support services for students</p> <p>i. Implement GATE</p> <p>ii. Interventions – before, during, after school</p>	<p>ALL, LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>GATE Teacher stipend at Spratling Middle School - add Keyes Elementary - 2 @ \$1,300 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,600</p>

<p>iii. Continue with increased paraprofessional support</p>		<p><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>Purchase GATE materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p> <p>Continue with Extended Day (Intervention) classes after school at both sites - Extra Duty Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,000</p> <p>Continue with second bus run for after school classes - includes fuel and salary 2000-2999: Classified Personnel Salaries Locally Defined \$5,500</p> <p>Continue summer school at Spratling Middle School and add summer school at Keyes Elementary School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,000</p> <p>Materials for summer school at both sites 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Continue with additional paraprofessionals for full day kindergarten - 2 @ 3.75 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,000</p> <p>Continue with three roving paraprofessional for additional intervention support - 6 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$71,000</p> <p>Continue to employ Intervention Coordinator 1000-1999: Certificated Personnel Salaries Title I \$105,000</p> <p>Intervention Materials and Supplies - Intervention 1st and 2nd Grade, I-Ready Instruction, Reading Plus (Grades 3-8), Read Naturally Live, etc. 5000-5999: Services And Other Operating Expenditures Title I, Supplemental and Concentration \$41,000</p>
<p>Improve support for English Learners and increase reclassification rates</p> <p>i. Professional development on English Language Development Standards</p> <p>ii. Professional development on English Language Arts/English Language Development Framework</p> <p>iii. Implement instruction of research-based English Language Development, academic content, and academic performance standards in every classroom</p> <p>iv. Research plan to monitor English learner progress and report to parents</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>Professional development for ELD Standards with a focus on designated and integrated ELD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p> <p>Substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Continue to employ ELD Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,000</p> <p>Implement English Learner progress and report to parents - materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>

<p>Create and monitor formative assessments (new benchmarks) and develop new report cards                  i. Benchmark assessments in place and administered                  ii. Report card committee continues research and finalizes report cards for implementation the following year</p>	<p>LEA-wide, RFEP, English Learners</p>	<p><input checked="" 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>Continue District Benchmark Assessments - I Ready Diagnostic 5000-5999: Services And Other Operating Expenditures Title I, Supplemental and Concentration \$19,000                  Implement new report cards - materials 4000-4999: Books And Supplies Base \$4,000</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>2a – Increased positive teacher interactions with students</p> <p>2b – Increased support services for students</p> <p>2c – Improved support for English Learners and increased reclassification rates: CELDT scores and AMAOs will be used to monitor students making progress towards attaining English (2013-14 results for Keyes Union School District exceeded AMAO 1 target by 8.3%; exceeded AMAO 2 targets less than 5 year cohort by 7.8% and 5 years or more cohort by 14.5%; missed AMAO 3 target in ELA only.) (2014-15 results for KUSD exceeded AMAO 1 target by 6.4%; exceeded AMAO 2 targets for the the less than 5 year cohort by 10.6% and the 5 years or more cohort by 9.8%; we had 99% participation rate for AMAO 3.) 2013-14 RFEP rate was 13%, 2014-15 RFEP rate was 3%, 2015-16 RFEP rate was 9.55%, We will continue to monitor rates for improvement over time. 2016-17 and 2017-18 rates will be added.</p> <p>2d – Increased student achievement: we will set baselines regarding SBAC data, API is currently frozen and will be addressed when it is available.</p> <p>2d – Other pupil outcomes will also be measured using our state assessments for science and PE as well as benchmark assessments for ELA and Math, writing benchmarks beginning in 2015-16, and other publisher assessments.</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase positive teacher interactions with students on a daily basis                  i. Lower class sizes – hire one or two new teachers                  ii. Professional development on student engagement, leadership, and positive culture – The Leader in Me</p>	<p>ALL, 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>Continue with additional teachers to lower class sizes (GSA) and provide intervention support at Keyes Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,000                  Continue with additional teacher(s) for Grade Span Adjustment or increased enrollment at Keyes Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,000</p>

			<p>Implement The Leader in Me (TLIM) process - contract with TLIM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000</p> <p>Substitutes and extra duty for TLIM training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <p>Materials and supplies for TLIM 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>
<p>Increase support services for students</p> <p>i. Implement GATE</p> <p>ii. Interventions – before, during, after school</p> <p>iii. Continue with increased paraprofessional support</p>	<p>ALL, 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>GATE Teacher stipend at Spratling Middle School - added Keyes Elementary - 2 @ \$1,300 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,600</p> <p>Purchase GATE materials for both sites 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p> <p>Continue with Extended Day (Intervention) classes after school at both sites - Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,000</p> <p>Continue with second bus run for after school classes - includes fuel and salary 2000-2999: Classified Personnel Salaries Locally Defined \$6,000</p> <p>Continue with summer school at Spratling Middle School and Keyes Elementary School - includes salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$72,000</p> <p>Materials for summer school at both sites 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Continue with additional paraprofessionals for full day kindergarten - 2 @ 3.75 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000</p> <p>Continue with three roving paraprofessionals for additional intervention support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$75,000</p> <p>Continue to employ Intervention Coordinator 1000-1999: Certificated Personnel Salaries Title I \$109,000</p> <p>Intervention Materials and Supplies - Intervention 1st Grade, I-Ready Instruction, Reading Plus (Grades 3-8), World of Words (Grades K-2) 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$42,000</p>

<p>Improve support for English Learners and increase reclassification rates</p> <p>i. Professional development on English Language Development Standards</p> <p>ii. Professional development on English Language Arts/English Language Development Framework</p> <p>iii. Implement instruction of research-based English Language Development, academic content, and academic performance standards in every classroom</p> <p>iv. Research plan to monitor English learner progress and report to parents</p>	<p>LEA-wide, RFEP, English Learners</p>	<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>Continue to employ ELD Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$106,000</p>
<p>Create and monitor formative assessments (new benchmarks) and develop new report cards</p> <p>i. Benchmark assessments in place and administered</p> <p>ii. Report card committee continues research and finalizes report cards for implementation the following year</p>	<p>ALL, 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>Continue District Benchmark Assessments - I-Ready Diagnostic 5000-5999: Services And Other Operating Expenditures Title I, Supplemental and Concentration \$20,000</p>

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

<p>GOAL 3:</p>	<p>Goal 3: Keyes Union School District will increase the Engagement and involvement of students, parents, and families as partners in education.</p> <p>3a – Increase opportunities for all parents to be involved and participate          3b – Provide opportunities for more student engagement and participation          3c – Provide safe and supportive campuses with behavioral expectations to increase student engagement</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>II, IV, VI, VII</u></p>
<p>Identified Need :</p>	<p>Goal 3          In order to increase the Engagement and involvement of students, parents, and families as partners in education there is a need to:</p> <ul style="list-style-type: none"> <li>• Increase parental involvement and participation: Monitor opportunities, communications, participation</li> <li>• Increase yearly attendance percentage: Interim reports for school attendance</li> <li>• Decrease chronic absenteeism: Aeries report for chronic absenteeism rates and increase Pre-SARB and SARB meetings</li> <li>• Decrease suspension and expulsion rates: Positive behavioral training for staff with increased counseling for students</li> <li>• Monitor middle school dropouts through Aeries reports. Currently we do not have students dropping out of middle school and we need to maintain this positive trend</li> <li>• Look at and analyze CHKS results to develop areas for growth and improvement</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	
<p><b>LCAP Year 1: 2016-17</b></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>3a – Increased opportunities for all parents to be involved and participate; monitor parent attendance at school activities, events, and parents meetings</p> <p>3b – Increased opportunities for more student engagement and participation</p> <p>3c – Increased student attendance by .5% and decrease suspension and expulsion rates; we currently have no dropouts in our middle school and will work to maintain this.          2014-15 attendance rates were as follows: KES 95.68%; SMS 97.51%; KUSD 96.23%. 2015-16 attendance rates were as follows: KES 95.74%; SMS 96.97%; KUSD 96.13%. The changes from one year to the next were insignificant. 2014-15 total suspensions were as follows: KES 23 and SMS 32. 2015-16 total suspensions were as follows: KES 38 and SMS 24.</p> <p>3c – Decreased chronic absenteeism; 2014-15 rate for KUSD was 13%; KES was 14% and SMS was 12%. 2015-16 rate for KUSD was 15.57%; KES was 22.32% and SMS was 3.03%. 2016-17 data will be added when this becomes available.</p> <p>3c – Increased student access to counseling and mental health</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>	



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase opportunities for all parents to be involved and participate</p> <p>i. Provide two or three parent education nights at each site</p> <p>ii. Improve communication between school and home (texts, facebook, twitter, teacher messenger)</p> <p>iii. Increase family/parent engagement practices</p>	<p>ALL, 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>Materials and supplies for parent education nights - Title 1 at KES, Supplemental and Concentration at SMS 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$1,800</p> <p>Continue with Edulink for home communications (3 year contract until 2019) 5800: Professional/Consulting Services And Operating Expenditures Lottery \$2,3251</p> <p>Family/parent engagement support and meetings 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$5,000</p>
<p>Provide opportunities for more student engagement and participation</p> <p>i. Increase opportunities for more student involvement through sports, activities, electives, and events</p> <p>ii. Increase attendance rates by .5%</p>	<p>ALL, 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>Increase school activities (events, rewards, student recognition) 4000-4999: Books And Supplies Lottery \$5,500</p> <p>Attendance incentives and awards 4000-4999: Books And Supplies Lottery \$4,000</p> <p>Continue with Pre-SARB and SARB referrals 5000-5999: Services And Other Operating Expenditures Base \$7,350</p>
<p>Provide safe and supportive campuses with behavioral expectations to increase student engagement</p> <p>i. All staff implements a positive behavior support system district wide</p> <p>ii. Analyze data, plan and implement recognition events and additional supports</p> <p>iii. Increase counseling and support services for students</p>	<p>ALL, 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>Professional development and support for the Leader in Me and 7 Habits (included in costs under other Goal 2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000</p> <p>Substitutes for PD for TLIM and 7 Habits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Materials and supplies for student recognition, awards, and campus culture 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>Continue with counselor 1FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,350</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3a – Increased opportunities for all parents to be involved and participate; monitor parent attendance at school activities, events, and parents meetings</p> <p>3b – Increased opportunities for more student engagement and participation</p> <p>3c – Increased student attendance by .5% and decrease suspension and expulsion rates; we currently have no dropouts in our middle school and will work to maintain this. 2014-15 attendance rates were as follows: KES 95.68%; SMS 97.51%; KUSD 96.23%. 2015-16 attendance rates were as follows: KES 95.74%; SMS 96.97%; KUSD 96.13%. The changes from one year to the next were insignificant. 2014-15 total suspensions were as follows: KES 23 and SMS 32. 2015-16 total suspensions were as follows: KES 38 and SMS 24.</p> <p>3c – Decreased chronic absenteeism; 2014-15 rate for KUSD was 13%; KES was 14% and SMS was 12%. 2015-16 rate for KUSD was 15.57%; KES was 22.32% and SMS was 3.03%. 2017-18 data will be added when this becomes available.</p> <p>3c – Increased student access to counseling and mental health</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase opportunities for all parents to be involved and participate</p> <p>i. Provide two or three parent education nights at each site</p> <p>ii. Improve communication between school and home (texts, facebook, twitter, teacher messenger)</p> <p>iii. Increase family/parent engagement practices</p>	<p>ALL, 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>Materials and supplies for parent education nights - Title 1 at KES, Supplemental and Concentration at SMS 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$1,800</p> <p>Continue with Edulink for home communications (3 year contract until 2019) 5800: Professional/Consulting Services And Operating Expenditures Lottery \$0</p> <p>Family/parent engagement support and meetings 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$8,000</p>
<p>Provide opportunities for more student engagement and participation</p> <p>i. Increase opportunities for more student involvement through sports, activities, electives, and events</p> <p>ii. Increase attendance rates by .5%</p>	<p>ALL, 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>Continue with school activities (events, rewards, student recognition) 4000-4999: Books And Supplies Lottery \$5,500</p> <p>Attendance incentives and awards 4000-4999: Books And Supplies Lottery \$4,000</p> <p>Continue with Pre-SARB and SARB referrals 5000-5999: Services And Other Operating Expenditures Base \$7,350</p>

<p>Provide safe and supportive campuses with behavioral expectations to increase student engagement</p> <p>i. All staff implements a positive behavior support system district wide</p> <p>ii. Analyze data, plan and implement recognition events and additional supports</p> <p>iii. Increase counseling and support services for students</p>	<p>ALL, 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>Professional development and support for the Leader in Me and 7 Habits (included in costs under other Goal 2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000</p> <p>Substitutes for PD for TLIM and 7 Habits (included in costs under Goal 2) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Materials and supplies for student recognition, awards, and campus culture 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>Continue with counselor 1FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,000</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>3a – Increased opportunities for all parents to be involved and participate; monitor parent attendance at school activities, events, and parents meetings</p> <p>3b – Increased opportunities for more student engagement and participation</p> <p>3c – Increased student attendance by .5% and decrease suspension and expulsion rates; we currently have no dropouts in our middle school and will work to maintain this. 2014-15 attendance rates were as follows: KES 95.68%; SMS 97.51%; KUSD 96.23%. 2015-16 attendance rates were as follows: KES 95.74%; SMS 96.97%; KUSD 96.13%. The changes from one year to the next were insignificant. 2014-15 total suspensions were as follows: KES 23 and SMS 32. 2015-16 total suspensions were as follows: KES 38 and SMS 24.</p> <p>3c – Decreased chronic absenteeism; 2014-15 rate for KUSD was 13%; KES was 14% and SMS was 12%. 2015-16 rate for KUSD was 15.57%; KES was 22.32% and SMS was 3.03%. 2017-18 and 2018-19 data will be added when this becomes available.</p> <p>3c – Increased student access to counseling and mental health</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase opportunities for all parents to be involved and participate</p> <p>i. Provide two or three parent education nights at each site</p> <p>ii. Improve communication between school and home (texts, facebook, twitter, teacher messenger)</p> <p>iii. Increase family/parent engagement practices</p>	<p>ALL, 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>Materials and supplies for parent education nights - Title 1 at KES, Supplemental and Concentration at SMS 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$1,800</p> <p>Continue with Edulink for home communications 5800: Professional/Consulting Services And Operating Expenditures Lottery \$0</p>

			Family/parent engagement support and meetings 4000-4999: Books And Supplies Title I, Supplemental and Concentration \$10,000
Provide opportunities for more student engagement and participation i. Increase opportunities for more student involvement through sports, activities, electives, and events ii. Increase attendance rates by .5%	ALL, LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue school activities (events, rewards, student recognition) 4000-4999: Books And Supplies Lottery \$5,500 Attendance incentives and awards 4000-4999: Books And Supplies Lottery \$4,000 Continue with Pre-SARB and SARB referrals 5000-5999: Services And Other Operating Expenditures Base \$7,350
Provide safe and supportive campuses with behavioral expectations to increase student engagement i. All staff implements a positive behavior support system district wide ii. Analyze data, plan and implement recognition events and additional supports iii. Increase counseling and support services for students	ALL, LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development and support for the Leader in Me and 7 Habits (included in costs under other Goal 2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000 Substitutes for PD for TLIM and 7 Habits (included in costs under Goal 2) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Materials and supplies for student recognition, awards, and campus culture 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Continue with counselor 1FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000

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

## Annual Update

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

### Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1: Keyes Union School District will provide Conditions of Learning that support a high quality and equitable education for all students.</p> <p>1a – Common Core and ELD Standards implementation with sufficient access to the standards-aligned instructional materials for all students                  1b – Maintain and hire highly qualified teachers and instructional staff                  1c – Update technology infrastructure and devices, provide technology professional development and support                  1d – Increase course of study                  1e – Maintain facilities in good repair</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>I, II, III, IV, V, VII</u></p>
<p>Goal Applies to: Schools: All</p>		
<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1a – Deeper and more effective implementation of standards, professional development provided for new and current materials, and 100% of students have sufficient access to the standards-aligned materials as monitored through the materials inventory.</p> <p>1b – Maintain percentage of Highly Qualified staff</p> <p>1c – Students will have more access to technology and teachers will increase the use of technology in the classroom and lab</p> <p>1d – Increased course of study</p> <p>1e – Facilities will be maintained with good and or exemplary status</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1a - All teachers receive the following training: I-ready, which was used as a diagnostic and benchmark assessment; ELD Standards training; technology training using Google on Chromebooks. All elementary teachers received the following training: Go Math support and training; additional math training from our county office; Number Talks. The middle school math teachers had ongoing support and training in math from our county office; the middle school ELA teachers received training in Expository Reading and Writing Course (ERWC) from our county office. Select teachers attended a workshop by Anita Archer and brought information back to share with their grade level teams. Special Education teachers also received additional training and support from the county office.</p> <p>1b - We focus on growing and developing the teachers we have through high quality training and many opportunities for professional collaboration and planning time. We also make sure all new staff hired are highly qualified.</p> <p>1c - This year we were able to purchase enough additional Chromebooks and carts so that all the middle school is now one to one and grades third, fourth, and fifth at the elementary school are one to one. First and second grades have carts and Chromebooks to share. Kindergarten has tablets to share. We continued with technology training and support from Forge Integration so that teachers had an opportunity to improve the use of technology in their instruction and by the students.</p>

		<p>1d - The middle school went to a block schedule for the 2015-16 school year which allowed for them to begin the day with an elective period. Some of the electives added included: journalism; student council and leadership development; and extra support for struggling students. More electives will be added next year.</p> <p>1e - Our MOT Supervisor established a facilities committee that will monitor all sites and facilities several times during the year. This new committee worked very well using the Facilities Inspection Tool (FIT) to create action plans for needed repairs. The Facilities Manager met periodically with the principals of each site to walk the site and identify areas that needed repairs and improvement. These areas were then addressed and fixed prior to the next site visit. Results were reported out at monthly Management Team Meetings.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Common Core and ELD Standards implementation i. Monitor and adjust plan as needed ii. Professional development iii. Align materials and resources iv. Curriculum/Instructional Support Coordinator	1. Professional Development in ELA/ELD/MATH/Science/SS 5000-5999: Services And Other Operating Expenditures Title I, Title II, and Supplemental and Concentration \$44,635	1. Our total spent on Professional Development was less than budgeted because we paid for part of the PD with Lottery and Site Funds not included in the plan. We also provided some PD in house and did not have to pay outside consultants.	1. Professional Development in ELA/ELD/MATH/Science/SS 5000-5999: Services And Other Operating Expenditures Title I, Title II, and Supplemental and Concentration \$37,638
	2. Substitutes for PD days 1000-1999: Certificated Personnel Salaries Title I, Title II, and Supplemental and Concentration \$24,878	2. We did not have to pay for as money substitute days as initially planned for.	2. Substitutes for PD days during the year 1000-1999: Certificated Personnel Salaries Title I, Title II, and Supplemental and Concentration \$18,752
	3. Instructional Rounds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000	3. No significant changes.	3. Instructional Rounds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,278
	4. Substitutes for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,200	4. We held less Rounds days than planned and saved money on substitutes. Instead we spent more time with our leadership team planning on ways to make the Rounds Process more effective for our district next year.	4. Substitutes for Instructional Rounds 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,771
			5. Increased expenditures due to negotiated salary increased during the

	<p>5. Continue to employ Curriculum/Instructional Support Coordinator - 70% from Supplemental and Concentration = \$85,126, 30% from Special Ed. = \$33,174 1000-1999: Certificated Personnel Salaries Supplemental and Concentration + Special Education \$118,300</p>	<p>2015-16 school year. The percentages of where the funds came from was adjusted as we monitored how much time the person spent on Special Education.</p>	<p>5. Continue to employ Curriculum/Instructional Support Coordinator - 50% from Supplemental and Concentration = \$64,012, 50% from Special Ed. = \$64,012 1000-1999: Certificated Personnel Salaries Supplemental and Concentration + Special Education \$128,024</p>								
<table border="1"> <tr> <td data-bbox="96 418 243 496">Scope of Service</td> <td data-bbox="243 418 569 496">ALL, LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="96 496 569 805"> <p><input checked="" type="checkbox"/> All</p> <hr/> <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> </td> </tr> </table>	Scope of Service	ALL, LEA-wide	<p><input checked="" type="checkbox"/> All</p> <hr/> <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>			<table border="1"> <tr> <td data-bbox="1031 418 1178 496">Scope of Service</td> <td data-bbox="1178 418 1514 496">ALL, LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 496 1514 805"> <p><input checked="" type="checkbox"/> All</p> <hr/> <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> </td> </tr> </table>	Scope of Service	ALL, LEA-wide	<p><input checked="" type="checkbox"/> All</p> <hr/> <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>		
Scope of Service	ALL, LEA-wide										
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<p>Maintain and hire highly qualified teachers and instructional staff</p> <p>i. Maintain proper course assignments</p> <p>ii. Yearly monitor highly qualified teacher status</p> <p>iii. Provide professional development</p>	<p>1. Continue with additional teacher at Spratling Middle School (was ELA last year) 1000-1999: Certificated Personnel Salaries Base \$75,114</p> <p>2. Hire additional teacher at Spratling Middle School for Block Schedule 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,114</p> <p>3. Human Resource staff to monitor highly qualified teacher status through CBEDS and CalPADS reports \$0</p> <p>4. Increase teacher work days from 181 to 182 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,168</p>	<p>1. We had a change in staffing and the teacher that filled this position was higher on the salary schedule than anticipated. The Resource was moved from Base to Supplemental and Concentration because this was an additional teacher added to improve services to students at the middle school.</p> <p>2. The new teacher that was hired came with more experience and was placed on a higher step and column on the salary schedule than originally anticipated.</p> <p>3. There is not an additional cost for this.</p> <p>4. We were able to negotiate an additional teacher work day during the 2015-16 negotiations. We now have</p>	<p>1. Continue with additional teacher at Spratling Middle School (was ELA last year) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,581</p> <p>2. Hire additional teacher at Spratling Middle School for Block Schedule 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,277</p> <p>3. Human Resource staff to monitor highly qualified teacher status through CBEDS and CalPADS reports \$0</p> <p>4. Increase teacher work days from 181 to 183 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000</p>								



		<p>added two additional teacher work days since beginning LCAP and those costs are ongoing each year.</p>	
<p>Scope of Service   ALL, LEA-wide</p>		<p>Scope of Service   ALL, LEA-wide</p>	
<p><input checked="" 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)  <u>7th and 8th grade at SMS</u></p>		<p><input checked="" 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)  <u>7th and 8th Grade at SMS</u></p>	
<p>Update technology infrastructure and devices, provide technology professional development and support  i. Maintain computer labs  ii. Provide professional development  iii. Evaluate technology needs and purchase additional devices for student and staff use  iv. Implement technology replacement plan</p>	<p>1. Purchase additional technology for student/classroom use 4000-4999: Books And Supplies Base \$79,000  2. Replace and upgrade existing technology 4000-4999: Books And Supplies Base \$40,000  3. Technology professional development and support with Forge Integration 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>1. We increased our purchases for technology by using one time funding received from the state. Title I also approved purchasing Tablets for our Kindergarten Classes.  2. Since we purchased so much new technology, we didn't purchase as much replacement technology this year as was anticipated. We will continue in the upcoming years with our technology replacement plan.  3. This professional development and support was effective since teachers worked closely with the trainer to develop lessons and better use technology in the classrooms and with the students. Most of this support was provided to small groups and grade level teams to better meet individual needs of staff.</p>	<p>1. Purchase additional technology for student/classroom use 4000-4999: Books And Supplies Other \$122,027  2. Replace and upgrade existing technology 4000-4999: Books And Supplies Base \$29,998  3. Technology professional development and support with Forge Integration 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p>

Scope of Service	ALL, LEA-wide	Scope of Service	ALL, 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><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>Increase course of study</p> <p>i. Research visual and performing arts options</p> <p>ii. Research bilingual education</p>	<p>1. Committee to research additional course options - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,632</p> <p>2. Committee to research bilingual education - extra duty, visit sites, and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3. Additional courses at SMS (electives added) 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	<p>1. There was some research done to look at additional course options, but there were not costs associated with this action.</p> <p>2. Again, there was research done regarding bilingual education, but there were no associated costs. Most of the work was done by administrators without additional extra duty or substitutes needed. It was determined that a bilingual program in our small district would not be effective and it has been removed from our LCAP in future years.</p> <p>3. Extra courses and electives were added at Spratling Middle School, but all costs were absorbed by the school site budget and Supplemental and Concentration funds were not used.</p>	<p>1. Committee to research additional course options - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2. Committee to research bilingual education - extra duty, visit sites, and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>3. Additional courses at SMS (electives added) 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

<p>Scope of Service   ALL, LEA-wide</p>		<p>Scope of Service   ALL, 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><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>Maintain facilities in good repair                  i. Continue facilities inspection committee                  ii. Facility Site Visit Protocol                  iii. Plan created and implemented for needed repairs</p>	<p>1. Deferred maintenance projects - funds transferred to deferred maintenance account 7000-7439: Other Outgo Base \$95,000                  2. Create facilities inspection committee and site visit protocol, create plan for needed repairs and improvements \$0</p>	<p>1. Funds from Base are transferred into Fund 40 to complete maintenance projects. Reserves in this account are carried over for additional projects in the future.                  2. This new committee worked very well. The Facilities Manager met periodically with the principals of each site to walk the site and identify areas that needed repairs and improvement. These areas were then addressed and fixed prior to the next site visit. Results were reported out at monthly Management Team Meetings.</p>	<p>1. Deferred maintenance projects - funds transferred to deferred maintenance account 7000-7439: Other Outgo Locally Defined \$100,000                  2. Create facilities inspection committee and site visit protocol, create plan for needed repairs and improvements \$0</p>
<p>Scope of Service   ALL, LEA-wide</p>		<p>Scope of Service   ALL, 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><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In our original LCAP we were not going to purchase math materials for the middle school until the 2016-17 school year; however, after some research and piloting various programs, the teachers felt ready to adopt the Go Math program. This was then added to expenditures in 2015-16 so that they would have the materials and some training before beginning the 2016-17 school year. Training and support will continue into the 2016-17 school year with Go Math at both the elementary and middle school.</p> <p>In the previous LCAP plans we kept technology professional development separate from other professional development. As we looked at the integration required using Common Core Standards, we decided to move the technology professional development from Goal 2 to Goal 1 and keep all professional develop under Goal 1 moving forward.</p> <p>The support from our county office at the middle school in math and ERWC has proven very helpful for the teachers and we have decided to continue that format moving into next year.</p> <p>This year we struggled with our Instructional Rounds process and so we took a step back and worked with the leadership team to make sure we were using Instructional Rounds to truly monitor growth within our system and make sure it was beneficial for staff and students. After working through the issues, we have created a better plan and will move forward more prepared next year with an increase to our Instructional Rounds practice and expenditures.</p> <p>As we really jumped into using more technology in the classrooms, it became apparent that sharing Chromebook carts between classrooms was difficult. This led us to adjust some of our funding allocations and provide more money in the budget to purchase additional technology during this current year. We will also continue to purchase additional technology next year, which helps us reach our technology goals (one to one) a year sooner than planned.</p> <p>Our technology consultant is no longer in business and so we have removed Forge Integration from our LCAP in future years. We are considering some training from On Point at the elementary school. We are currently working on a plan for next year that would provide ongoing support, training, modeling, and coaching with an integrated approach of using technology in instructional through all subject areas.</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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Goal 2: Keyes Union School District will increase students' performance, proficiency, and participation with a focus on Pupil Outcomes.</p> <p>2a – Increase positive teacher interactions with students on a daily basis                  2b – Increase support services for students                  2c – Improve support for English Learners and increase reclassification rates                  2d – Create and monitor formative assessments (new benchmarks) and develop new report cards</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>I, IV, VII</u></p>	
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>2a – Increased positive teacher interactions with students</p> <p>2b – Increased support services for students</p> <p>2c – Improved support for English Learners and increased reclassification rates: CELDT scores and AMAOs will be used to monitor students making progress towards attaining English (2013-14 results for Keyes Union School District exceeded AMAO 1 target by 8.3%; exceeded AMAO 2 targets less than 5 year cohort by 7.8% and 5 years or more cohort by 14.5%; missed AMAO 3 target in ELA only.) 2013-14 RFEP rate was 13% , 2014-15 RFEP rate was 3%, we will continue to monitor rates for improvement over time.</p> <p>2d – Increased student achievement: we will set baselines regarding SBAC data, API is currently frozen and will be addressed when it is available.</p> <p>2d – Other pupil outcomes will also be measured using our state assessments for science and PE as well as benchmark assessments for ELA and Math, writing benchmarks beginning in 2015-16, and other publisher assessments.</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2a - All staff continue to receive training in the 7 habits and The Leader in Me process. These trainings stress teacher/student interactions and how to address the needs of the whole child.</p> <p>2b - Kindergarten went to a full-day format to provide additional time in class for kindergarten students. Additional paraprofessionals were added for more support in kindergarten as well as additional intervention supports for Kindergarten, 1st grade, and second grade. Additional after school intervention classes were added at both sites to work on math and reading skills. We continued with a second bus run after school to allow more students the opportunity to participate in after school intervention classes in math and reading. Student progress was monitored throughout the year and students were added to the intervention classes as needed. The middle school increased their Saturday School program to help students who were struggling. The Saturday School really helped improve attendance at the middle school.</p> <p>2c - CELDT scores and AMAOs will be used to monitor students making progress towards attaining English (2013-14 results for Keyes Union School District exceeded AMAO 1 target by 8.3%; exceeded AMAO 2 targets for the less than 5 year cohort by 7.8% and the 5 years or more cohort by 14.5%; missed AMAO 3 target in ELA only.) (2014-15 results for KUSD exceeded AMAO 1 target by 6.4%; exceeded AMAO 2 targets for the less than 5 year cohort by 10.6% and the 5 years or more cohort by 9.8%; we had 99% participation rate for AMAO 3.) 2013-14 RFEP rate was 13% , 2014-15 RFEP rate was 3%, 2015-16 RFEP rate was</p>

		<p>9.55%, we will continue to monitor rates for improvement over time.</p> <p>2d - We do not yet have comparative scores for SBAC data. We did begin I-ready benchmark assessments and will be able to use the data from this year to compare with data from next year. We also implemented writing benchmarks for all students given three times a year. This will provide data for us as we look at data in the upcoming years.</p> <p>Since KUSD is not a high school district, high school metrics are not applicable.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase positive teacher interactions with students on a daily basis</p> <p>i. Lower class sizes – hire one or two new teachers</p> <p>ii. Professional development on student engagement, leadership, and positive culture – The Leader in Me</p>	<p>1. Hire additional teachers(s) to lower class sizes as needed 1000-1999: Certificated Personnel Salaries Base \$75,144</p> <p>2. Implement The Leader in Me (TLIM) process - contract with TLIM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> <p>3. Substitutes and extra duty for TLIM training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,500</p> <p>4. Materials and supplies for TLIM 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p>	<p>1. An additional teacher was not needed during the 2015-16 school year. All GSA requirements were met. There will be an additional teacher added at the elementary school during the 2016-17 school year to continue to meet GSA requirements and provide intervention support in first grade.</p> <p>2. We did not spend the budgeted \$20,000 for The Leader in Me because the elementary school received a grant from the I Am A Leader Foundation that helped cover some of the estimated expenditures.</p> <p>3. We did not spend the budgeted \$15,500 for substitutes for The Leader in Me because the elementary school received a grant from the I Am A Leader Foundation that helped cover some of the estimated expenditures.</p> <p>4. We purchased student books and supplies to help implement The Leader in Me.</p>	<p>1. Hire additional teachers(s) to lower class sizes as needed 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2. Implement The Leader in Me (TLIM) process - contract with TLIM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,195</p> <p>3. Substitutes and extra duty for TLIM training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,291</p> <p>4. Materials and supplies for TLIM 4000-4999: Books And Supplies Supplemental and Concentration \$6,108</p>

Scope of Service	ALL, LEA-wide	Scope of Service	ALL, 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><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>Increase support services for students</p> <p>i. Research GATE</p> <p>ii. Interventions – before, during, after school</p> <p>iii. Evaluate need for increased paraprofessional support</p> <p>iv. Evaluate need for structured English immersion support</p> <p>v. Continue and expand Growth Mindset/Brainology Program</p>	<p>1. Continue Committee to research GATE options - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>2. Purchase GATE materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>3. Continue with Extended Day (Intervention) classes after school at both sites - Extra Duty Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,984</p> <p>4. Continue with second bus run for after school classes - includes fuel and salary 2000-2999: Classified Personnel Salaries Base \$4,800</p> <p>5. Add summer school at Spratling Middle School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,000</p> <p>6. Hire additional paraprofessionals for full day kindergarten - 2 @ 3.75 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,252</p>	<p>1. Some additional research was completed as we consider how to implement a GATE program at the middle school. The work was all done by administrators and no additional costs were incurred.</p> <p>2. No materials were purchased this year.</p> <p>3. Extended day intervention classes were held at both campuses. We did not have as many teachers participating in the after school classes, so staff salaries were less than anticipated at both sites. The middle school also miscalculated some of the costs and so the expenditures were lower than anticipated.</p> <p>4. We continued with the second bus run after school. This proves to be a very effective way to include students in our after school interventions who would otherwise not be able to participate because of transportation needs.</p> <p>5. Summer school was added at Spratling Middle School. It is too early to evaluate the effectiveness until it has</p>	<p>1. Continue Committee to research GATE options - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>2. Purchase GATE materials 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>3. Continue with Extended Day (Intervention) classes after school at both sites - Extra Duty Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,035</p> <p>4. Continue with second bus run for after school classes - includes fuel and salary 2000-2999: Classified Personnel Salaries Base \$5,025</p> <p>5. Add summer school at Spratling Middle School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,136</p> <p>6. Hire additional paraprofessionals for full day kindergarten - 2 @ 3.75 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,252</p> <p>7. Hire roving paraprofessional for additional intervention support - 6</p>

	<p>7. Hire roving paraprofessional for additional intervention support - 6 hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,000</p> <p>8. Continue to employ Intervention Coordinator 1000-1999: Certificated Personnel Salaries Title I \$95,000</p> <p>9. DIBELS electronic version; reading intervention for TK, K, and 1st grade 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$215</p> <p>10. Mindset/Brainology program for 6th grade 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p>	<p>been completed this year. There are close to 100 students enrolled.</p> <p>6. The feedback from staff and parents in regards to moving to full day kindergarten was very positive. Teachers had more time to cover more material and also include more supplemental and additional activities. The additional support from paraprofessionals allowed for more small group instruction. This will continue for the upcoming years.</p> <p>7. The goal was to hire one additional paraprofessional, for part of the year, who would be able to cover for paraprofessionals who were absent since we always have trouble getting paraprofessional substitutes. This proved so effective that a second paraprofessional was added part way through the year. This meant the actual expenditure was tripled.</p> <p>8. The actual expenditure for the Intervention Coordinator increased due to negotiated salary increases during the 2015-16 school year.</p> <p>9. The actual cost of the DIBELS electronic version was less than expected. This also proved not to be as effective as was expected and will be discontinued for next year.</p> <p>10. Due to staffing changes and the implementation of The Leader in Me, the Mindset/Brainology program for 6th grade at Spratling Middle School was not continued.</p>	<p>hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,773</p> <p>8. Continue to employ Intervention Coordinator 1000-1999: Certificated Personnel Salaries Title I \$100,228</p> <p>9. DIBELS electronic version; reading intervention for TK, K, and 1st grade 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$120</p> <p>10. Mindset/Brainology program for 6th grade 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>Scope of Service</p>	<p>ALL, LEA-wide</p>	<p>Scope of Service</p>	<p>ALL, 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><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>Improve support for English Learners and increase reclassification rates</p> <p>i. Professional development on English Language Development Standards</p> <p>ii. Professional development on English Language Arts/English Language Development Framework</p> <p>iii. Implement instruction of research-based English Language Development, academic content, and academic performance standards in every classroom</p> <p>iv. Research plan to monitor English learner progress and report to parents</p>	<p>1. Professional development for ELD Standards (designated and integrated) \$0</p> <p>2. Substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000</p> <p>3. Continue to employ ELD Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$92,799</p> <p>4. Committee to research and develop English Learner progress and report to parents - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$544</p> <p>5. Purchase ELD Standards for staff 4000-4999: Books And Supplies Title III \$1,500</p>	<p>1. The ELD Coordinator attended a training at San Joaquin County Office of Education so that she could gather more information on how to best support teachers in this area.</p> <p>2. Since some of the training and support provided by the ELD Coordinator occurred during Grade Level Meetings after school, we did not need to hire as many substitutes as expect.</p> <p>3. The actual expense for the ELD Coordinator increased due to negotiated salary increases during the 2015-16 school year.</p> <p>4. No money was spent on researching English Learning progress and report to parents. This continues to be an area we need to explore further.</p> <p>5. All staff received copies of the ELD standards. These were used during some of the professional development that staff received during the year. There were positive comments and feedback from teachers after these trainings.</p> <p>6. There were additional Title III funds that were not used on some of the other anticipated areas, so materials for ELD</p>	<p>1. Professional development for ELD Standards (designated and integrated) 5800: Professional/Consulting Services And Operating Expenditures Title III \$329</p> <p>2. Substitutes for professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,541</p> <p>3. Continue to employ ELD Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,536</p> <p>4. Committee to research and develop English Learner progress and report to parents - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>5. Purchase ELD Standards for staff 4000-4999: Books And Supplies Title III \$1,552</p> <p>6. Purchase English 3D - materials for English Learners at Spratling Middle School 4000-4999: Books And Supplies Title III \$27,083</p>

		instruction at Spratling Middle School were purchased.					
<table border="1"> <tr> <td data-bbox="96 228 243 302">Scope of Service</td> <td data-bbox="243 228 569 302">LEA-wide, RFEP, English Learners</td> </tr> </table> <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>	Scope of Service	LEA-wide, RFEP, English Learners		<table border="1"> <tr> <td data-bbox="1031 228 1178 302">Scope of Service</td> <td data-bbox="1178 228 1514 302">LEA-wide, RFEP, English Learners</td> </tr> </table> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) 6th, 7th, and 8th grade ELD Students</p>	Scope of Service	LEA-wide, RFEP, English Learners	
Scope of Service	LEA-wide, RFEP, English Learners						
Scope of Service	LEA-wide, RFEP, English Learners						
<p>Create and monitor formative assessments (new benchmarks) and develop new report cards</p> <p>i. Continue with benchmark assessments development</p> <p>ii. Report card committee continues research and development of report cards</p>	<p>1. Purchase District Benchmark Assessments - I-Ready Diagnostic-Base = \$15,126 and Title III = \$6,874 5000-5999: Services And Other Operating Expenditures Base and Title III \$22,000</p> <p>2. Committee to develop report cards - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Base \$2,632</p>	<p>1. This year we only purchased the diagnostic portion and did not include the instructional component; thus the actual expenditure was less. Funds were all taken from Base and we did not use Title III funds.</p> <p>2. This committee was not formed this year. The Curriculum Coordinator is working on this, so there are not additional costs at this time. After she has some samples and ideas to share with staff, a committee may be formed.</p>	<p>1. Purchase District Benchmark Assessments - I-Ready Diagnostic-Base = \$15,126 and Title III = \$6,874 5000-5999: Services And Other Operating Expenditures Base \$14,243</p> <p>2. Committee to develop report cards - extra duty and substitute costs 1000-1999: Certificated Personnel Salaries Base \$0</p>				
<table border="1"> <tr> <td data-bbox="96 1050 243 1123">Scope of Service</td> <td data-bbox="243 1050 569 1123">ALL, LEA-wide</td> </tr> </table> <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>	Scope of Service	ALL, LEA-wide		<table border="1"> <tr> <td data-bbox="1031 1050 1178 1123">Scope of Service</td> <td data-bbox="1178 1050 1514 1123">ALL, LEA-wide</td> </tr> </table> <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>	Scope of Service	ALL, LEA-wide	
Scope of Service	ALL, LEA-wide						
Scope of Service	ALL, LEA-wide						

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

Implementation of The Leader in Me went so well, that we will continue to provide training to our staff. While the elementary school has received a grant to help with the implementation, the middle school was not able to participate in this grant. We have decided to continue using the 7 Habits and Leader in Me concepts at the middle school, but will be going through the formal process and training. The leadership roles and involvement by the students made a noticeable difference in the climate and culture on both campuses. We will continue and increase these activities and events for The Leader in Me in 2016-17, 2017-18, and 2018-19.

The kindergarten teachers and parents gave some very positive feedback regarding our move to full day kindergarten this year. After bringing full day kindergarten to the negotiations team, we will continue full day kindergarten in the upcoming years.

Some changes we plan to add in 2016-17 to increase support services for students are: 1) continue with full day kindergarten and paraprofessional support to help with small group instruction; 2) we are adding another roving paraprofessional to help support interventions and cover for paraprofessionals when they are absent; 3) we are adding the I-ready instructional piece to be used during the day and after school for interventions and enrichment; 4) we are adding a first grade teacher to lower class sizes and focus on interventions in one specific classroom; 5) we are also planning to designate one of the second grade classrooms as an intervention classroom with a smaller class size and paraprofessional support.

Another change to our LCAP was removal of the Mindset/Brainology Program at Spratling Middle School. As we evaluated the effectiveness of The Leader in Me and the 7 Habits, it was determined that this could replace the benefits of the Mindset/Brainology Program. Rather than trying to do too much, we decided to remove Mindset/Brainology and focus on the developing leaders and teaching the student the 7 Habits to our students.

One addition to our LCAP this year was to take some of our Title III funds and purchase ELD materials for the middle school. After doing some research of the various programs, the decision was made to purchase English 3D to be implemented next year at Spratling Middle School.

**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:	<p>Goal 3: Keyes Union School District will increase the Engagement and involvement of students, parents, and families as partners in education.</p> <p>3a – Increase opportunities for all parents to be involved and participate          3b – Provide opportunities for more student engagement and participation          3c – Provide safe and supportive campuses with behavioral expectations to increase student engagement</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>II, IV, VI, VII</u></p>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>3a – Increased opportunities for all parents to be involved and participate; monitor parent attendance at school activities, events, and parents meetings</p> <p>3b – Increased opportunities for more student engagement and participation</p> <p>3c(1) – Increase student attendance by .5% and decrease suspension and expulsion rates; we currently have no dropouts in our middle school and will work to maintain this</p> <p>3c(2) – Decreased chronic absenteeism; 2014-15 rate for KUSD was 13%; KES was 14% and SMS was 12%</p> <p>3c(3) – Increased student access to counseling and mental health</p> <p>KUSD is not a high school district and high school metrics are not applicable.</p>	Actual Annual Measurable Outcomes:	<p>3a - This was the first year to collect data in regards to parent attendance, so this will be used as our baseline to compare growth and improvement in future years. Last year we only held one parent night and this year we held two parent nights. The plan is to hold three parent nights next year. Both principals consistently held Pastries with the Principal/Coffee with the Principal parent meetings throughout the year. As part of our Leader in Me process, students became leaders and took on more responsibility of leading and presenting information at the parent nights and events. We saw that this help improve parent involvement and attendance at these events.</p> <p>3b - The Leader in Me focuses on developing student leadership. Students become responsible participants in planning and leading most of the school activities and events. Students led morning announcements, participated in programs and performances, were ambassadors to guide any visitors around campus, and took on numerous leadership roles in their classrooms and around campus.</p> <p>3c(1) - Increased student attendance by .5% and decrease suspension and expulsion rates; we currently have no dropouts in our middle school and will work to maintain this. 2014-15 attendance rates were as follows: KES 95.68%; SMS 97.51%; KUSD 96.23%. 2015-16 attendance rates were as follows: KES 95.74%; SMS 96.97%; KUSD 96.13%. The changes from one year to the next were insignificant. 2014-15 total suspensions were as follows: KES 23 and SMS 32. 2015-16 total suspensions were as follows: KES 38 and SMS 24.</p>

		<p>3c(2) - 2014-15 chronic absenteeism rate for KUSD was 13%; KES was 14% and SMS was 12%. 2015-16 chronic absenteeism rate for KUSD was 15.57%; KES was 22.32% and SMS was 3.03%. The overall chronic absenteeism rate increase for the district due to a large increase at the elementary school. There was a huge improvement at Spratling Middle School going from 12% the previous year to 3.03% this year.</p> <p>3c(3) - By hiring a full time counselor for the 2015-16 school year, we had a counselor available every day to provide counseling and mental health support to our students.</p> <p>Since KUSD is not a high school district, high school metrics are not applicable.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase opportunities for all parents to be involved and participate</p> <p>i. Provide two parent education nights at each site</p> <p>ii. Improve communication between school and home (texts, facebook, twitter, teacher messenger)</p> <p>iii. Increase family/parent engagement practices</p>	<p>1. Materials and supplies for parent education nights - Title 1 at KES, Lottery at SMS 4000-4999: Books And Supplies Lottery and Title I \$1,200</p> <p>2. Continue with Edulink for home communications 5800: Professional/Consulting Services And Operating Expenditures Lottery \$835</p> <p>3. Research best practices and visit other family/parent engagement centers 1000-1999: Certificated Personnel Salaries Title I \$2,500</p>	<p>1. Both sites held multiple parent education nights, parent meetings, and other family activities. There was a focus on The Leader in Me, the 7 Habits of Highly Effective People, College and Career, etc. These were very positive and brought out parents and students. Since we did more than expected, costs were a little higher than expected.</p> <p>2. Since our Edulink contract is for three years there were no actual expenditures this year.</p> <p>3. Our ELD Coordinator did attend family/parent engagement meetings and researched options for developing a family/parent engagement center in our district, but there were no costs associated with this.</p>	<p>1. Materials and supplies for parent education nights - Title 1 at KES, Lottery at SMS 4000-4999: Books And Supplies Lottery and Title I \$1,589</p> <p>2. Continue with Edulink for home communications 5800: Professional/Consulting Services And Operating Expenditures Lottery \$0</p> <p>3. Research best practices and visit other family/parent engagement centers 1000-1999: Certificated Personnel Salaries Title I \$0</p>

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Scope of Service	ALL, LEA-wide						
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<p><u>X</u> 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><u>X</u> 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>Provide opportunities for more student engagement and participation</p> <p>i. Increase opportunities for more student involvement through sports, activities, electives, and events</p> <p>ii. Increase attendance rates by .5%</p>	<p>1. Increase school activities (events, rewards, student recognition) 4000-4999: Books And Supplies Lottery \$4,000</p> <p>2. Attendance incentives and awards 4000-4999: Books And Supplies Lottery \$2,000</p> <p>3. Continue with Pre-SARB and SARB referrals 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>1. and 2. These two actions (Increase school activities and attendance incentives and awards) were combined into one action instead of two separate actions. The total budgeted was \$6,000. The estimated actual expenditures was \$5,100</p> <p>3. Both sites referred students with attendance issues to our county SARB process. There were better results from the middle school students than the elementary students. We will be increasing our number of SARB referrals that we can use for next year as we continue to work on improving student attendance.</p>	<p>1. Increase school activities (events, rewards, student recognition) 4000-4999: Books And Supplies Lottery \$5,100</p> <p>2. Attendance incentives and awards 4000-4999: Books And Supplies Lottery \$0</p> <p>3. Continue with Pre-SARB and SARB referrals 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>ALL, LEA-wide</td> </tr> </table>	Scope of Service	ALL, LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>ALL, LEA-wide</td> </tr> </table>	Scope of Service	ALL, LEA-wide	
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<p><u>X</u> 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><u>X</u> 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>Provide safe and supportive campuses with behavioral expectations to increase student engagement</p> <p>i. All staff implements a positive behavior support system district wide</p> <p>ii. Analyze data, plan and implement recognition events and additional supports</p> <p>iii. Increase counseling and support services for students</p>	<p>1. Professional development and support for the Leader in Me and 7 Habits (included in costs under other Goal 2) \$0</p> <p>2. Substitutes for PD for TLIM and 7 Habits (included in costs under Goal 2) \$0</p> <p>3. Materials and supplies for student recognition, awards, and campus culture 4000-4999: Books And Supplies Lottery \$3,000</p> <p>4. Increase time with counselor from Center for Human Services or hire our own part-time counselor .8 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,102</p>	<p>1. and 2. costs were included in other areas in LCAP, so nothing separate was listed here.</p> <p>3. This area specifically focuses on improving school culture. Students received recognition and awards for demonstrating the 7 Habits, good character, and promoting a positive school culture and environment.</p> <p>4. Based on our determined needs, we increased the counselor from .8 to 1.0 FTE. The additional costs for a full time counselor and salary increases negotiated in 2015-16 account for the difference between the estimated and actual expenditures.</p>	<p>1. Professional development and support for the Leader in Me and 7 Habits (included in costs under other Goal 2) \$0</p> <p>2. Substitutes for PD for TLIM and 7 Habits (included in costs under Goal 2) \$0</p> <p>3. Materials and supplies for student recognition, awards, and campus culture 4000-4999: Books And Supplies Title I \$2,495</p> <p>4. Increase time with counselor from Center for Human Services or hire our own part-time counselor .8 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,807</p>								
<table border="1"> <tr> <td data-bbox="100 686 243 764">Scope of Service</td> <td data-bbox="243 686 569 764">ALL, LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 764 569 1076"> <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> </td> </tr> </table>	Scope of Service	ALL, 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>			<table border="1"> <tr> <td data-bbox="1031 686 1182 764">Scope of Service</td> <td data-bbox="1182 686 1514 764">ALL, LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 764 1514 1076"> <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> </td> </tr> </table>	Scope of Service	ALL, 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>		
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<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>Additional funds will be allocated to parent meetings, parent education nights, and parent events throughout the year. We saw an increase this year in parent participation at events and activities and want to continue to increase these opportunities.</p> <p>While there was a concerted effort to increase attendance at both sites, it was disappointing to see that our overall chronic absenteeism percentage for the district actually increased instead of improving. The middle school made huge gains in the area of attendance and lowered their chronic absenteeism rate from 12% to 3.03%. Unfortunately the elementary school rates went from 14% to 22.32%. There will be an improvement plan developed for the elementary school in the area of attendance. Appropriate funds will be allocated to help improve attendance at the elementary school and continue with our positive attendance results at the middle school.</p>										

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,518,969</u>
<p>Funds increased for 2016-17 based on the number and calculation of unduplicated Low-Income, English Learner and Foster Youth Pupils. Keyes Union School District Foster Youth count is well under ten students and specific services for those students are provided through the county when applicable.</p> <p>Keyes Union School district has an unduplicated count of Low Income, English Learner and Foster Youth Pupils which exceeds 55%. Our current unduplicated count is 93%. The District is using LCFF funds mostly in a districtwide manner for all pupils. We do, however, have some of our actions and subgoals that specifically target English Learners, a specific school site, or specific grade levels and supplemental and concentrations funds are used for targeted groups when applicable.</p> <p>The District has chosen to use the districtwide and schoolwide approach to increase and improve services based on input from the stakeholders who participated in the LCAP process. The input indicated that the eight state priorities and the goals for our District's Strategic Plan affect all the students. In addition, the stakeholders agreed: (1) all students will received a high quality and equitable education by providing highly effecting instruction and delivery of the State Standards, improving and increasing the use of and access to technology, and maintaining facilities in good repair; (2) students will improve their performance, proficiency, and participation by increasing support services for all students, increasing positive interactions between adults and students, and utilizing appropriate assessments and monitoring tools; and (3) students, parents, and families should be partners in education through active engagement by increasing parental involvement opportunities, increasing student engagement and participation, and providing safe and supportive learning environments. The District would find it very difficult to separate out the 7% of our students who are not part of the unduplicated count and exclude them from the opportunity to receive the increased and improved services we are providing.</p> <p>The District has also chosen to provide increased and improved support for our English learners in order to provide needed supports to achieve the required literacy levels to be successful in elementary school, high school, college and career. While all actions will be implemented districtwide and schoolwide, the following supports will specifically address our English learners: increased technology devices for student use; bilingual education program; interventions before, during, and after school; The Leader in Me process; the 7 Habits of Highly Effective People; research based English language development instruction; professional develop in the area of ELD and use of the ELA/ELD Framework; English learner monitoring and reporting to parents; bilingual interpretation at meetings; family/parent engagement center; and an increase in counseling and support services for students.</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.

26.81	%
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At the end of the 2015-16 school year, Keyes Union School District had an enrollment of 763 students with 708 students included in the unduplicated count. Since 93.0% of students are high priority students, many of the identified actions listed in our LCAP reflects the needs of all students, including English learners, low income and foster youth. In order to increase and improve services to students, included in these actions are instructional materials, staff professional develop, and improved facilities. Some of the items listed are even more specific to the at-risk students within each of the identified subgroups.

The increase in proportionality for English learners, Low Income Students and Foster Youth is 26.81%. As stated previously, foster youth in Keyes Union School District is well under ten students and specific services for those students are provided through the county. The emphasis of funding will be spent on additional instructional support for at-risk students, instructional materials to support our State Standards, increased staff professional development, increased access and use of technology, improved facilities, and increased parent involvement.

**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).