

Introduction:

LEA: Lincoln Unified School District **Contact (Name, Title, Email, Phone Number):** Thomas W. Uslan, Superintendent, tuslan@lusd.net, 209-953-8700 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Lincoln Unified took a proposed timeline to the Board of Trustees for Information on 10/22/14 and for approval with a revision on 1/14/15 and again on 3/25/15. Revisions were made to accommodate additional stakeholder meetings specifically for students and bargaining unit members. Additionally we extended the timeline for completion of the draft LCAP, to allow for inclusion of the information presented through our high school's WASC process. All dates were regularly scheduled board meetings. This timeline identified the actions that would be taken to engage stakeholders in the process of updating and revising our LCAP. The timeline was shared with community members present at the meeting in hard copy and posted in our board agenda documents.</p> <p>We held 5 Stakeholder Engagement meetings at different times and in different locations. Spanish interpreters were available at all meetings. The dates for the meetings were shared at Board Meetings, via district email to all employees, posted on the district’s website, and shared at parent meetings. Additionally, phone calls in Spanish and English were made to the homes of all enrolled students prior to each meeting, using the district's automated calling system, School Messenger. One of these meetings was purposely scheduled to align with a regularly scheduled Lincoln Latin Leadership meeting. We used this process to receive input simultaneously on our annual update as well as potential revisions to our LCAP for future years.</p> <p>Each stakeholder engagement meeting followed a similar format. Either the Superintendent or Associate Superintendent shared a brief PowerPoint presentation to inform all stakeholders present about the recent changes to school funding as well as the process for development of the LCAP and annual update. The current LCAP and goals written last year were shared. The eight state priority areas were discussed as well as examples of items related to each of the eight areas. Updates were prepared and shared for use during the process which included actions taken so far this year, as a result of the LCAP, as well as actions not yet taken. Questions were taken from stakeholders throughout the process and during the planned activity. All stakeholders were asked to answer three questions and provide their responses in written form: 1) What are we currently doing that is effective and should be continued? 2) What are we currently doing that is ineffective and should be discontinued? 3) What ideas should be considered as new methods of addressing the priority areas? Responses were collected and organized into a data table used to develop the annual update section to this year's LCAP, as well as to inform revisions to the LCAP for future years.</p> <p>A draft plan was shared with the Board of Trustees at their regularly scheduled meetings on April 22, 2015, May 13, 2015 and</p>	<p>The timeline set the specific plan for update and revision of the LCAP. It has been referenced multiple times throughout the process.</p> <p>We received positive attendance at each of our meetings, and each meeting resulted in much dialogue and written feedback about our LCAP. Stakeholders were asked to reflect and give feedback on actions they perceived the district should either continue, discontinue or consider implementing. All of the feedback was requested to be considered and aligned to either the current LCAP goals or the eight state priority areas. Stakeholders included members of the parent community, both certificated and classified employees, board members, administrators, students, and other community members. Parents represented students who were foster youth, English learners and students with disabilities. There was high representation by parents whose students attend Title I schools.</p> <p>The stakeholder engagement meetings were very powerful. There was good dialogue among participants during the presentation section, with questions asked and interest noted. The input from stakeholders during the interactive activity was very thoughtful. The information collected was significant and useful in the development of the draft plan. We had a wide representation of stakeholders, all of whom participated fully in the process. Spanish interpreters were very useful in the engagement of non-English speakers in the process. Multiple stakeholders commented on the process, reporting that it was useful. All comments and input were able to be included in some way during the activity process of the meeting. All stakeholder input was reviewed and the district considered how recommended changes could be built into the LCAP over the next three year period. Additionally, the input was considered with regard to revisions that could be made following the writing of the annual update.</p> <p>The draft plan is the result of all of the stakeholder input, and the work of the Superintendent's cabinet to address the</p>

again on May 27, 2015. Feedback from the board presentation will be incorporated into the plan as we prepare a final LCAP. The plan has been available, in English and Spanish, in hard copy at the District Office and posted on the district's website for review since 4/23/15.

During the second input period we held two meetings for our parent advisory committees. There were 18 members present. Everyone was provided with a copy of the LCAP, interpreters were present as well. There was a powerpoint to review the overall process, as well as to highlight the update and the new sections of the plan. There was a significant amount of dialogue as members worked through the plan. There was discussion that all unanswered questions and/or comments would be collected for written response from the Superintendent. The members left the meeting with no request for written response. The Superintendent and/or members of his Cabinet met with all parties who requested to do so during the second input period. A public hearing on the final LCAP and budget will be held at a special meeting of the Board of Trustees on 6/22/15. The final LCAP and budget will be presented for approval by the Board of Trustees at the regularly scheduled board meeting on 6/24/15.

identified needs, recommendations and feedback received. The intent continues to be to define a meaningful direction for Lincoln Unified School District and a plan that will support that growth.

The public hearing notices will be posted, and the plan will be available for review 72 hours in advance of the public hearing.

Annual Update:

Lincoln Unified took a proposed timeline to the Board of Trustees for Information on 10/22/14 and for approval with a revision on 1/14/15 and again on 3/25/15. Revisions were made to accommodate additional stakeholder meetings specifically for students and bargaining unit members. Additionally we extended the timeline for completion of the draft LCAP, to allow for inclusion of the information presented through our high school's WASC process. All dates were regularly scheduled board meetings. This timeline identified the actions that would be taken to engage stakeholders in the process of updating and revising our LCAP. The timeline was shared with community members present at the meeting in hard copy and posted in our board agenda documents.

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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?

GOAL 1:	<p>By the end of Year 3: Student achievement will improve annually as measured by state adopted metrics for state priority area 4 (Student Achievement), and state priority area 2 (State Standards) through full implementation of state board adopted academic content standards. (The state adopted metrics are: performance on standardized tests, API data, College-Career readiness, English proficiency and reclassification rates for EL's, AP exam passage rates)</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
Identified Need :	<p>Based on a review of available data by district and site leadership, and shared with stakeholders, the following statements define our identified need. Data used includes the following: CST (previous years), DIBELS (current year), MAP (previous and current year where available), CELDT (previous and current year), AMAOs (previous years), reclassification data (previous and current year), graduation rates (previous years), enrollment data (previous and current year), AP passage rates (previous years), IEP progress toward goals and objectives based on random analysis of student files)</p> <p>We need to increase the percentage of K-3 students who meet the criteria to become fluent readers upon leaving third grade (based on DIBELS Next and CAASPP data acquired each year).</p> <p>We need a clearly defined program for the teaching and assessment of writing and word processing in order for students to meet the standards as identified in the Common Core State Standards.</p> <p>We need to increase the percentage of students who have mastered critical grade level skills in mathematics by the time they reach 5th grade (based on available data acquired each year).</p> <p>We need to increase the percentage of students who are able to meet grade level standards for mathematics in the 8th grade (based on available data acquired each year).</p> <p>We need to continue to address the needs of our English language learners, increasing the percent of students who meet proficiency in English as measured by the CELDT or the ELPAC each year.</p> <p>While we consistently redesignate a number of EL students each year, we need to continue to reclassify our EL students as English proficient.</p> <p>While our graduation rate is consistently high, we need to strive to maintain or increase that rate for all of our enrolled high school students.</p> <p>We need to continue to monitor and increase the number of students who graduate having completed courses that meet UC/CSU requirements.</p> <p>While the number of students who currently take and pass AP exams is high, we need to continue to increase the passage rate of AP exams in all subject areas.</p> <p>All students need instruction aligned to the Common Core State Standards.</p> <p>All students who are English learners need instruction aligned to the ELA/ELD frameworks adopted by the State Board of Education.</p> <p>All students with disabilities, and at risk learners who receive intervention need to experience growth that is adequate for their unique learning needs, as measured by CAASPP, IEP goals and any other available data acquired each year.</p>	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (Including all subgroups)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- The percentage of 3rd graders able to read at grade level will increase over the previous year. Based on 14-15 end of year benchmarks using DIBELS, 43% of 3rd grade students are "established" readers.
- The percentage of 4th-11th graders proficient in ELA will increase over the previous year. We will measure this percentage against 14-15 CAASPP data which are not yet available.
- The number of students who require a replacement core program for English Language Arts instruction in grades 4-8 will decrease over the previous year. In 14-15, 344 students received ELA instruction through replacement core programs.
- The percentage of students identified as proficient in 5th and 8th grade in Math will increase over the previous year. We will measure this percentage against 14-15 CAASPP data which are not yet available.
- The number of students who meet the criteria for intervention in mathematics in 5th-8th grades will decrease over the previous year. We will use 14-15 CAASPP data (not yet available) as a baseline to apply intervention criteria for students to receive intervention in 15-16 and then use this data for comparison with 15-16 CAASPP data.
- The district will make growth annually toward meeting or exceeding our targets for AMAO 1, 2, and 3. We will use the 14-15 AMAO report, which is not yet available. In 13-14 we met our targets for AMAO 1 and 2, but not for AMAO 3.
- The district will monitor and celebrate annually the EL students who meet our rigorous criteria for redesignation. This year (14-15) we celebrated the redesignation of 82 students at a Meeting of the Board of Trustees on March 11, 2015.
- The graduation rates will remain steady or increase annually. We will measure this growth year to year, however 14-15 graduation rates are not yet available. 13-14 graduation rate was 92.9% for the cohort.
- The number of students enrolled in UC a-g designated courses will increase annually. We will measure this growth using enrollment data and grad data. In 13-14 38.9% of our graduates completed courses for UC/CSU entrance. 14-15 data is not yet available but will be used to measure growth. During the 14-15 school year, we had 11,463 enrollments in UC a-g courses at our comprehensive high school (This count includes students enrolled in multiple courses that meet these requirements). We will use this number as baseline to monitor growth moving forward. (EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.)
- The passage rate for students taking AP exams will increase. We will measure this growth year to year, however 14-15 AP passage rates are not yet available. 13-14 passage rate was 56%.
- Evidence of instruction aligned to the Common Core State Standards will be observed in all classrooms. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations. While we have anecdotal evidence this year, we will use data collected in future years.
- Evidence of instruction aligned to the ELA/ELD frameworks adopted by the State Board of Education will be observed in all classrooms with specific focus on English learners and students with disabilities. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations. While we have anecdotal evidence this year, we will use data collected in future years.
- Students with disabilities will make growth annually toward state standards and/or their individual learning objectives. We will measure this percentage against 14-15 CAASPP data which are not yet available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Ongoing high quality professional development and instructional coaching based on outcomes and areas of need from analysis at the end of 2014-15:</p> <ul style="list-style-type: none"> Reading Fundamentals Teaching writing (various types) Mathematics (content and pedagogy) Engaging with text (literature and informational text) Providing supplemental instruction Providing intervention services Integrating technology into instruction and the demonstration of student learning Providing English Language Development - integrated and designated Implementation of the CCSS - across grade levels and content areas 	<p>District 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>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional Coach Science 1000-1999: Certificated Personnel Salaries Base \$221,703</p> <p>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional coach Science 3000-3999: Employee Benefits Base \$52,913</p> <p>Ongoing professional development for teachers in the area of English Language Arts & Math 1000-1999: Certificated Personnel Salaries Base \$240,000</p> <p>Ongoing professional development for teachers in the area of English Language Arts & Math 3000-3999: Employee Benefits Base \$29,866</p> <p>Ongoing professional development and coaching for teachers through CORE in Reading Fundamentals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000</p> <p>Contracted services for provision of professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$268,604</p> <p>Support for instructional coaches to participate in the MASTER grant training 1000-1999: Certificated Personnel Salaries Base \$8,000</p> <p>Support for instructional coaches to participate in the MASTER grant training 3000-3999: Employee</p>

			<p>Benefits Base \$995</p> <p>Professional Development and Coaching through Great Valley Writing Project, Coaching for teachers teaching LANGUAGE! 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,200</p> <p>Ongoing support of additional teachers to participate in the Secondary Integration of Modeling in Math and Science grant administered through SJCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,000</p>
<p>1.2 Intervention services and materials for: 1) at risk students who do not master critical skills in ELA and/or math 2) English learners who need replacement core while learning English 3) students who need support for successful completion of high school courses necessary for graduation 4) at-risk learners and students with disabilities who need modifications or accommodations to access instruction and/or curriculum</p>	District Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities, at risk learners</u></p>	<p>Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 1000-1999: Certificated Personnel Salaries Base \$710,859</p> <p>Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 3000-3999: Employee Benefits Base \$102,030</p> <p>Tutoring for students in grades 9-12 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>Tutoring for students in grades 9-12 3000-3999: Employee Benefits Supplemental and Concentration \$4,978</p> <p>Ongoing cost of transportation, snacks and sibling care for students attending extended day intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>Ongoing cost of summer school programming for students not at grade level 4000-4999: Books And Supplies Base \$59,871</p> <p>Math intervention materials, reading intervention materials and ELA intervention replacement core materials 4000-4999: Books And Supplies Supplemental and Concentration \$70,000</p> <p>Ongoing cost of bus drivers for additional transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,890</p> <p>Ongoing cost of bus drivers for additional transportation 3000-3999: Employee Benefits Supplemental and Concentration \$9,734</p>
<p>1.3 Common reading assessments (DIBELS Next) for use with all K-3 students</p>	District 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>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>
<p>1.4 Instructional materials, as well as literature and informational text (in English, Spanish and other requested languages) in sufficient quantity to support the implementation of the CCSS. Materials for student access in libraries, including digital reference and resources, and materials in languages other than English.</p>	District 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>	<p>Expand inventory of informational text at each school site 4000-4999: Books And Supplies Supplemental and Concentration \$112,000</p> <p>Graphing calculators 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>Engage NY materials 4000-4999: Books And Supplies Base \$75,000</p> <p>Site costs related to the printing of open source materials, including paper, ink and copy machine costs 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p> <p>Digital resources for students and staff to access through libraries 5800: Professional/Consulting Services And Operating Expenditures Base \$9,000</p> <p>Ongoing costs associated with annual purchase of subscriptions for informational text for use by students 4000-4999: Books And Supplies Base \$20,000</p>
<p>1.5 Use of district wide writing rubrics, and assessment criteria; training to support the use of the assessments and rubrics; opportunities for teachers to develop, review and analyze rubrics for various pieces and types of writing</p>	District 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>	<p>Ongoing professional learning with WestEd with a focus on assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$57,000</p> <p>Sub costs for teachers to work on common assessments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p> <p>Sub costs for teachers to work on common assessments 3000-3999: Employee Benefits Supplemental and Concentration \$5,353</p>
<p>1.6</p>	6th and 9th grade	<p><input checked="" type="checkbox"/> All</p>	<p>Staff for accelerated math classes 1000-1999: Certificated Personnel Salaries Base \$47,346</p>

Math acceleration opportunities for 6th graders during the school year, and 9th graders via a summer bridge course starting Summer 2015		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)	Staff for accelerated math classes 3000-3999: Employee Benefits Base \$13,604 Resources and materials for accelerated courses 4000-4999: Books And Supplies Base \$5,000 Staff for summer bridge course 1000-1999: Certificated Personnel Salaries Base \$7,200 Staff for summer bridge course 3000-3999: Employee Benefits Base \$896
1.7 Adequate support for English learners to access their instruction, aligned to their individual levels of English proficiency, based on the new ELD standards, including Sheltered English classes at the high school level and ongoing support in the Multi-Lingual Center	District Wide	<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)	Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,895 Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 3000-3999: Employee Benefits Supplemental and Concentration \$96,942 Teachers to provide more sheltered courses for high school students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,842 Teachers to provide more sheltered courses for high school students 3000-3999: Employee Benefits Supplemental and Concentration \$7,158 Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$327,457 Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 3000-3999: Employee Benefits Supplemental and Concentration \$163,945
1.8 Ongoing support for ELs who have met proficiency in English to access their instruction provided in English	District Wide	<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)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration See 1.2 Tutoring 3000-3999: Employee Benefits Supplemental and Concentration See 1.2 Primary language support in the MultiLingual Center 2000-2999: Classified Personnel Salaries Supplemental and Concentration See 1.7 Primary language support in the MultiLingual Center 3000-3999: Employee Benefits Supplemental and Concentration See 1.7
1.9 Ongoing implementation of clearly articulated Response to Intervention Program and a multi-tiered system of supports to address academics; purchase of materials and resources necessary for full implementation	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At risk learners; students with disabilities</u>	Professional learning and collaboration to develop a formal RtI model 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000 Professional learning and collaboration to develop a formal RtI model 3000-3999: Employee Benefits Supplemental and Concentration \$4,979 Professional learning and coaching support for teachers to differentiate instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,000 Professional learning and coaching support for teachers to differentiate instruction 3000-3999: Employee Benefits Supplemental and Concentration \$2,240
1.10 Additional opportunities for enrichment for all students identified as gifted	All	<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)	GATE learning opportunities at each school site 4000-4999: Books And Supplies Base \$9,000 GATE learning opportunities at each school site 1000-1999: Certificated Personnel Salaries Base \$9,000 GATE learning opportunities at each school site 3000-3999: Employee Benefits Base \$1,120
1.11 Students will receive high quality instruction in a wide variety of courses designated as AP and Honors	Grades 7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development opportunities for teachers 5000-5999: Services And Other Operating Expenditures Base \$2,500

<p>1.12 Students will receive instruction each year in word processing using curriculum/materials/resources defined during Year 1, and according to the Technology Plan (2014-2017). Students will initially learn to word process and then use word processing skills to complete curriculum related activities.</p>	All	<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 of keyboarding materials and training for implementation and use with students, including word processing 4000-4999: Books And Supplies Base \$50,000
<p>1.13 Maintain staffing to support instruction in a digital environment.</p>	All	<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)	Information Technology staffing 2000-2999: Classified Personnel Salaries Base \$329,967 Information Technology staffing 3000-3999: Employee Benefits Base \$123,943
<p>1.14 Increased access to technology will be provided to students for use in the acquisition of information, collaboration with others and for the demonstration of learning. Students will receive instruction that is enhanced by teacher's use of technology within their lessons. Students in grades 7-12 will also have access to computer labs for an additional hour after school (through staffing by Media Center Techs) and resources will be available for students who require printers, ink, and/or paper to complete school related projects.</p>	District 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)	Technology purchases 4000-4999: Books And Supplies Base \$965,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 3000-3999: Employee Benefits Base \$4,953 Resources for students (particularly low income and foster youth) to access paper and ink for printing related to school projects and homework 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Extended hours for library access in grades 9-12 after school 2000-2999: Classified Personnel Salaries Base \$12,124 Extended hours for library access in grades 9-12 after school 3000-3999: Employee Benefits Base \$2,611 Professional development for staff - integration of technology into instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000 Professional development for staff - integration of technology into instruction 1000-1999: Certificated Personnel Salaries Base \$49,200 Professional development - integration of technology into instruction 3000-3999: Employee Benefits Base \$6,124
<p>1.15 An administrative level position will be created to support the implementation of instructional technology training and coaching district wide. Increased staffing will also be necessary in the informational technology department to support the additional infusion of various types of technology into school sites.</p>	All	<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)	Director of Digital Instruction 1000-1999: Certificated Personnel Salaries Base \$96,010 Director of Digital Instruction 3000-3999: Employee Benefits Base \$19,418 Increased staffing in the Information Tech department to support the increased technology district wide 2000-2999: Classified Personnel Salaries Base \$87,890 Increased staffing in the Information Tech department to support the increased technology district wide 3000-3999: Employee Benefits Base \$38,312
<p>1.16 Purchase annually the necessary supplies and materials for delivery of high quality instruction.</p>	All	<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)	Supplies and materials 4000-4999: Books And Supplies Base \$448,777
<p>1.17 Our Alternative Education high school program will offer courses that are UC a-g approved.</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	There are no costs associated with this at this time.

Redesignated fluent English proficient
 Other Subgroups: (Specify)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- The percentage of 3rd graders able to read at grade level will increase over the previous year. Based on 15-16 end of year benchmarks using DIBELS.
- The percentage of 4th-11th graders proficient in ELA will increase over the previous year. We will measure this percentage against 15-16 CAASPP data.
- The number of students who require a replacement core program for English Language Arts instruction in grades 4-8 will decrease over the previous year.
- The percentage of students identified as proficient in 5th and 8th grade in Math will increase over the previous year. We will measure this percentage against 15-16 CAASPP data.
- The number of students who meet the criteria for intervention in mathematics in 5th-8th grades will decrease over the previous year.
- The district will make growth annually toward meeting or exceeding our targets for AMAO 1, 2, and 3. We will measure this using the 15-16 AMAO report.
- The district will monitor and celebrate annually the EL students who meet our rigorous criteria for redesignation.
- The graduation rates will remain steady or increase annually. We will measure this growth year to year.
- The number of students enrolled in UC a-g designated courses will increase annually. We will measure this growth using enrollment data and grad data. 14-15 school year enrollment is used as baseline.
- The passage rate for students taking AP exams will increase. We will measure this growth year to year.
- Evidence of instruction aligned to the Common Core State Standards will be observed in all classrooms. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations.
- Evidence of instruction aligned to the ELA/ELD frameworks adopted by the State Board of Education will be observed in all classrooms with specific focus on English learners and students with disabilities. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations.
- Students with disabilities will make growth annually toward state standards and/or their individual learning objectives. We will measure this percentage against 15-16 CAASPP data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Y 2 / 1.1 Ongoing high quality professional development and instructional coaching based on outcomes and areas of need from analysis at the end of 2015-16:</p> <p>Reading Fundamentals Teaching writing (various types) Mathematics (content and pedagogy) Engaging with text (literature and informational text) Providing supplemental instruction Providing intervention services Integrating technology into instruction and the demonstration of student learning Providing English Language Development - integrated and designated Implementation of the CCSS - across grade levels and content areas</p>	<p>District 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>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional coach Science 1000-1999: Certificated Personnel Salaries Base \$221,703</p> <p>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional coach Science 3000-3999: Employee Benefits Base \$52,914</p> <p>Ongoing professional development for teachers in the area of English Language Arts, Math 1000-1999: Certificated Personnel Salaries Base \$240,000</p> <p>Ongoing professional development for teachers in the area of English Language Arts, Math 3000-3999: Employee Benefits Base \$29,866</p> <p>Ongoing professional development and coaching for teachers through CORE in Reading Fundamentals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000</p> <p>Support for instructional coaches to participate in MASTER grant training 1000-1999: Certificated Personnel Salaries Base \$8,000</p> <p>Support for instructional coaches to participate in MASTER grant training 3000-3999: Employee Benefits Base \$995</p> <p>Professional Development and Coaching through Great Valley Writing Project, Coaching for teachers teaching LANGUAGE! 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,200</p> <p>Ongoing support of additional teachers to participate in the Secondary Integration of Modeling in Math and Science grant administered through SJCOE 5800: Professional/Consulting Services And</p>

			Operating Expenditures Supplemental and Concentration \$13,000 Contracted services for provision of professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$268,604
Y 2 / 1.2 Intervention services and materials for: 1) at risk students who do not master critical skills in ELA and/or math 2) English learners who need replacement core while learning English 3) students who need support for successful completion of high school courses necessary for graduation 4) at-risk learners and students with disabilities who need modifications or accommodations to access instruction and/or curriculum	District Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities, at risk learners</u>	Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 1000-1999: Certificated Personnel Salaries Base \$710,859 Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 3000-3999: Employee Benefits Base \$102,030 Tutoring for students in grades 9-12 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Tutoring for students in grades 9-12 3000-3999: Employee Benefits Supplemental and Concentration \$4,978 Ongoing cost of transportation, snacks and sibling care for students attending extended day intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Ongoing cost of summer school programming for students not at grade level 4000-4999: Books And Supplies Base \$59,871 Math intervention materials, reading intervention materials and ELA intervention replacement core materials 4000-4999: Books And Supplies Supplemental and Concentration \$70,000 Ongoing cost of bus drivers for additional transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,890 Ongoing cost of bus drivers for additional transportation 3000-3999: Employee Benefits Supplemental and Concentration \$9,734
Y 2 / 1.3 Common reading assessments (DIBELS Next) for use with all K-3 students	District 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)	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000
Y 2 / 1.4 Instructional materials, as well as literature and informational text (in English, Spanish and other requested languages) in sufficient quantity to support the implementation of the CCSS. Materials for student access in libraries, including digital reference and resources, and materials in languages other than English.	District 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)	Expand inventory of informational text at each school site 4000-4999: Books And Supplies Supplemental and Concentration \$112,000 Graphing calculators 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Engage NY materials 4000-4999: Books And Supplies Base \$75,000 Site costs related to the printing of open source materials, including paper, ink and copy machine costs 4000-4999: Books And Supplies Supplemental and Concentration \$50,000 Digital resources for students and staff to access through libraries 5800: Professional/Consulting Services And Operating Expenditures Base \$9,000 Ongoing costs associated with annual purchase of subscriptions for informational text for use by students 4000-4999: Books And Supplies Base \$20,000
Y 2 / 1.5 Use of district wide writing rubrics, and assessment criteria; training to support the use of the assessments and rubrics; opportunities for teachers to develop, review and analyze rubrics for various pieces and types of writing	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No costs this year
Y 2 / 1.6 Math acceleration opportunities for 6th graders during the school year, and 9th graders via a summer bridge course	6th and 9th grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Staff for accelerated math classes 1000-1999: Certificated Personnel Salaries Base \$47,346 Staff for accelerated math classes 3000-3999: Employee Benefits Base \$13,604 Resources and materials for accelerated courses 4000-4999: Books And Supplies Base \$5,000 Staff for summer bridge course 1000-1999: Certificated Personnel Salaries Base \$7,200

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff for summer bridge course 3000-3999: Employee Benefits Base \$896
Y 2 / 1.7 Adequate support for English learners to access their instruction, aligned to their individual levels of English proficiency, based on the new ELD standards, including Sheltered English classes at the high school level and ongoing support in the Multi-Lingual Center	District Wide	<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)	Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,895 Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 3000-3999: Employee Benefits Supplemental and Concentration \$96,942 Teachers to provide more sheltered courses for high school students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,842 Teachers to provide more sheltered courses for high school students 3000-3999: Employee Benefits Supplemental and Concentration \$7,158 Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$327,457 Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 3000-3999: Employee Benefits Supplemental and Concentration \$163,945
Y 2 / 1.8 Ongoing support for ELs who have met proficiency in English to access their instruction provided in English	District Wide	<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)	Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 1.2 Tutoring 3000-3999: Employee Benefits Supplemental and Concentration see 1.2 Primary language support in the Multi Lingual Center 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Primary language support in the Multi Lingual Center 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
Y 2 / 1.9 Ongoing implementation of clearly articulated Response to Intervention Program and a multi-tiered system of supports to address academics; purchase of materials and resources necessary for full implementation	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At risk learners; students with disabilities	Professional learning and collaboration for full implementation of RtI model 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 Professional learning and collaboration for full implementation of RtI model 3000-3999: Employee Benefits Supplemental and Concentration \$622 Professional learning and coaching support for teachers to differentiate instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,000 Professional learning and coaching support for teachers to differentiate instruction 3000-3999: Employee Benefits Supplemental and Concentration \$2,240
Y 2 / 1.10 Additional opportunities for enrichment for all students identified as gifted	All	<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)	GATE learning opportunities at each school site 4000-4999: Books And Supplies Base \$9,000 GATE learning opportunities at each school site 1000-1999: Certificated Personnel Salaries Base \$9,000 GATE learning opportunities at each school site 3000-3999: Employee Benefits Base \$1,120
Y 2 / 1.11 Students will receive high quality instruction in a wide variety of courses designated as AP and Honors	Grades 7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development opportunities for teachers 5000-5999: Services And Other Operating Expenditures Base \$2,500
Y 2 / 1.12 Students will receive instruction each year in word processing using curriculum/materials/resources defined during 2014-15, and according to the Technology Plan (2014-2017). Students will initially learn to word process and then use word	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	No additional cost this year

processing skills to complete curriculum related activities		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Y 2 / 1.13 Maintain staffing to support instruction in a digital environment.	All	<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)	Information Technology staffing 2000-2999: Classified Personnel Salaries Base \$329,967 Information Technology staffing 3000-3999: Employee Benefits Base \$123,943 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000 Professional development - integration of technology into instruction 1000-1999: Certificated Personnel Salaries Base \$49,200 Professional development - integration of technology into instruction 3000-3999: Employee Benefits Base \$6,124
Y 2 / 1.14 Increased access to technology will be provided to students for use in the acquisition of information, collaboration with others and for the demonstration of learning. Students will receive instruction that is enhanced by teacher's use of technology within their lessons. Students in grades 7-12 will also have access to computer labs for an additional hour after school (through staffing by Media Center Techs) and resources will be available for students who require printers, ink, and/or paper to complete school related projects.	District 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)	Technology purchases 4000-4999: Books And Supplies Base \$900,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 3000-3999: Employee Benefits Base \$4,953 Resources for students (particularly low income and foster youth) to access paper and ink for printing related to school projects and homework 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Extended hours for library access in grades 9-12 after school 2000-2999: Classified Personnel Salaries Base \$12,124 Extended hours for library access in grades 9-12 after school 3000-3999: Employee Benefits Base \$2,611 Professional development for staff - integration of technology into instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000 Professional development for staff - integration of technology into instruction 1000-1999: Certificated Personnel Salaries Base \$49,200 Professional development for staff - integration of technology into instruction 3000-3999: Employee Benefits Base \$6,124
Y2 / 1.15 An administrative level position will be maintained to support the implementation of instructional technology training and coaching district wide. Increased staffing will also be necessary in the informational technology department to support the additional infusion of various types of technology into school sites.	All	<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)	Director of Digital Instruction 1000-1999: Certificated Personnel Salaries Base \$96,010 Director of Digital Instruction 3000-3999: Employee Benefits Base \$19,418 Increased staffing in the Information Tech department to support the increased technology district wide 2000-2999: Classified Personnel Salaries Base \$87,890 Increased staffing in the Information Tech department to support the increased technology district wide 3000-3999: Employee Benefits Base \$38,312
Y 2 / 1.16 Purchase annually the necessary supplies and materials for delivery of high quality instruction.	All	<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)	Supplies and materials 4000-4999: Books And Supplies Base \$448,777
Y 2 / 1.17 Our Alternative Education high school program will offer courses that are UC a-g approved.	All	<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)	There are no costs associated with this at this time.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- The percentage of 3rd graders able to read at grade level will increase over the previous year. Based on 16-17 end of year benchmarks using DIBELS.
- The percentage of 4th-11th graders proficient in ELA will increase over the previous year. We will measure this percentage against 16-17 CAASPP data.
- The number of students who require a replacement core program for English Language Arts instruction in grades 4-8 will decrease over the previous year.
- The percentage of students identified as proficient in 5th and 8th grade in Math will increase over the previous year. We will measure this percentage against 16-17 CAASPP data.
- The number of students who meet the criteria for intervention in mathematics in 5th-8th grades will decrease over the previous year.
- The district will make growth annually toward meeting or exceeding our targets for AMAO 1, 2, and 3. We will measure this using the 16-17 AMAO report.
- The district will monitor and celebrate annually the EL students who meet our rigorous criteria for redesignation.
- The graduation rates will remain steady or increase annually. We will measure this growth year to year.
- The number of students enrolled in UC a-g designated courses will increase annually. We will measure this growth using enrollment data and grad data. 14-15 school year enrollment is used as baseline.
- The passage rate for students taking AP exams will increase. We will measure this growth year to year.
- Evidence of instruction aligned to the Common Core State Standards will be observed in all classrooms. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations.
- Evidence of instruction aligned to the ELA/ELD frameworks adopted by the State Board of Education will be observed in all classrooms with specific focus on English learners and students with disabilities. We will measure this growth by report from site administrators based on data collected as they do walk throughs and classroom observations.
- Students with disabilities will make growth annually toward state standards and/or their individual learning objectives. We will measure this percentage against 16-17 CAASPP data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Y 3 / 1.1 Ongoing high quality professional development and instructional coaching based on outcomes and areas of need from analysis at the end of 2016-17:</p> <p>Reading Fundamentals Teaching writing (various types) Mathematics (content and pedagogy) Engaging with text (literature and informational text) Providing supplemental instruction Providing intervention services Integrating technology into instruction and the demonstration of student learning Providing English Language Development - integrated and designated Implementation of the CCSS - across grade levels and content areas</p>	District 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>	<p>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional coach Science 1000-1999: Certificated Personnel Salaries Base \$221,703</p> <p>Ongoing cost of Instructional Coaches in Math and ELA/ELD, Instructional coach Science 3000-3999: Employee Benefits Base \$52,914</p> <p>Ongoing professional development for teachers 1000-1999: Certificated Personnel Salaries Base \$240,000</p> <p>Ongoing professional development for teachers 3000-3999: Employee Benefits Base \$29,866</p> <p>Ongoing professional development and coaching for teachers through CORE in Reading Fundamentals 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000</p> <p>Support for instructional coaches to participate in MASTER grant training 1000-1999: Certificated Personnel Salaries Base \$8,000</p> <p>Support for instructional coaches to participate in MASTER grant training 3000-3999: Employee Benefits Base \$995</p> <p>Professional Development and Coaching through Great Valley Writing Project, Coaching for teachers teaching LANGUAGE! 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,200</p> <p>Contracted services for provision of professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$268,604</p>
<p>Y 3 / 1.2 Intervention services and materials for: 1) at risk students who do not master critical skills in ELA and/or math 2) English learners who need replacement core while learning English 3) students who need support for successful completion of high school courses necessary for graduation</p>	District Wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 1000-1999: Certificated Personnel Salaries Base \$710,859</p> <p>Ongoing cost of intervention teachers to teach replacement core, lead reading specialist, reading teachers and math teachers for intervention 3000-3999: Employee Benefits Base \$102,030</p>

4) at-risk learners and students with disabilities who need modifications or accommodations to access instruction and/or curriculum		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities, at risk learners</u>	Tutoring for students in grades 9-12 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Tutoring for students in grades 9-12 3000-3999: Employee Benefits Supplemental and Concentration \$4,978 Ongoing cost of transportation, snacks and sibling care for students attending extended day intervention programs 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Ongoing cost of summer school programming for students not at grade level 4000-4999: Books And Supplies Base \$59,871 Math intervention materials, reading intervention materials and ELA intervention replacement core materials 4000-4999: Books And Supplies Supplemental and Concentration \$70,000 Ongoing cost of bus drivers for additional transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,890 Ongoing cost of bus drivers for additional transportation 3000-3999: Employee Benefits Supplemental and Concentration \$9,734
Y 3 / 1.3 Common reading assessments (DIBELS Next) for use with all K-3 students	District 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)	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000
Y 3 / 1.4 Instructional materials, as well as literature and informational text (in English, Spanish and other requested languages) in sufficient quantity to support the implementation of the CCSS	District 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)	Expand inventory of informational text at each school site 4000-4999: Books And Supplies Supplemental and Concentration \$112,000 Graphing calculators 4000-4999: Books And Supplies Supplemental and Concentration \$5,000 Engage NY materials 4000-4999: Books And Supplies Base \$75,000 Site costs related to the printing of open source materials, including paper, ink and copy machine costs 4000-4999: Books And Supplies Supplemental and Concentration \$50,000 Digital resources for students and staff to access through libraries 5800: Professional/Consulting Services And Operating Expenditures Base \$9,000 Ongoing costs associated with annual purchase of subscriptions for informational text for use by students 4000-4999: Books And Supplies Base \$20,000
Y 3 / 1.5 Use of district wide writing rubrics, and assessment criteria; training to support the use of the assessments and rubrics; opportunities for teachers to develop, review and analyze rubrics for various pieces and types of writing	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No costs this year
Y 3 / 1.6 Math acceleration opportunities for 6th graders during the school year, and 9th graders via a summer bridge course	6th and 9th grade	<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)	Staff for accelerated math classes 1000-1999: Certificated Personnel Salaries Base \$47,346 Staff for accelerated math classes 3000-3999: Employee Benefits Base \$13,604 Resources and materials for accelerated math courses 4000-4999: Books And Supplies Base \$5,000 Staff for summer bridge course 1000-1999: Certificated Personnel Salaries Base \$7,200 Staff for summer bridge course 3000-3999: Employee Benefits Base \$896
Y 3 / 1.7 Adequate support for English learners to access their instruction, aligned to their individual levels of English proficiency, based on the new ELD standards, including Sheltered English classes at the high school level and ongoing support in the Multi-Lingual Center	District Wide	<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	Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,895 Ongoing cost for existing primary language support staff & increase primary language support staff for MultiLingual Center and high school sheltered courses 3000-3999: Employee Benefits Supplemental and Concentration \$96,942

		<input type="checkbox"/> Other Subgroups: (Specify)	<p>Teachers to provide more sheltered courses for high school students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,842</p> <p>Teachers to provide more sheltered courses for high school students 3000-3999: Employee Benefits Supplemental and Concentration \$7,158</p> <p>Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$327,457</p> <p>Maintain existing classified staffing to support high quality instruction for English learners in educational environments as needed. 3000-3999: Employee Benefits Supplemental and Concentration \$163,945</p>
<p>Y 3 / 1.8 Ongoing support for ELs who have met proficiency in English to access their instruction provided in English</p>	District Wide	<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>Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 1.2</p> <p>Tutoring 3000-3999: Employee Benefits Supplemental and Concentration see 1.2</p> <p>Primary language support in the Multi Lingual Center 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7</p> <p>Primary language support in the Multi Lingual Center 3000-3999: Employee Benefits Supplemental and Concentration see 1.7</p>
<p>Y 3 / 1.9 Ongoing implementation of clearly articulated Response to Intervention Program and a multi-tiered system of supports to address academics; purchase of materials and resources necessary for full implementation</p>	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At risk learners and students with disabilities</u>	<p>Professional learning and collaboration for full implementation of RtI model 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>Professional learning and collaboration for full implementation of RtI model 3000-3999: Employee Benefits Supplemental and Concentration \$622</p> <p>Professional learning and coaching support for teachers to differentiate instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,000</p> <p>Professional learning and coaching support for teachers to differentiate instruction 3000-3999: Employee Benefits Supplemental and Concentration \$2,240</p>
<p>Y 3 / 1.10 Additional opportunities for enrichment for all students identified as gifted</p>	All	<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>GATE learning opportunities at each school site 4000-4999: Books And Supplies Base \$9,000</p> <p>GATE learning opportunities at each school site 1000-1999: Certificated Personnel Salaries Base \$9,000</p> <p>GATE learning opportunities at each school site 3000-3999: Employee Benefits Base \$1,120</p>
<p>Y 3 / 1.11 Students will receive high quality instruction in a wide variety of courses designated as AP and Honors</p>	Grades 7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Professional Development opportunities for teachers 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500</p>
<p>Y 3 / 1.12 Action/Service # 12 is not included in year 3, there is no ongoing cost and the expectation is that this action will be built into our practice by this time.</p>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Y 3 / 1.13 Maintain staffing to support instruction in a digital environment.</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	<p>Information Technology staffing 2000-2999: Classified Personnel Salaries Base \$329,627</p> <p>Information Technology staffing 3000-3999: Employee Benefits Base \$123,943</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Y 3 / 1.14 Increased access to technology will be provided to students for use in the acquisition of information, collaboration with others and for the demonstration of learning. Students will receive instruction that is enhanced by teacher's use of technology within their lessons. Students in grades 7-12 will also have access to computer labs for an additional hour after school (through staffing by Media Center Techs) and resources will be available for students who require printers, ink, and/or paper to complete school related projects.</p>	District 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)	Technology purchases 4000-4999: Books And Supplies Base \$1,400,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost for staffing after school to provide access to computers and digital resources for students 3000-3999: Employee Benefits Base \$4,953 Resources for students (particularly low income and foster youth) to access paper and ink for printing related to school projects and homework 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Extended hours for library access in grades 7-12 after school 2000-2999: Classified Personnel Salaries Base \$12,124 Extended hours for library access in grades 7-12 after school 3000-3999: Employee Benefits Base \$2,611 Professional development for staff - integration of technology into instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000 Professional development for staff - integration of technology into instruction 1000-1999: Certificated Personnel Salaries Base \$49,200 Professional development for staff - integration of technology into instruction 3000-3999: Employee Benefits Base \$6,124
<p>Y 3 / 1.15 An administrative level position will be maintained to support the implementation of instructional technology training and coaching district wide. Increased staffing will also be necessary in the informational technology department to support the additional infusion of various types of technology into school sites.</p>	All	<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)	Director of Digital Instruction 1000-1999: Certificated Personnel Salaries Base \$96,010 Director of Digital Instruction 3000-3999: Employee Benefits Base \$19,418 Increased staffing in the Information Tech department to support the increased technology district wide 2000-2999: Classified Personnel Salaries Base \$87,890 Increased staffing in the Information Tech department to support the increased technology district wide 3000-3999: Employee Benefits Base \$38,312
<p>Y 3 / 1.16 Purchase annually the necessary supplies and materials for delivery of high quality instruction.</p>	All	<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)	Supplies and materials 4000-4999: Books And Supplies Base \$448,777
<p>Y 3 / 1.17 Our Alternative Education high school program will offer courses that are UC a-g approved.</p>	All	<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)	There are no costs associated with this at this time.

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

GOAL 2:	By the end of Year 3: Individual school sites as well as the district office will focus on and support growth in the areas of basic conditions for learning, involving teacher credentials, materials for students, and facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Although we maintain high levels of highly qualified teachers, and proper teacher assignments, we do currently have teachers on staff who are not properly credentialed for their instructional assignment. (based on our most recent credential audit with the San Joaquin County Office of Education and our own internal analysis)
 We need all students to have equitable access to state standards-aligned materials in all subject areas, as required by the CDE and as measured by any Williams Act findings.
 School facilities must be updated and in good repair to create safe and positive learning environments for students, as required by the CDE and as measured by any Williams Act findings.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: We will maintain our high level of teachers being properly assigned within their credential area. Currently (2014-15) 89% of our teachers are properly credentialed.
 There will be no Williams Act findings regarding instructional materials and the sufficiency of materials for all students. If there are any findings they will be addressed immediately.
 School facilities will be up to date and in good condition, with infrastructure to support the learning of students. There will be no significant findings related to school facilities and their need for major repair. If there are any findings they will be addressed as quickly as is feasible.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 We will maintain a highly qualified teaching staff. Annually, principals will meet with each teacher individually by October 15th to review their credential and their status as a highly qualified teacher. We will continue to prioritize the hiring of teachers with the appropriate credentials to avoid a misassignment. (We have typically been challenged to do this in some critical areas of need like Special Education and Alternative Education.)	All	<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)	Support for additional teachers to participate in the MASTER grant trainings, that will provide them with coursework to acquire the Math Instruction Added Authorization 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000 Contract with Teach for America to provide highly qualified teachers 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000 Ongoing costs to maintain certificated teachers 1000-1999: Certificated Personnel Salaries Base \$25,094,939 Ongoing costs to maintain certificated teachers 3000-3999: Employee Benefits Base \$6,784,116 Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$399,152 Ongoing costs for teachers who serve students that are English learners, and low income 1000-1999: Certificated Personnel Salaries Base \$655,372 Ongoing costs for teachers who serve students that are English learners, and low income 3000-3999: Employee Benefits Base \$159,027 Substitute teacher costs - benefits 3000-3999: Employee Benefits Base \$36,534
2.2 Instructional materials will be purchased annually to assure equitable access for all students, as well as to assure the materials are aligned to the CCSS and to required course content. Materials may be in print or digital form.	All	<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)	Textbooks in print and/or digital format 4000-4999: Books And Supplies Base \$154,925 Technology purchases for access to digital content provided with textbook adoptions 4000-4999: Books And Supplies Base See 1.14 Ongoing support for staffing in Information Technology 2000-2999: Classified Personnel Salaries Base \$43,940 Ongoing support for staffing in Information Technology 3000-3999: Employee Benefits Base \$19,156 Annual costs for other instructional materials 4000-4999: Books And Supplies Base \$227,873
2.3 Appropriate staff will be trained annually to assure prompt notification of needs related to facilities. Maintenance and operations staff will respond to facility needs in a timely manner and communicate any challenges in correcting identified needs to the Superintendent.	All	<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)	Increased custodial staffing 2000-2999: Classified Personnel Salaries Base \$34,200 Increased custodial staffing 3000-3999: Employee Benefits Base \$17,054 Ongoing costs to maintain custodial staffing 2000-2999: Classified Personnel Salaries Base \$2,214,596 Ongoing costs to maintain custodial staffing 3000-3999: Employee Benefits Base \$1,104,397

			Custodial and maintenance supplies 4000-4999: Books And Supplies Base \$448,504 Utilities 5000-5999: Services And Other Operating Expenditures Base \$919,180
2.4 All facilities will be in good condition, and adequate to provide a safe learning environment for students, with safe access to school. Facility needs related to learning 21st century skills will be considered.	All	<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)	Facility costs related to new programs and safety upgrades 6000-6999: Capital Outlay Base \$300,000 Facility costs related to expansion of Alternative Education programs 6000-6999: Capital Outlay Base \$750,000 Materials costs for relocation of programs 4000-4999: Books And Supplies Base \$25,000
2.5 Expansion of our Alternative Education programs will require increased staffing. We will assure that all newly hired teachers for expansion of programs such as this will be appropriately credentialed.	District 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 staffing for Alt Ed 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$305,880 Additional staffing for Alt Ed 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$113,250 Additional staffing for Alt Ed 3000-3999: Employee Benefits Supplemental and Concentration \$116,340 Supplies for set up of professional development space (the current space will be used by the Alt Ed expansion) 4000-4999: Books And Supplies Base \$100,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	We will maintain our high level of teachers being properly assigned within their credential area. In 2014-15 89% of teachers were properly credentialed for their assignment. There will be no Williams Act findings regarding instructional materials and the sufficiency of materials for all students. If there are any findings they will be addressed immediately. School facilities will be up to date and in good condition, with infrastructure to support the learning of students. There will be no significant findings related to school facilities and their need for major repair. If there are any findings they will be addressed as quickly as is feasible.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Y 2 / 2.1 We will maintain a highly qualified teaching staff. Annually, principals will meet with each teacher individually by October 15th to review their credential and their status as a highly qualified teacher. We will continue to prioritize the hiring of teachers with the appropriate credentials to avoid a missassignment. (We have typically been challenged to do this in some critical areas of need like Special Education and Alternative Education.)	All	<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)	Support for additional teachers to participate in the MASTER grant trainings, that will provide them with coursework to acquire the Math Instruction Added Authorization 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000 Contract with Teach for America to provide highly qualified teachers 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000 Ongoing costs to maintain certificated teachers 1000-1999: Certificated Personnel Salaries Base \$25,094,939 Ongoing costs to maintain certificated teachers 3000-3999: Employee Benefits Base \$6,784,116 Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$399,152 Ongoing costs for teachers who serve students that are English learners, and low income 1000-1999: Certificated Personnel Salaries Base \$655,372 Ongoing costs for teachers who serve students that are English learners, and low income 3000-3999: Employee Benefits Base \$159,027 Substitute teachers - costs for benefits 3000-3999: Employee Benefits Base \$36,534
Y 2 / 2.2 Instructional materials will be purchased annually to assure equitable access for all students, as well as to assure the materials are aligned to the CCSS and to required course content. Materials may be in print or digital form.	All	<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)	Textbooks in print and/or digital format 4000-4999: Books And Supplies Base \$521,040 Technology purchases for access to digital content provided with textbook adoptions 4000-4999: Books And Supplies Base See 1.14 Ongoing support for staffing in Information Technology 2000-2999: Classified Personnel Salaries Base \$43,940 Ongoing support for staffing in Information Technology 3000-3999: Employee Benefits Base \$19,156 Annual costs for other instructional materials 4000-4999: Books And Supplies Base \$227,873
Y 2 / 2.3 Appropriate staff will be trained annually to assure prompt notification of needs related to facilities. Maintenance and operations staff will respond to facility needs in a timely manner and communicate any challenges in correcting identified needs to the Superintendent.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Ongoing custodial staffing 2000-2999: Classified Personnel Salaries Base \$34,200 Ongoing custodial staffing 3000-3999: Employee Benefits Base \$17,054 Ongoing costs to maintain custodial staffing 2000-2999: Classified Personnel Salaries Base

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,214,596 Ongoing costs to maintain custodial staffing 3000-3999: Employee Benefits Base \$1,104,397 Custodial and maintenance supplies 4000-4999: Books And Supplies Base \$448,504 Utilities 5000-5999: Services And Other Operating Expenditures Base \$919,180
Y 2 / 2.4 All facilities will be in good condition, and adequate to provide a safe learning environment for students, with safe access to school. Facility needs related to learning 21st century skills will be considered.	All	<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)	Facility costs related to safety upgrades 6000-6999: Capital Outlay Base \$1,000,000
Y 2 / 2.5 Expansion of Alt Ed and additional programs will require increased and ongoing staffing. We will assure that all newly hired teachers for expansion of programs such as this will be appropriately credentialed.	District 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 and ongoing staffing for Alt Ed 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$689,880 Additional and ongoing staffing for Alt Ed 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$305,502 Additional staffing for Alt Ed 3000-3999: Employee Benefits Supplemental and Concentration \$273,299

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	We will maintain our high level of teachers being properly assigned within their credential area. In 2014-15 89% of teachers were properly credentialed for their assignment. There will be no Williams Act findings regarding instructional materials and the sufficiency of materials for all students. If there are any findings they will be addressed immediately. School facilities will be up to date and in good condition, with infrastructure to support the learning of students. There will be no significant findings related to school facilities and their need for major repair. If there are any findings they will be addressed as quickly as is feasible.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Y 3 / 2.1 We will maintain a highly qualified teaching staff. Annually, principals will meet with each teacher individually by October 15th to review their credential and their status as a highly qualified teacher. We will continue to prioritize the hiring of teachers with the appropriate credentials to avoid a missassignment. (We have typically been challenged to do this in some critical areas of need like Special Education and Alternative Education.)	All	<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)	Support for additional teachers to participate in the MASTER grant trainings, that will provide them with coursework to acquire the Math Instruction Added Authorization 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000 Contract with Teach for America to provide highly qualified teachers 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000 Ongoing costs to maintain certificated teachers 1000-1999: Certificated Personnel Salaries Base \$25,094,939 Ongoing costs to maintain certificated teachers 3000-3999: Employee Benefits Base \$6,784,116 Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$399,152 Ongoing costs for teachers who serve students that are English learners, and low income 1000-1999: Certificated Personnel Salaries Base \$655,372 Ongoing costs for teachers who serve students that are English learners, and low income 3000-3999: Employee Benefits Base \$159,027 Substitute teachers - costs for benefits 3000-3999: Employee Benefits Base \$36,534
Y 3 / 2.2 Instructional materials will be purchased annually to assure equitable access for all students, as well as to assure the materials are aligned to the CCSS and to required course content. Materials may be in print or digital form.	All	<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)	Textbooks in print and/or digital format 4000-4999: Books And Supplies Base \$521,840 Technology purchases for access to digital content provided with textbook adoptions 4000-4999: Books And Supplies Base see 1.14 Ongoing support for staffing in Information Technology 2000-2999: Classified Personnel Salaries Base \$43,940 Ongoing support for staffing in Information Technology 3000-3999: Employee Benefits Base \$19,156 Annual costs for other instructional materials 4000-4999: Books And Supplies Base \$227,873
Y 3 / 2.3 Appropriate staff will be trained annually to assure prompt notification of needs related to	All	<input checked="" type="checkbox"/> All OR:	Increased custodial staffing 2000-2999: Classified Personnel Salaries Base \$34,200 Increased custodial staffing 3000-3999: Employee Benefits Base \$17,054

<p>facilities. Maintenance and operations staff will respond to facility needs in a timely manner and communicate any challenges in correcting identified needs to the Superintendent.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ongoing costs to maintain custodial staffing 2000-2999: Classified Personnel Salaries Base \$2,214,596 Ongoing costs to maintain custodial staffing 3000-3999: Employee Benefits Base \$1,104,397 Custodial and maintenance supplies 4000-4999: Books And Supplies Base \$448,504 Utilities 5000-5999: Services And Other Operating Expenditures Base \$919,180</p>
<p>Y 3 / 2.4 All facilities will be in good condition, and adequate to provide a safe learning environment for students, with safe access to school. Facility needs related to learning 21st century skills will be considered.</p>	<p>All</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>Facility costs 6000-6999: Capital Outlay Base \$700,000</p>
<p>Y 3 / 2.5 Expansion of Alt Ed and additional programs will require increased and ongoing staffing. We will assure that all newly hired teachers for expansion of programs such as this will be appropriately credentialed.</p>	<p>District 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>Ongoing and additional staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$689,880 Ongoing and additional staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$305,502 Ongoing and additional staffing 3000-3999: Employee Benefits Supplemental and Concentration \$273,299</p>

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

GOAL 3:	The district and each school site will provide opportunities for parent participation and education, using 2013-14 as a baseline	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents need continued and ongoing opportunities for involvement, education, and access to information related to their child's education. This need is supported by stakeholder input and discussion during stakeholder engagement meetings.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Every school site will continue to have an active ELAC, SSC and PTA. The district will continue to have an active DELAC and DAC. Every school site will promote parent participation in their ELAC, SSC and PTA, seeking to include parents/guardians of students who are low income, English learners, foster youth or students with disabilities. School sites will collect data during Year 1 to document their efforts, and this information will be used as a baseline. Parents will continue to be invited to participate in parent/teacher conferences where they are offered, and parents will be invited to attend in their primary language as well as have access to interpreters if they so request. Parent activities offered at school sites will increase over the previous year. School sites will collect data on all parent activities offered during the 2015-16 school year to develop baseline data for each school site. District wide events will be documented in the same manner and for the same purposes.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Materials will continue to be developed, responsive to the needs of stakeholders, for use in conferences to assist parents in building knowledge about CCSS and grade level content.	District 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)	Staff costs to develop materials for parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 Staff costs to develop materials for parents 3000-3999: Employee Benefits Supplemental and Concentration \$622 Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$2,000
3.2 The district will provide at least 3 parent education meetings in the areas of ELA, Science, History, and/or Math, with interpreters available at each meeting.	District 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)	Bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$63,000 Bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration \$36,150 Copying and printing costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1 Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 Childcare costs 3000-3999: Employee Benefits Supplemental and Concentration \$646 Staff time for development and presentation of parent education meetings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Staff time for development and presentation of parent education meetings 3000-3999: Employee Benefits Supplemental and Concentration \$2,489 Presenters and programs for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,105
3.3 An Adult English class will continue to be offered, with a focus on learning English and understanding American culture and the American school system.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher for Adult English class 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,548 Teacher for Adult English class 3000-3999: Employee Benefits Supplemental and Concentration \$4,217

		<input type="checkbox"/> Other Subgroups: (Specify)	
3.4 Continue to provide translation/interpretation services to parents at all school functions, activities and meetings. Maintain staffing of bilingual paraprofessionals and bilingual interpreters to assist in these functions.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2 Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2 Ongoing cost of primary language support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Ongoing cost of primary language support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
3.5 Increase the number of Spanish language literature and bilingual literature and resources available in libraries for parents to use in promoting literacy skills at home.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expand library purchases 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Staff will develop resources for use by parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 3.1 Ongoing cost of expanded library hours 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost of expanded library hours 3000-3999: Employee Benefits Base \$4,953
3.6 Maintain primary language support with existing staffing of bilingual interpreters and bilingual paraprofessionals	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of bilingual interpreters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 3.2 Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2 Bilingual outreach worker 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,875 Bilingual outreach worker 3000-3999: Employee Benefits Supplemental and Concentration \$8,186 Ongoing cost of primary language support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Ongoing cost of primary language support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
3.7 Provide materials and resources for parent workshops, trainings and events, including duplicating and childcare	District 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)	Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2 Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1
3.8 Maintain increased library/media center hours so that parents can accompany their children to check out a book, use a computer or access other necessary resources. Provide staffing to allow for computer lab access at the high schools concurrent with summer school.	All	<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)	Staffing costs associated with extended hours in libraries and computer labs 2000-2999: Classified Personnel Salaries Base see 1.14 and 3.5

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Every school site will continue to have an active ELAC, SSC and PTA. The district will continue to have an active DELAC and DAC. Every school site will promote parent participation in their ELAC, SSC and PTA, seeking to include parents/guardians of students who are low income, English learners, foster youth or students with disabilities. School sites will collect data during Year 1 to document their efforts, and this information will be used as a baseline. Growth will be measured year to year. Parents will continue to be invited to participate in parent/teacher conferences where they are offered, and parents will be invited to attend in their primary language as well as have access to interpreters if they so request. Parent activities offered at school sites will increase over the previous year. School sites will collect data on all parent activities offered during the 2015-16 school year to develop baseline data for each school site. District wide events will be documented in the same manner and for the same purposes. Growth will be measured year to year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Y 2 / 3.1 Materials will continue to be developed, responsive to the needs of stakeholders, for use in conferences to assist parents in building knowledge about CCSS and grade level content.</p>	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Staff costs to develop materials for parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>Staff costs to develop materials for parents 3000-3999: Employee Benefits Supplemental and Concentration \$622</p> <p>Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$2,000</p>
<p>Y 2 / 3.2 The district will provide at least 3 parent education meetings with interpreters available at each meeting.</p>	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$63,000</p> <p>Bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration \$36,150</p> <p>Copying and printing costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1</p> <p>Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Childcare costs 3000-3999: Employee Benefits Supplemental and Concentration \$646</p> <p>Staff time for development and presentation of parent education meetings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>Staff time for development and presentation of parent education meetings 3000-3999: Employee Benefits Supplemental and Concentration \$2,489</p> <p>Presenters and programs for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,105</p>
<p>Y 2 / 3.3 An Adult English class will continue to be offered, with a focus on learning English and understanding American culture and the American school system.</p>	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Teacher for Adult English class 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,548</p> <p>Teacher for Adult English class 3000-3999: Employee Benefits Supplemental and Concentration \$4,217</p>
<p>Y 2 / 3.4 Continue to provide translation/interpretation services to parents at all school functions, activities and meetings. Maintain staffing of bilingual paraprofessionals and bilingual interpreters to assist in these functions.</p>	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Ongoing cost of bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2</p> <p>Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2</p> <p>Ongoing cost of primary language support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7</p> <p>Ongoing cost of primary language support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7</p>
<p>Y 2 / 3.5 Increase the number of Spanish language literature and bilingual literature and resources available in libraries for parents to use in promoting literacy skills at home.</p>	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	<p>Expand library purchases 4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p> <p>Staff will develop resources for use by parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3.1</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of expanded library hours 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost of expanded library hours 3000-3999: Employee Benefits Base \$4,953
Y 2 / 3.6 Maintain primary language support with existing staffing of bilingual interpreters and bilingual paraprofessionals	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of bilingual interpreters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 3.2 Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2 Bilingual outreach worker 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,875 Bilingual outreach worker 3000-3999: Employee Benefits Supplemental and Concentration \$8,186 Ongoing cost of primary support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Ongoing cost of primary support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
Y 2 / 3.7 Provide materials and resources for parent workshops, trainings and events, including duplicating and childcare	District 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)	Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2 Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1
Y 2 / 3.8 Maintain increased library/media center hours so that parents can accompany their children to check out a book, use a computer or access other necessary resources. Provide staffing to allow for computer lab access at the high schools concurrent with summer school.	All	<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)	Staffing costs associated with extended hours in libraries and computer labs 2000-2999: Classified Personnel Salaries Base see 1.14 and 3.5

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Every school site will continue to have an active ELAC, SSC and PTA. The district will continue to have an active DELAC and DAC. Every school site will promote parent participation in their ELAC, SSC and PTA, seeking to include parents/guardians of students who are low income, English learners, foster youth or students with disabilities. School sites will collect data during Year 1 to document their efforts, and this information will be used as a baseline. Growth will be measured year to year. Parents will continue to be invited to participate in parent/teacher conferences where they are offered, and parents will be invited to attend in their primary language as well as have access to interpreters if they so request. Parent activities offered at school sites will increase over the previous year. School sites will collect data on all parent activities offered during the 2015-16 school year to develop baseline data for each school site. District wide events will be documented in the same manner and for the same purposes. Growth will be measured year to year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Y 3 / 3.1 Materials will continue to be developed, responsive to the needs of stakeholders, for use in conferences to assist parents in building knowledge about CCSS and grade level content.	District 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)	Staff costs to develop materials for parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 Staff costs to develop materials for parents 3000-3999: Employee Benefits Supplemental and Concentration \$622 Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$2,000
Y 3 / 3.2 The district will provide at least 3 parent education meetings with interpreters available at each meeting.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$63,000 Bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration \$36,150

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Copying and printing costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1 Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 Childcare costs 3000-3999: Employee Benefits Supplemental and Concentration \$646 Staff time for development and presentation of parent education meetings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 Staff time for development and presentation of parent education meetings 3000-3999: Employee Benefits Supplemental and Concentration \$2,489 Presenters and programs for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,105
Y 3 / 3.3 An Adult English class will continue to be offered, with a focus on learning English and understanding American culture and the American school system.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for Adult English class 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,548 Teacher for Adult English class 3000-3999: Employee Benefits Supplemental and Concentration \$4,217
Y 3 / 3.4 Continue to provide translation/interpretation services to parents at all school functions, activities and meetings. Maintain staffing of bilingual paraprofessionals and bilingual interpreters to assist in these functions.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of bilingual interpreters 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2 Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2 Ongoing cost of primary language support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Ongoing cost of primary language support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
Y 3 / 3.5 Increase the number of Spanish language literature and bilingual literature and resources available in libraries for parents to use in promoting literacy skills at home.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expand library purchases 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Staff will develop resources for use by parents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 3.1 Ongoing cost of expanded library hours 2000-2999: Classified Personnel Salaries Base \$23,000 Ongoing cost of expanded library hours 3000-3999: Employee Benefits Base \$4,953
Y 3 / 3.6 Maintain primary language support with existing staffing of bilingual interpreters and bilingual paraprofessionals	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of bilingual interpreters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 3.2 Ongoing cost of bilingual interpreters 3000-3999: Employee Benefits Supplemental and Concentration see 3.2 Bilingual outreach worker 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,875 Bilingual outreach worker 3000-3999: Employee Benefits Supplemental and Concentration \$8,186 Ongoing cost of primary language support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 1.7 Ongoing cost of primary language support staff 3000-3999: Employee Benefits Supplemental and Concentration see 1.7
Y 3 / 3.7 Provide materials and resources for parent workshops, trainings and events, including duplicating and childcare	District 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)	Childcare costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration see 3.2 Duplicating costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration see 3.1

<p>Y 3 / 3.8 Maintain increased library/media center hours so that parents can accompany their children to check out a book, use a computer or access other necessary resources. Provide staffing to allow for computer lab access at the high schools concurrent with summer school.</p>	<p>All</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>Staffing costs associated with extended hours in libraries and computer labs 2000-2999: Classified Personnel Salaries Base see 1.14 and 3.5</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	By the end of Year 3: Student engagement in school and ongoing participation in school will increase. Student and parent reports related to school climate will be positive and the feedback which is not will be reviewed and addressed annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Students need to be present at school to benefit from instruction. Students are more likely to attend school on an ongoing basis when the climate is positive and students feel safe and welcome. Research shows that missing 10% of the school year correlates with poor academic performance. Stakeholder input supports this need, as does input from staff at school sites. In our analysis of student achievement data, we see a correlation between lower student performance and higher levels of absenteeism. This is based on our own student data.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Student attendance will not fall below 95% at any site, and each site will strive to increase their attendance annually. (Attendance rates for 14-15 are not yet available. 13-14 rate was 95.63%)
 The number of students considered chronically absent will decrease each year at each school site. The data for 14-15 is not yet available, but will be compared to the 13-14 data when available. 1,344 students met the criteria to be considered chronically absent.
 Drop out rates will decrease annually. (Drop out rates for 14-15 are not yet available. 13-14 rate for high school was 0.6% as noted in DataQuest; 13-14 drop out rate for middle school was: 0.2% as noted in Data Quest.)
 Graduation rates will not drop below the previous year's rate and each site will strive to increase their graduation rate annually. (Graduation rates for 14-15 are not yet available. 13-14 rate was 96.5%)
 Student suspension rates will decrease annually at each site. 14-15 rates are not yet available. In 13-14 our suspension rate was 8.8% overall, with 5 of our schools experiencing an increase in suspensions, and 6 of our schools experiencing a decrease in suspensions from 12-13.
 Student expulsion rates will either be maintained or decreased. 14-15 rates are not yet available. In 13-14 we had 42 students expelled, equivalent to 0.4%.
 Student and parent reports related to school climate will be more positive than negative, as measured at each school site, using data collection in the 15-16 school year as baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Implement an attendance program that will track, monitor and follow up on attendance at each school site. Maintain adequate staffing of clerical staff to manage data related to attendance. Provide transportation for students to get to school regularly.	District 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)	Attention 2 Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$56,450 Additional clerical staff at LHS 2000-2999: Classified Personnel Salaries Base \$17,818 Additional clerical staff at LHS 3000-3999: Employee Benefits Base \$13,568 Clerical staff at all school sites to monitor and manage attendance and reporting requirements 2000-2999: Classified Personnel Salaries Base \$833,815 Benefits costs for ongoing clerical staffing 3000-3999: Employee Benefits Base \$452,063 Ongoing costs of bus drivers 2000-2999: Classified Personnel Salaries Base \$344,882 Ongoing costs of bus drivers 3000-3999: Employee Benefits Base \$114,178 Gas, diesel, fuel for busses 4000-4999: Books And Supplies Base \$166,680
4.2 Increase staffing in our CWA office to include a full time Director	District 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)	Increased cost of Director 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000 Increased cost of Director 3000-3999: Employee Benefits Supplemental and Concentration \$7,776
4.3 Maintain counselors at all school sites at staffing levels achieved in 2014-2015. Continue to provide mental health services to students in crisis. Increase nursing staff to support students with health needs.	All	<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)	Ongoing cost of school counselors at all K-8's 1000-1999: Certificated Personnel Salaries Base \$172,453 Ongoing cost of school counselors at all K-8's 3000-3999: Employee Benefits Base \$78,547 Cost of increased nursing FTE 1000-1999: Certificated Personnel Salaries Base \$31,000 Cost of increased nursing FTE 3000-3999: Employee Benefits Base \$3,734 Mental health services for students 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000

<p>4.4 Increase student engagement activities that will increase the likelihood that students will come to school: Alternative Education GED Prep Credit Recovery Ongoing Cultural Proficiency training for staff Ongoing No Bully training at all sites Restorative Justice at all sites with 7-12 grade students Dual Language program - add Kindergarten Increase student access to technology and teacher use of technology as routine components of instruction Enrichment opportunities for gifted learners</p>	District 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)	Technology purchases 4000-4999: Books And Supplies Base see 1.14 Professional Development to leverage technology to improve instruction 5800: Professional/Consulting Services And Operating Expenditures Base see 1.14 Staff costs to oversee GED, CHSPE and online credit recovery options program for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,519 Staff costs to oversee GED, CHSPE and online credit recovery options program options for students 3000-3999: Employee Benefits Supplemental and Concentration \$15,381 Fees related to online credit recovery and GED, CHSPE prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000 Ongoing costs of paraprofessionals to support educational programs 2000-2999: Classified Personnel Salaries Base \$84,794 Professional learning and coaching for implementation of No Bully, Cultural Proficiency, Restorative Justice 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,000 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 2000-2999: Classified Personnel Salaries Base see 1.15 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 3000-3999: Employee Benefits Base see 1.15 Ongoing costs of paraprofessionals to support educational programs 3000-3999: Employee Benefits Base \$18,109
<p>4.5 Maintain safety officers at all school sites at staffing levels achieved in 2014-2015; increase work calendars of 7 safety officers to assure coverage at school campuses during summer school programs</p>	All	<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)	Safety Officer staffing 2000-2999: Classified Personnel Salaries Base \$45,000 Safety Officer staffing 3000-3999: Employee Benefits Base \$19,423 Cost of increased work calendar for safety officers 3000-3999: Employee Benefits Base \$9,675 Cost of increased work calendar for safety officers 2000-2999: Classified Personnel Salaries Base \$44,928 Ongoing costs to maintain safety officers 2000-2999: Classified Personnel Salaries Base \$538,737 Ongoing costs to maintain safety officers 3000-3999: Employee Benefits Base \$246,132
<p>4.6 Survey students and parents regarding school climate - the process for doing so will be determined by each school site based on input from their stakeholders.</p>	All	<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)	There will be no cost for this
<p>4.7 Implement all components of the No Bully program, including conflict management; train students and parents how to report bullying</p>	District 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)	Professional learning and coaching for full implementation of No Bully 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 4.4
<p>4.8 Maintain campus supervision staffing increased last year, provide campus supervision for the SL annex</p>	District 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)	Campus supervisor staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,488 Campus supervisor staffing 3000-3999: Employee Benefits Supplemental and Concentration \$17,516
<p>4.9 Maintain additional administrative staffing at LHS at same level as 14-15 school year.</p>	District 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)	Ongoing cost of administrative staffing increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,312

		<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)	Ongoing cost of administrative staffing increase 3000-3999: Employee Benefits Supplemental and Concentration \$8,644
4.10 Implement board adopted plans to merge JM and SL into one Alternative Education High School, with an increased enrollment.	District 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)	Increased staffing for Alt Ed program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 2.5
4.11 Maintain in-school detention at all K-8's and expand to SMS.	District 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)	Ongoing cost of in-school detention at all K-8s and add at SMS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,326 Ongoing cost of in-school detention at all K-8s and add at SMS 3000-3999: Employee Benefits Supplemental and Concentration \$21,915
4.12 Create a task force to assess the needs of youth in our school community on weekends and outside academic hours.	All	<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)	Resources to develop task force 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Student attendance will not fall below 95% at any site, and each site will strive to increase their attendance annually. The number of students considered chronically absent will decrease each year at each school site. Drop out rates will decrease annually. Graduation rates will not drop below the previous year's rate and each site will strive to increase their graduation rate annually. Student suspension rates will decrease annually at each site. Student expulsion rates will either be maintained or decreased. Student and parent reports related to school climate will be more positive than negative, as measured at each school site, using data collection in the 15-16 school year as baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Y 2 / 4.1 Maintain an attendance program that will track, monitor and follow up on attendance at each school site. Maintain adequate staffing of clerical staff to manage data related to attendance. Provide transportation for students to get to school regularly.	District 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)	Attention 2 Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000 Maintain additional clerical staff at LHS 2000-2999: Classified Personnel Salaries Base \$17,818 Maintain additional clerical staff at LHS 3000-3999: Employee Benefits Base \$13,568 Clerical staff at all school sites to monitor and manage attendance and reporting requirements 2000-2999: Classified Personnel Salaries Base \$833,815 Benefits costs for ongoing clerical staffing 3000-3999: Employee Benefits Base \$452,063 Ongoing costs of bus drivers 2000-2999: Classified Personnel Salaries Base \$344,882 Ongoing costs of bus drivers 3000-3999: Employee Benefits Base \$114,178 Gas, fuel, diesel for busses 4000-4999: Books And Supplies Base \$166,680
Y 2 / 4.2 Maintain staffing in our CWA office to include a full time Director	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Maintain increased cost of Director 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000 Maintain increased cost of Director 3000-3999: Employee Benefits Supplemental and Concentration

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$7,776
Y 2 / 4.3 Maintain counselors at all school sites at staffing levels achieved in 2014-2015. Maintain counselors at all school sites at staffing levels achieved in 2014-2015. Continue to provide mental health services to students in crisis. Maintain increased nursing staff to support students with health needs.	All	<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)	Ongoing cost of school counselors at all K-8s 1000-1999: Certificated Personnel Salaries Base \$172,453 Ongoing cost of school counselors at all K-8s 3000-3999: Employee Benefits Base \$78,547 Cost to maintain increased nursing FTE 1000-1999: Certificated Personnel Salaries Base \$31,000 Cost to maintain increased nursing FTE 3000-3999: Employee Benefits Base \$3,734 Mental Health services for students 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000
Y 2 / 4.4 Increase student engagement activities that will increase the likelihood that students will come to school: Alternative Education GED Prep Credit Recovery Ongoing Cultural Proficiency training for staff Ongoing No Bully training at all sites Restorative Justice at all sites with 7-12 grade students Dual Language program - add Kindergarten Opportunities for intramural sports activities for 7th and 8th grade students Increase student access to technology and teacher use of technology as routine components of instruction	District 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)	Technology purchases 4000-4999: Books And Supplies Base see 1.14 Professional Development to leverage technology to improve instruction 5800: Professional/Consulting Services And Operating Expenditures Base see 1.14 Staff costs to oversee GED, CHSPE and online credit recovery options program options for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,519 Staff costs to oversee GED, CHSPE and online credit recovery options program options for students 3000-3999: Employee Benefits Supplemental and Concentration \$15,381 Fees related to online credit recovery and GED, CHSPE prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000 Professional learning and coaching for implementation of No Bully, Cultural Proficiency, Restorative Justice 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,000 Ongoing costs of paraprofessionals to support educational programs 2000-2999: Classified Personnel Salaries Base \$84,794 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 2000-2999: Classified Personnel Salaries Base see 1.15 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 3000-3999: Employee Benefits Base see 1.15 Ongoing costs of paraprofessionals to support educational programs 3000-3999: Employee Benefits Base \$18,109
Y 2 / 4.5 Maintain safety officers at all school sites at staffing levels achieved in 2014-2015; maintain 11 month work calendars of 7 safety officers to assure coverage at school campuses during summer school programs	All	<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)	Safety Officer staffing costs 2000-2999: Classified Personnel Salaries Base \$90,000 Safety Officer staffing costs 3000-3999: Employee Benefits Base \$38,846 Maintain cost of increased work calendar for safety officers 3000-3999: Employee Benefits Base \$9,675 Maintain cost of increased work calendar for safety officers 2000-2999: Classified Personnel Salaries Base \$44,928 Ongoing costs to maintain safety officers 2000-2999: Classified Personnel Salaries Base \$538,737 Ongoing costs to maintain safety officers 3000-3999: Employee Benefits Base \$246,132
Y 2 / 4.6 Survey students and parents annually regarding school climate - the process for doing so will be determined by each school site based on input from their stakeholders.	All	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Y 2 / 4.7 Implement all components of the No Bully program, including conflict management; train students and parents how to report bullying	District Wide	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Professional learning and coaching for full implementation of No Bully 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 4.4

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Y 2 / 4.8 Maintain campus supervision staffing increased in 14-15, maintain campus supervision for the SL annex.	District 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)	Campus supervisor staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,488 Campus Supervisor staffing 3000-3999: Employee Benefits Supplemental and Concentration \$17,516
Y 2 / 4.9 Maintain additional administrative staffing at LHS at same level as 14-15 school year.	District 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)	Ongoing cost of administrative staffing increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,312 Ongoing cost of administrative staffing increase 3000-3999: Employee Benefits Supplemental and Concentration \$8,644
Y 2 / 4.10 Maintain staffing at Alternative Education High School based on increased enrollment.	District 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)	Maintain increased staffing for Alt Ed program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 2.5
Y 2 / 4.11 Maintain in-school detention at all K-8's and SMS.	District 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)	Ongoing cost of in-school detention at all K-8s and add at SMS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,326 Ongoing cost of in-school detention at all K-8s and at SMS 3000-3999: Employee Benefits Supplemental and Concentration \$21,915
Y 2 / 4.12 Work with task force recommendations to address some of the needs of youth in our school community on weekends and outside academic hours.	All	<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)	Resources 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Student attendance will not fall below 95% at any site, and each site will strive to increase their attendance annually.
 The number of students considered chronically absent will decrease each year at each school site.
 Drop out rates will decrease annually.
 Graduation rates will not drop below the previous year's rate and each site will strive to increase their graduation rate annually.
 Student suspension rates will decrease annually at each site.
 Student expulsion rates will either be maintained or decreased at each site.
 Student and parent reports related to school climate will be more positive than negative, as measured at each school site, using data collection in the 15-16 school year as baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Y 3 / 4.1 Maintain an attendance program that will track, monitor and follow up on attendance at each school site. Maintain adequate staffing of clerical staff to manage data related to attendance. Provide transportation for students to get to school regularly.</p>	<p>District 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>Attention 2 Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000 Maintain additional clerical staff at LHS 2000-2999: Classified Personnel Salaries Base \$17,818 Maintain additional clerical staff at LHS 3000-3999: Employee Benefits Base \$13,568 Clerical staff at all school sites to monitor and manage attendance and reporting requirements 2000-2999: Classified Personnel Salaries Base \$833,815 Benefits costs for ongoing clerical staffing 3000-3999: Employee Benefits Base \$452,063 Ongoing costs of bus drivers 2000-2999: Classified Personnel Salaries Base \$344,882 Ongoing costs of bus drivers 3000-3999: Employee Benefits Base \$114,178 gas, fuel, diesel for busses 4000-4999: Books And Supplies Base \$166,680</p>
<p>Y 3 / 4.2 Maintain staffing in our CWA office to include a full time Director</p>	<p>District 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>Maintain increased cost of Director 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000 Maintain increased cost of Director 3000-3999: Employee Benefits Supplemental and Concentration \$7,776</p>
<p>Y 3 / 4.3 Maintain counselors at all school sites at staffing levels achieved in 2014-2015. Maintain counselors at all school sites at staffing levels achieved in 2014-2015. Continue to provide mental health services to students in crisis. Increase nursing staff to support students with health needs.</p>	<p>All</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>Ongoing cost of school counselors at all K-8's 1000-1999: Certificated Personnel Salaries Base \$172,453 Ongoing cost of school counselors at all K-8's 3000-3999: Employee Benefits Base \$78,547 Maintain cost of increased nursing FTE 1000-1999: Certificated Personnel Salaries Base \$31,000 Maintain cost of increased nursing FTE 3000-3999: Employee Benefits Base \$3,734 Mental health services for students 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000</p>
<p>Y 3 / 4.4 Increase student engagement activities that will increase the likelihood that students will come to school: Alternative Education GED Prep Credit Recovery Ongoing Cultural Proficiency training for staff Ongoing No Bully training at all sites Restorative Justice at all sites with 7-12 grade students Dual Language program - add Kindergarten Opportunities for intramural sports activities for 7th and 8th grade students Increase student access to technology and teacher use of technology as routine components of instruction</p>	<p>District 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>Technology purchases 4000-4999: Books And Supplies Base see 1.14 Professional Development to leverage technology to improve instruction 5800: Professional/Consulting Services And Operating Expenditures Base see 1.14 Staff costs to oversee GED, CHSPE and online credit recovery options program options for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,519 Staff costs to oversee GED, CHSPE and online credit recovery options program options for students 3000-3999: Employee Benefits Supplemental and Concentration \$15,381 Fees related to online credit recovery and GED, CHSPE prep 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000 Professional learning and coaching for implementation of No Bully, Cultural Proficiency, Restorative Justice 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,000 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 2000-2999: Classified Personnel Salaries Base see 1.15 Additional staffing in Information Technology department to support increased levels and use of technology for instruction 3000-3999: Employee Benefits Base see 1.15</p>

			Ongoing costs of paraprofessionals to support educational programs 2000-2999: Classified Personnel Salaries Base \$84,794 Ongoing costs of paraprofessionals to support educational programs 3000-3999: Employee Benefits Base \$18,109
Y 3 / 4.5 Maintain safety officers at all school sites at staffing levels achieved in 2014-2015; increase work calendars of 7 safety officers to assure coverage at school campuses during summer school programs	All	<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)	Safety Officer staffing costs 2000-2999: Classified Personnel Salaries Base \$90,000 Safety Officer staffing costs 3000-3999: Employee Benefits Base \$38,846 Maintain cost of increased work calendar for safety officers 3000-3999: Employee Benefits Base \$9,675 Maintain cost of increased work calendar for safety officers 2000-2999: Classified Personnel Salaries Base \$44,928 Ongoing costs to maintain safety officers 2000-2999: Classified Personnel Salaries Base \$538,737 Ongoing costs to maintain safety officers 3000-3999: Employee Benefits Base \$246,132
Y 3 / 4.6 Survey students and parents annually regarding school climate	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
Y 3 / 4.7 Implement all components of the No Bully program, including conflict management; train students and parents how to report bullying	District 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)	Professional learning and coaching for full implementation of No Bully 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 4.4
Y 3 / 4.8 Maintain campus supervision staffing increased in 14-15, maintain campus supervision for the SL annex.	District 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)	Campus supervisor staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,488 Campus supervisor staffing 3000-3999: Employee Benefits Supplemental and Concentration \$17,516
Y 3 / 4.9 Maintain additional administrative staffing at LHS at same level as 14-15 school year.	District 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)	Ongoing cost of administrative staffing increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,312 Ongoing cost of administrative staffing increase 3000-3999: Employee Benefits Supplemental and Concentration \$8,644
Y 3 / 4.10 Maintain staffing at Alternative Education High School based on increased enrollment.	District 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)	Maintain increased staffing for Alt Ed 1000-1999: Certificated Personnel Salaries Supplemental and Concentration see 2.5
Y 3 / 4.11 Maintain in-school detention at all K-8's and SMS.	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Ongoing cost of in-school detention at all K-8s and add at SMS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,326

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing cost of in-school detention at all K-8s and add at SMS 3000-3999: Employee Benefits Supplemental and Concentration \$21,915
Y 3 / 4.12 Work with task force recommendations to address some of the needs of youth in our school community on weekends and outside academic hours.	All	<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)	Resources 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000

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

GOAL 5:	By the end of Year 3: Students' engagement in school, and positive student outcomes, will be improved through equitable access to a variety of courses.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Students need access to a variety of courses and programs, and their access will not be regularly barred by prerequisites, ability level, or need for intervention. This is confirmed by review of the high school course catalogue and master schedules at the high school and all 7/8 programs. Enrollment in electives at 7/8 will be monitored and reviewed. There is a need expressed by stakeholders for varied program opportunities, including CTE, Dual Language, STEM, GED opportunities, etc. We have been responsive to these requests and will continue to monitor requests or interest annually during stakeholder engagement meetings. Students need opportunities for participation and success outside of academic courses, through participation in clubs, academic competitions, visual and performing arts programs, membership in merit organizations, community service. Participation in such programs will be monitored annually.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

All students in middle school will have access to an honors course if they so choose. Enrollment will be monitored to assess interest and outcomes. In 14-15, Honors courses were offered at 4 of our K-8 schools (we have 6) and at our only middle school. In 14-15 395 middle school students were enrolled in Honors courses.

All high school students will have the opportunity to participate in an Honors or AP course if they so choose. Enrollment will be monitored to assess interest and outcomes. In 14-15, 320 students were enrolled in Honors courses, and 733 students were enrolled in 1098 sections of AP courses.

All high school students have access to a broad course of study which includes AP courses, Community College enrollment, Community College articulated courses, a variety of UC a-g approved courses (there were 71 options in 14-15), CTE courses, including 13 different pathway options, the Engineering and Construction Academy, an Independent Learning Center, two pathway options in Mathematics, an Integrated Studies option, a Navy National Defense Cadet Corp program. While some courses have prerequisites, there are options in every department for courses with no prerequisite. Unduplicated pupils, as well as students with exceptional needs have equal access to these courses as appropriate.

All students in grades 7 and 8 have access to at least one elective during their school day, with a variety of options available, depending on their school site.

All students in TK - 6 are provided a broad course of study as required by California Education code.

Student participation in clubs and academic competitions such as Mock Trial, Speech and Debate, Academic Decathlon, Science Olympiad, etc. will increase each year at each site where they are offered. Additionally, efforts will be made to acquire membership that is demographically representative of the school. We will collect this data in 15-16 and use this as a baseline year. This EAMO will be used to address Priority 8 moving forward.

CTE enrollment will increase each year, as there is space available. In 14-15, 1251 students were enrolled in at least one CTE course. The majority of CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college. In 14-15, 8 of our 39 courses are approved to meet UC a-g requirements, 21 courses provide industry certification, and 9 provide articulation with a community college. This EAMO will be used to address Priority 8 moving forward.

Music will be offered at each school site, with access available to all who are interested each year. Music programs are offered at all school sites, providing general music to all TK-6th grade students and band, choir and string program options to all 5th-8th grade students throughout the district. The high school offers 15 sections of music courses. This EAMO will be used to address Priority 8 moving forward. We are currently calculating numbers of students enrolled in ensemble music programs or courses and will use this number as a baseline for comparison in out years.

Enrollment in the Dual Language program will be sufficient to maintain growth by at least one additional grade level class each year. 17 students completed the TK dual language program and have committed to ongoing enrollment in K, so we will open a K class next year. This EAMO will be used to address Priority 7 and 8 moving forward.

Using 15-16 as a baseline year we will monitor the number of unduplicated students as well as students with exceptional needs who participate in all of the above programs in order to address Priority 7.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Ongoing high quality instruction in courses designed along various career pathways; expanded elective options at the Alt Ed high school	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing costs for CTE courses at Alt Ed sites 1000-1999: Certificated Personnel Salaries Base \$38,000 Staffing costs for CTE courses at Alt Ed sites 3000-3999: Employee Benefits Base \$4,730
5.2 Opportunities for 8th graders to learn about CTE course offerings will be made available	District 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)	Counselors at all sites with 8th graders 1000-1999: Certificated Personnel Salaries Base see 4.3 Field Trip costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$10,000

<p>5.3 Training will be available for teachers who require it to teach an Honors course or AP course.</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development and related costs 5800: Professional/Consulting Services And Operating Expenditures Base see 1.1</p>
<p>5.4 Scholarship funds will be made available for low income students, English learners, and foster youth to participate in academic or leadership opportunities, as well as apply for industry certification upon meeting the requirements to do so.</p>	<p>Grades 9-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resources for student access 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>5.5 Resources will be made available to school sites to support development of academic competition teams, such as Mock Trial, Academic Decathlon, Science Olympiad, etc.</p>	<p>District 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>Resources available to sites for support of academic team costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 5.4</p>
<p>5.6 Ongoing training for staff participating in the Dual Language program.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development costs for implementation of Dual Language programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000 Staff costs for Dual Language programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,790 Staff costs for Dual Language programs 3000-3999: Employee Benefits Supplemental and Concentration \$16,363</p>
<p>5.7 Purchase of materials to support implementation of Dual Language programs.</p>	<p>School 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>Materials and resources for Dual Language immersion programs 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>
<p>5.8 Purchase of materials and resources to support implementation of arts/music instruction at all school sites.</p>	<p>District 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>Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$9,000</p>
<p>5.9 Ongoing supplemental funding to maintain ROP programs; resources to support the costs of materials and supplies for full participation in vocational education and ROP courses</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program Costs 5700-5799: Transfers Of Direct Costs Base \$437,000 Materials and supplies for Vocational Ed courses 4000-4999: Books And Supplies Base \$15,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

All students in middle school will have access to an honors course if they so choose. Enrollment will be monitored to assess interest and outcomes. We will compare enrollment in Honors courses year to year.

All high school students will have the opportunity to participate in an Honors or AP course if they so choose. Enrollment will be monitored to assess interest and outcomes. We will compare enrollment in these courses year to year.

Student participation in clubs and academic competitions such as Mock Trial, Speech and Debate, Academic Decathlon, Science Olympiad, etc. will increase each year at each site where they are offered. Additionally, efforts will be made to acquire membership that is demographically representative of the school. Data collected 15-16 will be used as a baseline, and annual comparisons will be made. This EAMO will be used to address Priority 8 moving forward.

CTE enrollment will increase each year, as there is space available. We will monitor enrollment annually. The majority of CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college. We will monitor UC a-g, industry certification and articulated course offerings annually. This EAMO will be used to address Priority 8 moving forward.

Music will be offered at each school site, with access available to all who are interested each year. Music programs are offered at all school sites, providing general music to all TK-6th grade students and band, choir and string program options to all 5th-8th grade students throughout the district. High School courses as well as 5-8 enrollment in ensemble groups will be measured annually. This EAMO will be used to address Priority 8 moving forward.

We are currently calculating numbers of students enrolled in ensemble music programs or courses and will use this number as a baseline for comparison in out years.

Enrollment in the Dual Language program will be sufficient to maintain growth by at least one additional grade level class each year. We should be planning to increase the program by a first grade class this year. This EAMO will be used to address Priority 7 and 8 moving forward.

Using 15-16 as a baseline year we will monitor annually the number of unduplicated students as well as students with exceptional needs who participate in all of the above programs in order to address Priority 7.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Y 2 / 5.1 Ongoing high quality instruction in courses designed along various career pathways; maintain expanded elective options at Alt Ed high school</p>	<p>Grades 9-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staffing costs for CTE courses at Alt Ed sites 1000-1999: Certificated Personnel Salaries Base \$38,000 Staffing costs for CTE courses at Alt Ed sites 3000-3999: Employee Benefits Base \$4,730</p>
<p>Y 2 / 5.2 Opportunities for 8th graders to learn about CTE course offerings will be made available</p>	<p>District 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>Counselors at all sites with 8th graders 1000-1999: Certificated Personnel Salaries Base see 4.3 Field Trip costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$10,000</p>
<p>Y 2 / 5.3 Training will be available for teachers who require it to teach an Honors course or AP course.</p>	<p>Grades 7-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development and related costs 5800: Professional/Consulting Services And Operating Expenditures Base see 1.1</p>
<p>Y 2 / 5.4 Scholarship funds will be made available for low income students, English learners, and foster youth to participate in academic or leadership opportunities.</p>	<p>Grades 9-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resources for student access 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>Y 2 / 5.5 Resources will be made available to school sites to support development of academic competition teams, such as Mock Trial, Academic Decathlon, Science Olympiad, etc.</p>	<p>District 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>Resources available for support of academic team costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 5.4</p>

Y 2 / 5.6 Ongoing training for staff participating in the Dual Language program.	John R. Williams/School-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)	Professional development costs for implementation of Dual Language programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000 Staff costs for Dual Language programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,185 Staff costs for Dual Language programs 3000-3999: Employee Benefits Supplemental and Concentration \$29,410
Y 2 / 5.7 Purchase of materials to support implementation of Dual Language programs.	John R. Williams/School-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)	materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,500
Y 2 / 5.8 Purchase of materials and resources to support implementation of the arts at all school sites.	District 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)	Materials and resources 4000-4999: Books And Supplies Supplemental and Concentration \$9,000
Y 2 / 5.9 Ongoing supplemental funding to maintain ROP programs; resources to support the costs of materials and supplies for full participation in vocational education and ROP courses	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Program Costs 5700-5799: Transfers Of Direct Costs Base \$437,000 Materials and supplies for Vocational Ed courses 4000-4999: Books And Supplies Base \$15,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>All students in middle school will have access to an honors course if they so choose. Enrollment will be monitored to assess interest and outcomes. We will compare enrollment in Honors courses year to year.</p> <p>All high school students will have the opportunity to participate in an Honors or AP course if they so choose. Enrollment will be monitored to assess interest and outcomes. We will compare enrollment in these courses year to year.</p> <p>Student participation in clubs and academic competitions such as Mock Trial, Speech and Debate, Academic Decathlon, Science Olympiad, etc. will increase each year at each site where they are offered. Additionally, efforts will be made to acquire membership that is demographically representative of the school. Data collected in 15-16 will be used as a baseline, and annual comparisons will be made. This EAMO will be used to address Priority 8 moving forward.</p> <p>CTE enrollment will increase each year, as there is space available. We will monitor enrollment annually. The majority of CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college. We will monitor UC a-g, industry certification and articulated course offerings annually. This EAMO will be used to address Priority 8 moving forward.</p> <p>Music will be offered at each school site, with access available to all who are interested each year. Music programs are offered at all school sites, providing general music to all TK-6th grade students and band, choir and string program options to all 5th-8th grade students throughout the district. High School courses as well as 5-8 enrollment in ensemble groups will be measured annually. This EAMO will be used to address Priority 8 moving forward.</p> <p>We are currently calculating numbers of students enrolled in ensemble music programs or courses and will use this number as a baseline for comparison in out years.</p> <p>Enrollment in the Dual Language program will be sufficient to maintain growth by at least one additional grade level class each year. We should be planning to increase the program by a second grade class this year. This EAMO will be used to address Priority 7 and 8 moving forward.</p> <p>Using 15-16 as a baseline year we will monitor annually the number of unduplicated students as well as students with exceptional needs who participate in all of the above programs in order to address Priority 7.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Y 3 / 5.1 Ongoing high quality instruction in courses designed along various career pathways; maintain expanded elective options at Alt Ed high school	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Staffing costs for CTE courses at Alt Ed sites 1000-1999: Certificated Personnel Salaries Base \$38,000 Staffing costs for CTE courses at Alt Ed sites 3000-3999: Employee Benefits Base \$4,730

		<input type="checkbox"/> Other Subgroups: (Specify)	
Y 3 / 5.2 Opportunities for 8th graders to learn about CTE course offerings will be made available	District 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)	Counselors at all sites with 8th graders 1000-1999: Certificated Personnel Salaries Base see goal 4 A/S 4.3 Field trip costs 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$10,000
Y 3 / 5.3 Training will be available for teachers who require it to teach an Honors course or AP course.	Grades 7-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development and related costs 5800: Professional/Consulting Services And Operating Expenditures Base see goal 1, A/S 1.1
Y 3 / 5.4 Scholarship funds will be made available for low income students, English learners, and foster youth to participate in academic or leadership opportunities.	Grades 9-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resources for student access 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000
Y 3 / 5.5 Resources will be made available to school sites to support development of academic competition teams, such as Mock Trial, Academic Decathlon, Science Olympiad, etc.	District 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)	Resources available for support of academic team costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see 5.4
Y 3 / 5.6 Ongoing training for staff participating in the Dual Language program.	John R. Williams/School 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)	Professional development costs for implementation of Dual Language programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000 Staff costs for Dual Language programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$61,580 Staff costs for Dual Language programs 3000-3999: Employee Benefits Supplemental and Concentration \$42,458
Y 3 / 5.7 Purchase of materials to support implementation of Dual Language programs.	John R. Williams/School 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)	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,500
Y 3 / 5.8 Purchase of materials and resources to support implementation of the arts at all school sites.	District 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)	Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$9,000

<p>Y 3 / 5.9 Ongoing supplemental funding to maintain ROP programs; resources to support the costs of materials and supplies for full participation in vocational education and ROP courses</p>	<p>Grades 9-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program costs 5700-5799: Transfers Of Direct Costs Base \$530,000 Materials and supplies for Voc Ed courses 4000-4999: Books And Supplies Base \$15,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	<p>By the end of Year 3:</p> <p>At least 85% of all 3rd graders will read at grade level;</p> <p>At least 85% of all 4th-12th graders will read at grade level across content areas;</p> <p>The number of students leaving grade 3, not reading at grade level, will decrease by at least 10% over the previous year</p> <p>***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All (Including all subgroups)</p>	
Expected Annual Measurable Outcomes:	<p>Beyond 3rd grade, students will be able to spend instructional time engaged in reading to learn (rather than learning to read), and benefit from grade level appropriate material in all subject areas.</p> <p>Reading Apprenticeship strategies can be used to help students tackle challenging text.</p> <p>Students will have to spend less time receiving intervention during their school day, allowing them access to other areas of study.</p> <p>Based on Spring 2015 MAP, and CAASPP scores, at least 75% of all 3rd students will read at grade level.</p> <p>Based on Spring 2015 MAP and CAASPP scores, at least 75% of all 4th - 12th grade students will read at grade level.</p> <p>Based on Spring MAP scores at the end of 3rd grade, a baseline will be determined for all students not reading at grade level.</p> <p>As measured by K-3 common reading assessments, MAP and CAASPP, with third grade being a critical point for intervention.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We are only part way through the school year, so our data available for analysis of our progress toward these goals is somewhat limited. All actions were assessed and determined to be effective, especially given the limited time for implementation to date.</p> <p>Local assessment data is noted here:</p> <p>MAP K - Reading - 40% at the RIT mean or above MAP 1st Reading - 37% at the RIT mean or above MAP 2nd Reading - 52% at the RIT mean or above</p> <p>DIBELS Next benchmark assessments are used in all of our K-3 classes, three times per year. The spring assessments yield the following data:</p> <p>Kindergarten: 27% of our students are at grade level, with 16% in the "strategic" or emerging range (57% of Kindergarten students are considered to be in the "intensive" range, lacking skills necessary to be fluent readers by third grade without intervention)</p> <p>First Grade: 34% of our students are at grade level, with 34% in the "strategic" or emerging range (31% of first grade students are considered to be in the "intensive" range, lacking skills necessary to be fluent readers by third grade without intervention)</p> <p>Second Grade: 34% of our students are at grade level, with 26% in the "strategic" or emerging range (40% of second grade students are considered to be in the "intensive" range, lacking skills necessary to be fluent readers by third grade without intervention)</p> <p>Third Grade: 43% of our students are at grade level, with 17% in the "strategic" or emerging range (39% of third grade students are considered to be in the "intensive" range, lacking skills necessary to be fluent readers by third grade without intervention)</p> <p>We will be identifying a baseline using Spring scores for 3rd grade students to identify the number and percentage of students not reading at grade level, in order to monitor our progress in the reduction of these numbers moving forward.</p> <p>3RD GRADE CAASPP (NOT AVAILABLE YET)</p> <p>4TH THROUGH 11TH GRADE CAASPP (NOT AVAILABLE YET)</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not</p>

align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.

We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.

Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.

Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.

Re: State Priority 2:

Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.

EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.

Re: State Priority 4:

We do not have current Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:

13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.

13-14 CELDT data shows 49.59% of our English learners to be proficient in English.

CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands:

5th grade: 54%

8th grade: 63%

10th grade: 55%

API has been suspended

Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.

Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students

AMAO's for 13-14: We met our targets for AMAO 1 and 2, but not for AMAO 3.

We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better

EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>High quality professional development with a focus on: 1) the teaching of reading, assessments of reading skill and development, strategies for supplemental and intervention services, and support of effective reading instruction; 2) teaching students to engage with text, engage in close reading, find evidence, read both literature and informational texts; and 3) strategies for supplemental and intervention services, and how to support students who require these services.</p>	<p>Training, coaching, substitute costs, collaboration time (will meet and confer with LUTA) 1000-1999: Certificated Personnel Salaries Other \$118,894 3000-3999: Employee Benefits Other \$16,106 1000-1999: Certificated Personnel Salaries Base \$149,259 3000-3999: Employee Benefits Base \$28,240</p>	<p>The district did provide a significant amount of professional development with a focus as noted below:</p> <p>1) the teaching of reading, assessments of reading skill and development, strategies for supplemental and intervention services, and support of effective reading instruction; (multiple days for all general education and special education K-3 teachers, Title I and RSP teachers and Principals)</p> <p>2) teaching students to engage with text, engage in close reading, find evidence, read both literature and informational texts; (multiple days for teachers of grades 4-8 and several departments 9-12)</p> <p>3) strategies for supplemental and intervention services, and how to support students who require these services; (multiple days of training for all teachers teaching replacement core in grades 4-8, as well as teachers in grades 9-12 using an intervention program with English learners or students with disabilities, and curriculum specific training for the teachers who have delivered our extended day reading intervention program at each of our elementary school sites)</p> <p>The feedback received from teachers who participated in the professional learning during these 41 days of training was highly positive. Principals have reported positive outcomes, and teachers are better able to engage in collaborative work and discussion in these areas. The data is limited because these are relatively new initiatives, but the impact appears to be strong and there is support to continue on this path.</p>	<p>Training, coaching (by internal staff and contracted service providers), substitute costs, collaboration time</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$73,901</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$17,638</p> <p>1000-1999: Certificated Personnel Salaries Base \$164,241</p> <p>3000-3999: Employee Benefits Base \$20,446 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$38,985</p>
<p>Scope of Service: District 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>Scope of Service: District 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>Intervention services and materials for 1) at risk students who do not master critical reading skills at 2nd and 3rd grade, 2) students who enter 4th grade and beyond unable to read at grade level, 3) students who need support for successful completion of high school English courses necessary for graduation</p>	<p>Intervention teachers, intervention materials, training, coaching, collaboration time (subject to meet and confer with LUTA), tutoring, summer school, transportation and childcare when necessary 1000-1999: Certificated Personnel Salaries Other \$105,219 2000-2999: Classified Personnel Salaries Other \$72,501 3000-3999: Employee Benefits Other \$30,912 4000-4999: Books And Supplies Other \$20,000</p> <p>1000-1999: Certificated Personnel Salaries Base \$397,450</p>	<p>The district did provide intervention services and purchased materials for 1) at risk students identified at 3rd grade. We did not address 2nd grade students this year, as there were so many 3rd grade students in need of intervention. We developed an extended day intervention program, hired teachers to provide intervention and trained them to do so at all of our elementary schools. Additionally we purchased research based curriculum and materials for use with these students and created opportunities for these teachers to interact regularly with the 3rd grade teachers at each site to share information regarding the learning needs of the 120 students served through this program. The program did not begin until January due to challenges with hiring qualified teachers. 17 students have exited the program</p>	<p>Intervention teachers, intervention materials, training, coaching (by both internal staff and contracted providers), collaboration time, tutoring, summer school, transportation (including the purchase of buses), childcare 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$12,223 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,890 4000-4999: Books And Supplies Supplemental and</p>

	<p>3000-3999: Employee Benefits Base \$110,692</p> <p>5800: Professional/Consulting Services And Operating Expenditures Other \$20,000</p> <p>6000-6999: Capital Outlay Other \$450,000</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <p>3000-3999: Employee Benefits Base see 1.1</p>	<p>and an additional group of students will begin after spring break. The data from progress monitoring has been strong and the feedback from teachers, parents, and students has been exceedingly positive.</p> <p>Additionally, the district provided students in 4th-8th grade who are two or more years behind in their reading with an intervention program and replacement core curriculum. There were 194 students in grades 4-6 and 150 students in grades 7-8 who received instruction through these programs. Students were taught by either a general education teacher from the site who taught a platooned group of students or by an intervention teacher hired to teach the program. Again, it is early to analyze data, but having teachers dedicated to these programs, who receive specific training to do so and have an opportunity to consult with classroom teachers has been positive.</p> <p>Students who need support for successful completion of high school English courses necessary for graduation received opportunities for tutoring after school.</p> <p>Summer school will be provided for all students K-8 who are not reading at grade level, and students at the high school who require English courses for graduation will also be invited to summer school. We have had success in the past with students completing graduation requirements in order to graduate in September. We highlight those students and have a graduation ceremony at a Board meeting. We had 15 graduates in September 2014.</p>	<p>Concentration \$172,408</p> <p>1000-1999: Certificated Personnel Salaries Base \$583,121</p> <p>3000-3999: Employee Benefits Base \$74,694</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$67,567</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$490,856</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <p>3000-3999: Employee Benefits Base see 1.1</p>
<p>Scope of Service: District Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District 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>Common reading assessments for use with all K-3 students, including a plan for the corresponding supplemental and intervention services that would result</p>	<p>Training, materials, substitute costs, collaboration time (subject to meet and confer with LUTA) 1000-1999: Certificated Personnel Salaries Other \$88,069</p> <p>3000-3999: Employee Benefits Other \$11,931</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <p>3000-3999: Employee Benefits Base see 1.1</p>	<p>The district implemented DIBELS this year in all K-3 classrooms. DIBELS provides common reading assessments for use with all K-3 students. We have paired the implementation of these assessments with our training from the Consortium on Reading Excellence. Teachers have been supported in the use of the assessments as well as how to analyze the data and run reports. Title I and RSP teachers have been trained in how to implement supplemental and intervention services to support students whose needs cannot be met in their general education class through whole and small group instruction. The fall and winter data has identified far too many students at the intensive level. Teachers have received time to collaborate and coaching has been provided to help teachers address the many student needs. (See the data noted above from Winter DIBELS benchmark assessments referenced in the AAMO section above for Goal 1.)</p>	<p>Training, materials, substitute costs, collaboration time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,710</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$6,312</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$31,131</p>
<p>Scope of Service: District Wide</p>		<p>Scope of Service: District 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)		<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)	
High quality instruction to implement the CCSS in reading/language arts including instructional materials, as well as literature and informational text, in sufficient quantity to meet the needs at each school site, in both English and Spanish	Coaching, materials to include library books, subscriptions to informational publications for classroom use, printing, copying and paper costs 4000-4999: Books And Supplies Other \$300,000 1000-1999: Certificated Personnel Salaries Base see 1.1 5700-5799: Transfers Of Direct Costs Other \$50,000	The district launched an effort to develop supplemental ELA units K-12 over the course of this year. Additionally teachers were trained in the use of these units and their components in grade level groups. Each grade level received 5 full days of professional development time provided by district instructional coaches. The units were written by teachers and as teachers came together over the five days they enhanced the content of the units. The district has an ELA adoption that is not aligned to the CCSS and these units allow teachers to take their current and familiar materials and use them in different ways and with new supplemental materials to deliver high quality instruction aligned to the CCSS. Technology based materials were purchased for teachers. Teachers K-8 were also provided with subscriptions for their students to literary magazines with a focus on informational text. Literature in English and Spanish was purchased for school sites.	Teacher training, materials, printing, copying and paper costs 4000-4999: Books And Supplies Supplemental and Concentration \$141,757 1000-1999: Certificated Personnel Salaries Base see 1.1 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$24,572 4000-4999: Books And Supplies Base \$117,402
Scope of Service: District Wide		Scope of Service: District 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)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on district analysis and input from our stakeholders, we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal (in addition to several other goals related to student achievement) seems best aligned with the State Priority Areas of Student Achievement (4) and State Standards (2), so you will see the focus on students being able to read at grade level reflected in that area of our revised plan (in Goal 1). Additionally we will make changes to budgeted expenditures in the following ways: increased funding for paper, ink and duplicating costs associated with materials that are either open source or not provided for students in consumable form. We will bring in more coaching specific to our ELA intervention (replacement core) programs in an effort to assure greater student success and a quicker return for students to their grade level core curriculum. While we will continue to expand materials for teachers and students related to literature and information text, we may include some digital resources as well.		

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

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

Original GOAL 2 from prior year LCAP:	<p>By the end of Year 3:</p> <p>At least 80% of students in grades 4-12 will write proficiently based on district-developed metrics</p> <p>Common writing assessments (developed in Year 1) will be used to analyze student writing to determine levels of proficiency</p> <p>Students will receive instruction each year in word processing using curriculum/materials/resources defined during Year 1</p> <p>***Please note that "other" in the funding source column refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>By 8th grade, all students will be able to demonstrate their learning through a variety of writing types, including writing produced through word processing and a variety of digital tools for documents and digital presentations, as measured by district developed metrics.</p> <p>Year 1 will be used to develop common district writing assessments, and future analysis of progress will be based on the agreed upon district writing assessments at 4th and 7th grades and writing portfolios used in English classes at the high school level.</p> <p>The CCSS will be used as a benchmark to analyze the effectiveness of instruction in word processing. (In Year 1, at least 75% of students will be able to demonstrate sufficient command of keyboarding skills to produce work as referenced in the CCSS Writing Goal 6 "Production and Distribution of Writing", grades 4-8)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We have not yet been able to fully develop writing assessments, though have begun this process. We have spent time in grade level groups looking at the process of developing common assessments and referenced the writing rubrics included with the SBAC performance tasks in ELA by grade level. What has become clear in this process is our need for a consistent, common program for use when teaching writing to our students, and the need for ongoing professional development in this area.</p> <p>Our Technology Plan has highlighted goals at each grade span and teachers have been referencing them. We have deployed a minimum of 2 additional chromebook carts at each school site in order to increase the access to computers and keyboarding practice. We have piloted several keyboarding programs with great success and will be pushing the implementation at all grade levels into next year. There is also a need to identify a metric by which to determine the level of proficiency of keyboarding skills among our students.</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.</p> <p>We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.</p> <p>Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.</p> <p>Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.</p> <p>Re: State Priority 2: Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.</p> <p>EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p>

		<p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p> <p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's for 13-14: We met our targets for AMAO 1 and 2, but not for AMAO 3.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High quality Professional Development for teachers, with a focus on teaching students to write, according to the CCSS. Additionally teachers should learn strategies for supplemental and intervention services, and how to support students who require these services.	Training, coaching, substitute costs, collaboration time (subject to meet and confer with LUTA) 4000-4999: Books And Supplies Other \$20,000 1000-1999: Certificated Personnel Salaries Base see 1.1 3000-3999: Employee Benefits Base see 1.1 5800: Professional/Consulting Services And Operating Expenditures Other \$57,000	Professional Development for teachers was completed at every grade level K-6 and grade spans through grade 12. Writing was embedded into the roll out of teacher developed ELA units, foundational skills, reading apprenticeship strategies, and during content literacy training days with Science and Social Studies teachers in grades 7-12. These actions were assessed and determined to be effective actions toward our ultimate goal and measurable outcomes, especially given the limited time for implementation to date.	Training, coaching (using internal staff and contracted service providers), substitute costs, collaboration time 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,410 1000-1999: Certificated Personnel Salaries Base \$120,000 3000-3999: Employee Benefits Base \$14,933 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$87,000
Scope of Service: District 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)		Scope of Service: District 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)	
High quality instruction to implement the CCSS with a focus on writing and engaging students in writing with a variety of writing types and integrated word processing instruction for students	Coaching, instructional materials, tutoring, technology, collaboration time (subject to meet and confer with LUTA) 1000-1999: Certificated Personnel Salaries Other \$44,035	Coaching was provided to many teachers, with a particular focus on writing when requested by the teacher. Some students received tutoring at the high school with a focus on improving	Coaching (using internal staff), instructional materials, tutoring, technology purchases, collaboration time 1000-1999: Certificated Personnel Salaries Supplemental and

<p>to engage in writing using digital tools</p>	<p>3000-3999: Employee Benefits Other \$5,965</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <p>4000-4999: Books And Supplies Base \$50,000</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.2</p> <p>4000-4999: Books And Supplies Other \$187,000</p>	<p>their writing. Instructional materials purchases specific to writing were minimal. Technology purchases allowed more student access to computers. Teachers presented instruction to their students around keyboarding and word processing in a variety of ways, piloting several available programs. Teachers engaged in comparison of student writing samples to SBAC rubrics during collaboration time activities.</p> <p>These actions were assessed and determined to be effective actions toward our ultimate goal and measurable outcomes, especially given the limited time for implementation to date.</p>	<p>Concentration \$5,000</p> <hr/> <p>3000-3999: Employee Benefits Supplemental and Concentration \$622</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <hr/> <p>4000-4999: Books And Supplies Base \$225,781</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base see 1.2</p> <hr/> <p>4000-4999: Books And Supplies Supplemental and Concentration \$187,000</p>
<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Development of district wide writing rubrics, and assessment criteria</p>	<p>Training, materials, substitute costs, collaboration time (subject to meet and confer with LUTA) 1000-1999: Certificated Personnel Salaries Base see 1.1</p>	<p>Teachers were provided extended collaboration time monthly, facilitated by instructional coaches or site administrators to learn about assessment and begin the process of developing common assessments in the area of writing. Additionally, they compared student work to the SBAC writing rubrics provided with the practice performance tasks and then used these materials to inform instruction in classrooms.</p> <p>These actions were assessed and determined to be effective toward our ultimate goal and measurable outcomes, however it is clear some adjustments will need to be made to the process of collaboration in the future, subject to meet and confer with LUTA.</p>	<p>Collaboration time 1000-1999: Certificated Personnel Salaries Base see 1.1</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service:</p> <hr/> <p><input 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 type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on district analysis and input from stakeholders we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal will be embedded into the actions designed to assure that students have access to instruction aligned to the state standards. You will see it referenced within the actions and services in Goal 1. Writing is a very specific focus in the Common Core State Standards and we believe it is best addressed in this way moving forward. We will maintain focus on students being able to write and word process proficiently. We intend to complete the development of assessments for writing, develop metrics for analyzing student competence in word processing, and continue with professional learning opportunities for teachers in these areas. Additionally we will provide teachers with a common program or tools to use when teaching writing across all subject areas, and techniques and strategies to provide intervention to students who are struggling writers. We will continue to provide coaching to support teachers to improve their instruction in the areas of writing and word processing.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	<p>By the end of year 3:</p> <p>At least 85 % of students in grades 5 and 8 will be at grade level in mathematics</p> <p>The number of students needing to retake a high school math class to meet graduation requirements will decrease by at least 10% each year</p> <p>The number of students leaving grade 5, not at grade level in math, will decrease by at least 10% each year</p> <p>***Please note that "other" in the funding source column refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>Students will build strong conceptual understanding and a foundation upon which to build higher level math skills. More students will arrive at high school ready to handle the coursework to be college and career ready. Students wishing to accelerate in mathematics will be prepared and have opportunities to do so. Fewer students will need to spend instructional time receiving intervention and have the opportunity to access a broad array of course options and expand their learning.</p> <p>Based on Spring 2015 MAP and CAASPP scores, with 5th and 8th grade being critical areas of intervention, at least 75% of students in grade 5 and 8 will be at grade level in math.</p> <p>Enrollment data and grades will be used to establish baseline data, Year 1, identifying the number of students who must retake a high school math class to meet graduation requirements.</p> <p>Based on 2015 Spring MAP and CAASPP scores, 5th grade data will be used to establish baselines.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We will not have Spring data available to insert here prior to approval of the plan, however we will report interim information by way of winter assessments as follows:</p> <p>5th GRADE WINTER MAP - 42% at or above RIT mean 8th GRADE WINTER MAP - 48% at or above RIT mean</p> <p>We are still analyzing data on the number of high school students retaking a math class for graduation.</p> <p>5TH GRADE STUDENTS NOT AT GRADE LEVEL ON WINTER MAP 2014 = 48% 5TH GRADE STUDENTS NOT AT GRADE LEVEL ON WINTER MAP 2015 = 58%</p> <p>We will be identifying a baseline using Spring scores for 5th grade students to identify the number and percentage of students not at grade level in mathematics, in order to monitor our progress in the reduction of these numbers moving forward.</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.</p> <p>We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.</p> <p>Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.</p> <p>Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.</p> <p>Re: State Priority 2: Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.</p> <p>EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.</p>

	<p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p> <p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's: We do not yet have an AMAO report for this year.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 11 students choose to take the EAP last year, and none of them chose to have the scores</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High Quality Professional Development for all teachers, designed to specifically address the mathematics they will be teaching	Training, coaching, substitute costs, collaboration time (subject to meet and confer with LUTA) 1000-1999: Certificated Personnel Salaries Other \$105,683 3000-3999: Employee Benefits Other \$14,317 1000-1999: Certificated Personnel Salaries Base \$149,260 3000-3999: Employee Benefits Base \$36,845 Subsidized opportunity to acquire the Math Instruction Added Authorization (MIAA) 4000-4999: Books And Supplies Base \$30,000 Participation in the SIMMS grant for 6 additional Science and Math teachers at LHS 1000-1999: Certificated Personnel Salaries Other \$16,600 3000-3999: Employee Benefits Other \$2,000	This has been accomplished by providing both content training as well as pedagogy to all teachers by grade level K-6 and to 7th-9th grade math teachers by course. Each of these teachers has had 4-6 full days of professional development specific to their grade level mathematics instruction and content. Instructional coaching has been provided to address teacher needs where identified to improve instruction and the use of the materials and curriculum selected. Our assessment of these actions and services thus far has revealed them to be effective in moving us toward our expected outcomes.	Training, coaching, substitute costs, collaboration time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000 3000-3999: Employee Benefits Supplemental and Concentration \$14,933 1000-1999: Certificated Personnel Salaries Base \$73,910 3000-3999: Employee Benefits Base \$17,638 Subsidized opportunity to acquire MIAA 4000-4999: Books And Supplies Base \$73,096 Participation in the SIMMS grant for 6 additional Science and Math teachers at LHS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,994
Scope of Service	District Wide	Scope of Service	District Wide
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input 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)					
High quality instruction, including instructional materials	Materials, printing costs, duplicating costs, paper, technology, collaboration time (subject to meet and confer with LUTA) 4000-4999: Books And Supplies Other \$268,000 5700-5799: Transfers Of Direct Costs Other \$300,000 1000-1999: Certificated Personnel Salaries Base see 1.1 3000-3999: Employee Benefits Base see 1.1	We provided purchased materials for Engage NY rather than request all teachers to utilize the open source materials in electronic form only. Additionally the K-2 teachers requested the purchase of EnVision consumable work books which they had been trained to use during the prior year. These materials were used as needed as a supplement to the instruction provided through Engage NY. Additionally teachers/school sites were provided with additional funds for duplicating as well the costs associated with paper and ink for printing materials at their sites. Our assessment of these actions and services thus far has revealed them to be effective in moving us toward our expected outcomes.	Materials, printing costs, duplicating costs, paper, technology, collaboration time 4000-4999: Books And Supplies Supplemental and Concentration \$409,751 1000-1999: Certificated Personnel Salaries Base see 1.1 3000-3999: Employee Benefits Base see 1.1				
<table border="1"> <tr> <td data-bbox="71 715 304 796">Scope of Service</td> <td data-bbox="304 715 808 796">District Wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District Wide		<table border="1"> <tr> <td data-bbox="1516 715 1749 796">Scope of Service</td> <td data-bbox="1749 715 2268 796">District Wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District Wide	
Scope of Service	District Wide						
Scope of Service	District Wide						
Plan for intervention in mathematics for students who: 1) do not demonstrate critical skills upon entering 5th and 8th grades, or 2) need support to pass high school math courses necessary to meet graduation requirements	Intervention teachers, intervention materials, technology, training, coaching, collaboration time (including meet and confer with LUTA), tutoring, summer school, transportation and childcare when necessary 1000-1999: Certificated Personnel Salaries Other \$105,219 4000-4999: Books And Supplies Other \$80,000 1000-1999: Certificated Personnel Salaries Base \$284,024 3000-3999: Employee Benefits Base \$28,646 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000 2000-2999: Classified Personnel Salaries Other \$35,636 3000-3999: Employee Benefits Other \$22,778	Due to a shortage of qualified math teachers, the district has struggled all year to hire qualified teachers to teach intervention in mathematics. Several teachers were able to be hired and used to push into critical grades during the school day, while attempting to hire a full team of intervention teachers (one for every school site). As of this writing we have hired three 0.50 FTE teachers to begin a program of extended day intervention for the remainder of the year. We did successfully hire a teacher to define criteria, identify curriculum, and coordinate program implementation. We will continue this work during summer school with a focus on 5th and 8th grade students as originally defined in the LCAP. As of this writing we have not had to provide any childcare. The high school has provided tutoring services to identified students who are struggling to meet the graduation criteria in the area of math. Math courses will also be offered during summer school for students who still need to complete courses for graduation. While our implementation has been limited, our assessment of these actions and services thus far has revealed them to be effective in moving us toward our expected outcomes.	Intervention teachers, intervention materials, technology, training (some provided through contracted services), coaching, collaboration time, tutoring, summer school, transportation 1000-1999: Certificated Personnel Salaries Base \$183,028 4000-4999: Books And Supplies Supplemental and Concentration \$2,900 2000-2999: Classified Personnel Salaries Supplemental and Concentration see Goal 1, A/S 1.2 3000-3999: Employee Benefits Base \$30,341 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration see goal 2, A/S 2.1				
<table border="1"> <tr> <td data-bbox="71 1774 304 1874">Scope of Service</td> <td data-bbox="304 1774 808 1874">District Wide</td> </tr> </table>	Scope of Service	District Wide		<table border="1"> <tr> <td data-bbox="1516 1774 1749 1874">Scope of Service</td> <td data-bbox="1749 1774 2268 1874">District Wide</td> </tr> </table>	Scope of Service	District Wide	
Scope of Service	District Wide						
Scope of Service	District 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)		<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)	
Acceleration opportunities for 6th, 7th and 8th graders, and 9th graders via summer bridge starting Summer 2015	Teachers, materials, transportation 1000-1999: Certificated Personnel Salaries Base \$3,523 3000-3999: Employee Benefits Base \$477 4000-4999: Books And Supplies Base \$125,000	<p>We offered four 6/7 compressed math courses this year. 119 students were enrolled across the district. We determined that our criteria for inclusion in these courses allowed for students to be successful, with 97% of students staying in the courses and 97% on track to pass the course and receive a C or better. We were successful in hiring teachers to either teach this compressed course or allow a full time teacher the opportunity to teach this accelerated course to a group of students. Students from all but one of our elementary schools participated in these courses. Transportation was provided for students to attend at one of three sites with minimal interruption to their instructional day.</p> <p>We offered four sections of the double block Math 7 & 8 course at three sites this year. 106 students were enrolled across the district. We determined that our criteria for inclusion in these courses allowed for students to be successful, with 97% of students staying in the courses and 95% on track to pass the course and receive a C or better. We were able to utilize teachers already on staff at school sites to teach these courses. We did hire one teacher part time to allow a full time teacher to teach this course to a group of students from multiple school sites. Transportation was provided for students to attend at one of three sites with minimal interruption to their instructional day.</p> <p>Our assessment of these actions and services thus far has revealed them to be effective in moving us toward our expected outcomes.</p> <p>We will be offering the Summer Bridge course for current 9th grade students who wish to bridge to an honors track for next year. This option will be offered for the first time this summer, so there is not yet information to report.</p>	Teachers, materials, transportation 1000-1999: Certificated Personnel Salaries Base \$47,346 3000-3999: Employee Benefits Base \$14,498 4000-4999: Books And Supplies Base see A/S 3/1
Scope of Service: All		Scope of Service: All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on district analysis and stakeholder input we are recommending a change to the way we have written our goals. Now that the guidance regarding metrics is available, it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Areas of Student Achievement (4) and State		

Standards (2), so you will see the focus on students with grade level math skills reflected in these areas of our revised plan (in Goal 1). We will not be offering the Math 7 & 8 course in future years because all students will have had an opportunity to begin acceleration in math at 6th grade with future opportunities at 9th and 11th grade. There will be a change to budgeted expenditures as they relate to the costs of having provided this opportunity during Year One. We will also not offer the MIAA opportunity in 2016-2017 because we received CaMSP grant which will provide other funded opportunities for teachers to acquire this coursework. We will also not be purchasing enVision math curriculum for our K-2 teachers in future years because teachers have not utilized them to the extent expected this year. Otherwise, we will continue with similar budgeted expenditures. We intend to provide intervention to students struggling in mathematics, and are evaluating best practices for delivery of intervention to students. We will continue coaching in mathematics in an effort to assure greater student success and a reduction in the need for students to receive intervention in the future.

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

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

Original GOAL 4 from prior year LCAP:	<p>By the end of Year 3: At least 85% of students in US schools for 6 or more years, will be proficient in English as measured by the CELDT and/or ELPAC. ***Please note that "other" in the funding source column refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
Goal Applies to:	Schools: All	
Expected Annual Measurable Outcomes:	<p>Students will be able to begin the process of acquiring skills to become academically proficient. they will have full access to the instruction provided them during the school day. Students will benefit from increased integrated language development opportunities provided throughout their instructional day and across all content areas.</p> <p>Based on performance on the 2014-15 CELDT/ELPAC, at least 75% of students in US schools for 6 or more years will be proficient in English, as measured by CELDT Year 1, the ELPAC Year 2 and 3 and progress toward AMAO's 1 and 2.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We do have CELDT data for this school year. Our 2014 CELDT data reveals the following: 51.12% students proficient (We have 1,344 English Learners, 687 of whom are considered proficient on the CELDT)</p> <p>This is a slight increase over last year's percent proficient (49.59%)</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.</p> <p>We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.</p> <p>Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.</p> <p>Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.</p> <p>Re: State Priority 2: Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.</p> <p>EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands:</p>

		<p>5th grade: 54%</p> <p>8th grade: 63%</p> <p>10th grade: 55%</p> <p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's: We do not yet have an AMAO report for this year.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.</p> <p>All actions and services were assessed and determined to be effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Adequate support for English learners to access their instruction, aligned to their individual levels of English proficiency. (Newcomer programs at DR, SMS, and LHS, will be ongoing.)</p>	<p>Primary language support, summer school, transportation</p> <p>Professional development for teachers in ELD and the new ELD standards 1000-1999: Certificated Personnel Salaries Other \$106,895 3000-3999: Employee Benefits Other \$66,105</p>	<p>The LCAP has provided opportunity for LUSD to hire 10 additional bilingual paraprofessionals and 3 additional bilingual interpreters. This additional staff has enabled us to assure there are Spanish speaking staff at all of our schools and that there are available interpreters for parent meetings, or to assist parents who need an interpreter to assist them when they visit or call our schools. Additionally these employees have been able to translate documents, streamlining the process by which newsletters, fliers, information packets and Parent Link calls are provided in English and Spanish.</p> <p>This summer we will provide summer school to students still learning English, and provide primary language support during their summer school program. We will also provide a summer program for all incoming TK and K students who are English learners.</p> <p>We have provided all teachers who teach second, third and sixth grade with three full days of professional development unpacking the new ELD standards, and learning to integrate them into their ELA instruction.</p>	<p>Professional development for teachers in ELD and the new ELD standards</p> <p>Primary language support, summer school, transportation</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,266 3000-3999: Employee Benefits Supplemental and Concentration \$157 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$138,895 3000-3999: Employee Benefits Supplemental and Concentration \$96,942 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,750</p>
<p>Scope of Service: All</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</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 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>Based on district analysis and input from stakeholders, we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Area of Student Achievement, so you will see the focus on English learners and their progress toward becoming proficient reflected in that area of our revised plan, where we will report our progress toward AMAO 1, 2 and 3 (Goal 1).</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	<p>By the end of Year 3: At least 70% of students who have achieved proficiency in English, will additionally demonstrate academic proficiency as measured by CAASPP. ***Please note that "other" in the funding source column refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
Goal Applies to:	Schools: All	
Expected Annual Measurable Outcomes:	<p>Students will benefit from instruction provided without need for additional support in English language development. They will have access to a broader course of study and be able to gain benefit from instruction as provided, without need for designated English language development.</p> <p>Based on performance on the 2015 CAASPP, at least 60% of students who have achieved proficiency in English will additionally demonstrate academic proficiency, as measured by MAP and CAASPP and progress toward AMAO 3.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>While we know the status of English learners with regard to English proficiency, we will not have CAASPP data to identify those who are academically proficient before this plan moves forward for approval.</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.</p> <p>We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.</p> <p>Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.</p> <p>Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.</p> <p>Re: State Priority 2: Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.</p> <p>EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p>

			<p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's: We do not yet have an AMAO report for this year.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.</p> <p>Our assessment of actions and services has deemed them to be effective and worthy of further implementation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ongoing support for ELs who have met proficiency in English to access their instruction provided in English	EL support provided in the Multi-Lingual Center at LHS, library materials in Spanish, tutoring 4000-4999: Books And Supplies Other see 1.4	<p>Each year principals receive a list of their long term English learners along with their CELDT history. Principals share this information with teachers so that they can help students determine what they need to do to be reclassified.</p> <p>We have encouraged sites to meet with their English learners in grade 4-12 prior to CELDT testing to review their past performance, to set goals, and review the reclassification criteria.</p> <p>Teachers in grades K-12 have had professional development in English language development aligned to their grade level spans and content areas.</p> <p>The high school offers sheltered Social Studies and Science classes for EL's who need that type of support.</p> <p>The multi-lingual office at the high school serves as a home base for all English learners and their parents. Students can go there during the day for extra support and guidance. Students are welcome in the multi-lingual center every day during lunch and after school for tutoring and homework help.</p> <p>Teachers are available to tutor students after school.</p>	EL support provided in the Multi-Lingual Center at LHS, library materials in Spanish, tutoring 4000-4999: Books And Supplies Supplemental and Concentration see 1.2
	1000-1999: Certificated Personnel Salaries Base see 1.2		1000-1999: Certificated Personnel Salaries Base see 1.2
	Library materials in Spanish		
	Tutoring		
	Primary language support		
	EL support provided in the Multi-lingual center at LHS		
	Sheltered classes at the 7-12 level		

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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>Based on district analysis and input from stakeholders we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is out it is difficult to go back and apply them to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Area of Student Achievement, so you will see the focus on English learners and their progress toward becoming proficient in both English and academics reflected in that area of our revised plan, where we will report progress on AMAO 1, 2, and 3.</p>										

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

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

Original GOAL 6 from prior year LCAP:	<p>Students with disabilities, and at risk learners receiving intervention (both academic and behavioral) will demonstrate growth adequate for their unique learning needs, as measured by CAASPP, MAP, IEP goals, behavior support plans.</p> <p>Students identified as gifted learners will access opportunities for enrichment within their area of interest.</p> <p>***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
Goal Applies to:	Schools:	All
Expected Annual Measurable Outcomes:	<p>Students will be able to make academic progress and access the curriculum as appropriate for their own learning. Students can benefit from individualized instruction, behavioral support, counseling or enrichment designed to meet their unique needs. Gifted students will have access to differentiated enriched learning opportunities.</p> <p>Students identified as gifted learners will access opportunities for enrichment within their area of interest.</p> <p>Based on Spring 2015 MAP, CAASPP, behavior support plans and IEP goals, students with disabilities, at risk learners and gifted students, will demonstrate adequate annual progress, as measured by CAASPP, MAP, IEP goals and BSP's.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Individual IEP student data is monitored by case managers. The Special Education department monitors that progress reports are provided for parents and that students with IEPs have meetings held at least annually to review progress toward goals and objectives written into their IEPs.</p> <p>The district has offered acceleration opportunities for students through the LCAP in the area of mathematics - a compressed math course for 6th grade students to complete two years of math, as well as a double block math course for 7th grade students to complete two years of math. There were also additional opportunities for students to take an Honors math course in the 9th grade. 42 7th and 8th grade students are taking math courses at the high school this year.</p> <p>We will not have CAASPP data on any of these students prior to this plan being approved, but intend to monitor this data going forward.</p> <p>Additionally, since we chose to tie this goal to the State Priority areas of 1, 2 and 4 when we wrote this goal last year, we will report the metrics related to each of these priorities:</p> <p>Re: State Priority 1: Rate of Teacher Misassignments: Last year we had 12 teachers misassigned. 6 of them have not gotten their CLAD, 6 of them were Special Education teachers teaching students with disabilities that did not align to their special education credential. We have corrected each of these with either emergency waivers or adjustments to assignments.</p> <p>We currently have 20 teachers without full credentials, and 32 teaching outside their credential area.</p> <p>Student access to materials: All of our students have had access to standards-aligned instructional materials this year, and we had no Williams act findings related to sufficiency of materials.</p> <p>Facilities in good repair: We had no significant findings regarding facilities on our district Williams Act reports this year.</p> <p>Re: State Priority 2: Implementation of Content: All of our teachers are implementing the Common Core State Standards, following several years of professional development and coaching on the content and implementation of the standards at all grades and across content areas.</p> <p>EL access: We continue to require teachers to provide ELD daily to identified students based on CELDT results. We have provided training over the past several years on ELD and GLAD strategies. We also provide instructional coaching in this area. This year we have provided 9 days of professional development to 2nd, 3rd and 6th grade teachers on the implementation of the new ELA/ELD Frameworks.</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage</p>

		<p>rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p> <p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's: We do not yet have an AMAO report for this year.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Well defined, clearly articulated Response to Intervention Program to address academics; Professional Development in the area of differentiated instruction	<p>Training, supplemental materials, intervention materials, collaboration time (subject to meet and confer with LUTA) , technology 1000-1999: Certificated Personnel Salaries Other \$44,035</p> <p>4000-4999: Books And Supplies Base \$100,000</p> <p>2000-2999: Classified Personnel Salaries Other \$47,839</p> <p>3000-3999: Employee Benefits Other \$20,289</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p> <p>3000-3999: Employee Benefits Base see 1.1</p>	<p>The district continues to work to finalize and define for all a well articulated Response to Intervention plan, including a multi-tiered system of supports for students. We have addressed the components of intervention and differentiated instruction within many of our professional development days this year. We have purchased materials for teachers to use to provide small group instruction to students who might need additional instruction after it has been provided to the whole class.</p> <p>The above actions and services have been assessed and determined to be effective, though little time has been available for implementation.</p>	<p>Training (delivered by internal staff), supplemental materials, intervention materials, collaboration time, technology 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>4000-4999: Books And Supplies Base \$58,000</p> <p>1000-1999: Certificated Personnel Salaries Base see A/S 1.1</p> <p>3000-3999: Employee Benefits Base see A/S 1.1</p>
Scope of Service	District wide	Scope of Service	District wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities; gifted learners		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities; gifted learners	
Well defined, clearly articulated Response to Intervention Program to address behavior	Counselors, including a contract with an outside agency, cultural proficiency training and implementation, programs such as restorative justice, security staff, campus	We have provided counselors to all school sites through the LCAP, and additionally have contracted with an agency to provide an even higher level of support for students in crisis.	Counselors, including a contract with an outside agency, cultural proficiency, consultant costs, security staff increases, campus supervision increase, in-school detention

	<p>supervision support at LHS, in school suspension alternatives 1000-1999: Certificated Personnel Salaries Other \$70,456</p> <p>3000-3999: Employee Benefits Other \$9,544</p> <p>1000-1999: Certificated Personnel Salaries Base \$250,454</p> <p>3000-3999: Employee Benefits Base \$81,251</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$50,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Other \$100,000</p>	<p>We have a plan to provide further training in cultural proficiency, though have not yet done so.</p> <p>We have a consultant coming in April to work with us on a district wide plan for implementation of Restorative Justice practices with all 7-12 grade students.</p> <p>We have increased staffing in the area of campus supervision at our comprehensive high school, as well as adding a safety officer.</p> <p>The addition of 3 days/week of in school detention as an alternative to suspension at all of our elementary schools has been very positive and assisted our sites in both reducing suspensions but also providing more students with meaningful consequences.</p> <p>These actions and services have been assessed and determined to be effective.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$91,814</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$49,431</p> <p>1000-1999: Certificated Personnel Salaries Base \$331,704</p> <p>3000-3999: Employee Benefits Base \$41,280</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$24,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>2000-2999: Classified Personnel Salaries Base \$13,352</p> <p>3000-3999: Employee Benefits Base \$2,875</p>
<p>Scope of Service: District 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>students with disabilities</p>		<p>Scope of Service: District 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>Opportunities for enrichment for all students identified as gifted</p>	<p>Professional development, specially designed learning opportunities for gifted students, summer school, materials, collaboration time (subject to meet and confer with LUTA)</p> <p>1000-1999: Certificated Personnel Salaries Other \$5,965</p> <p>1000-1999: Certificated Personnel Salaries Base see 1.1</p>	<p>GATE coordinators have been provided with meeting time.</p> <p>We have offered acceleration opportunities for students through the LCAP in the area of mathematics - a compressed math course for 6th grade students to complete two years of math, as well as a double block math course for 7th grade students to complete two years of math. There were also additional opportunities for students to take an Honors math course in the 9th grade. These math teachers have been provided with time to work collaboratively on course development as well as instructional practices to best meet the needs of these gifted learners.</p> <p>These actions and services have been assessed and determined to be effective.</p> <p>Summer school for GATE identified students in grades 4-8 will be offered again this summer, with students provided an opportunity to choose an area of interest for further exploration.</p> <p>Materials for the summer school program will be purchased.</p>	<p>Summer school, collaboration time 1000-1999: Certificated Personnel Salaries Base \$9,682</p> <p>3000-3999: Employee Benefits Base \$1,204</p> <p>4000-4999: Books And Supplies Base \$595</p>
<p>Scope of Service: district wide</p>		<p>Scope of Service: all</p>	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) gifted learners		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) gifted learners	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on district analysis and stakeholder input, we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Area of Student Achievement, so you will see the focus on students with disabilities, at risk students and gifted students reflected in that area of our revised plan (in Goal 1). Many of the services designed to address struggling learners are outlined in the areas of the plan addressing specific curricular areas - we do not intend to change this as the area of focus.		

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

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

Original GOAL 7 from prior year LCAP:	<p>The increased enrollment (134% increase in enrollment 2011-2013) in AP and Honors courses will be increased or maintained, while students achieve success in these advanced courses.</p> <p>***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
Goal Applies to:	<p>Schools: All (NA @ JRW and LE) Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>Students will have access to advanced learning opportunities, the ability to increase their GPA, and gain college credits. Students may also find strength and ability in themselves that they might not have known existed, and thus provide themselves with new opportunities for their future. A previous initiative with Equal Opportunity Schools has lead to an increasingly diverse population of students accessing AP and Honors courses. This diversity will be maintained and supported.</p> <p>Using enrollment data the number of students taking AP and Honors courses will be increased or maintained within + or - 3% of baseline year (2014). Enrollment data and grades will be used to monitor growth in this area.</p> <p>Of the enrolled students, at least 5% more students will receive a passing score each year on the AP exam in each content area, using scores from 2014 as a baseline year .</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We have Honors courses offered at 4 of our 6 K-8 schools. The other schools are working to define a course and provide training to the teachers. Our middle school has 2 honors courses available to students. We also have 42 students who leave elementary or middle school sites to take a math course at the high school.</p> <p>Using this school year as a baseline, we have 928 students enrolled in AP courses and 389 students enrolled in Honors courses.</p> <p>We will not have AP exam scores available to report prior to this plan being approved but will continue to monitor these test results moving forward.</p> <p>All high school students have access to a broad course of study which includes AP courses, Community College enrollment, Community College articulated courses, a variety of UC a-g approved courses (there were 71 options in 14-15), CTE courses, including 13 different pathway options, the Engineering and Construction Academy, an Independent Learning Center, two pathway options in Mathematics, an Integrated Studies option, a Navy National Defense Cadet Corp program. While some courses have prerequisites, there are options in every department for courses with no prerequisite. Unduplicated pupils, as well as students with exceptional needs have equal access to these courses as appropriate.</p> <p>All students in grades 7 and 8, including unduplicated pupils and students with exceptional needs, have access to at least one elective during their school day, with a variety of options available, depending on their school site.</p> <p>All students, including unduplicated pupils and students with exceptional needs, in TK - 6 are provided a broad course of study as required by California Education code.</p> <p>Additionally, since we chose to tie this goal to State Priority 4 when we wrote this goal last year, we will report the metrics related to this priority:</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p> <p>API has been suspended</p>

		<p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements.</p> <p>Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p> <p>AMAO's: We do not yet have an AMAO report for this year.</p> <p>We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better</p> <p>EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.</p> <p>Analysis of actions and services deemed them to be effective.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High quality instruction in a wide variety of courses designated as AP and Honors	Textbook updates, tutoring, technology, summer bridge math course, flipped classrooms 4000-4999: Books And Supplies Other \$100,000 4000-4999: Books And Supplies Base see 3.4 4000-4999: Books And Supplies Base see 6.1 1000-1999: Certificated Personnel Salaries Base see 3.3 1000-1999: Certificated Personnel Salaries Base see 1.2	We updated two textbooks for AP courses this school year and one for an Honors course. We provided updated technology throughout the district based upon need. We intend to provide the summer school bridge math course at the comprehensive high school for students who wish to get on an accelerated track for math instruction. We have not provided any formal opportunities for teachers to flip their classrooms, although several have attempted this work. We have provided stipends to teachers who have taken on the role of "site education technician" to support teachers at their sites in extending their use of technology in their instruction.	Textbook updates, tutoring, technology, summer bridge math course 4000-4999: Books And Supplies Base \$176,101 4000-4999: Books And Supplies Base \$187,000 1000-1999: Certificated Personnel Salaries Base see 3.3 1000-1999: Certificated Personnel Salaries Base see 1.2
Scope of Service: District 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)		Scope of Service: grades 7-12 <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service: <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on district analysis and input from stakeholders we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Areas of Student Achievement as well as Course Access, so you will see this focus reflected in two areas of our revised plan (in Goal 1 for Student Achievement and Goal 5 for Course Access).</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 8 from prior year LCAP:	<p>CTE courses will continue to meet the criteria of UC a-g requirements, offering industry certification and/or being articulated with a community college. Enrollment will increase, course offerings will expand and opportunities to increase awareness of CTE programs will continue to grow.</p> <p>***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
Goal Applies to:	<p>Schools: All (NA @ JRW and LE) Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>Students will learn skills that will prepare them for college and career. They will learn about career options that might be of interest to them upon graduation. Students will acquire skills that will allow them to be more marketable as employees in the work force. Young students will learn about opportunities in the areas of interest that will engage them in school and various courses of study.</p> <p>Based on analysis of CTE courses done on an annual basis, no fewer than 76% (baseline date from 2013-2014 school year) of courses will meet this requirement.</p> <p>Based on enrollment data, using 2013-14 as baseline, enrollment in CTE courses will increase annually.</p> <p>Based on data collection, new opportunities for 7th and 8th graders to learn about CTE course offerings will increase annually .</p> <p>Enrollment data, course catalogues and site data collection will be used to monitor growth in this area.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>All high school students have access to a broad course of study which includes AP courses, Community College enrollment, Community College articulated courses, a variety of UC a-g approved courses (there were 71 options in 14-15), CTE courses, including 13 different pathway options, the Engineering and Construction Academy, an Independent Learning Center, two pathway options in Mathematics, an Integrated Studies option, a Navy National Defense Cadet Corp program. While some courses have prerequisites, there are options in every department for courses with no prerequisite. Unduplicated pupils, as well as students with exceptional needs have equal access to these courses as appropriate.</p> <p>All students in grades 7 and 8, including unduplicated pupils and students with exceptional needs, have access to at least one elective during their school day, with a variety of options available, depending on their school site.</p> <p>All students, including unduplicated pupils and students with exceptional needs, in TK - 6 are provided a broad course of study as required by California Education code.</p> <p>CTE was our chosen focus for Priority 8.</p> <p>Our current CTE enrollment is as follows: 2014-15 =1251 (2013-14 =1215)</p> <p>We currently have 39 CTE courses, across 13 pathways.</p> <p>There are 8 CTE courses with A-G approval and two more courses pending.</p> <p>There are 21 CTE Classes with industry certification. We have 15 courses in the academy that result in certification validated by the Stockton Builders Exchange, 2 certification come as end of course exams in the Cisco Networking Academy (new), Both Entrepreneurship classes result in certification validated by the Small Business Management Association, The Advanced Careers with Children class results in the Assistant Certification on the Child Development Permit Matrix, Drivers training certification comes out of the Introduction to Construction and Engineering class, Typing Proficiency certificates come out of the Computer Applications classes.</p> <p>There are 9 CTE Courses with Articulation and we are working on one additional course. The nine Courses currently articulated are: Careers with Children, Computer Applications, Mechanical Construction, Advanced Mechanical Construction, Fashion Design 2, Computer Maintenance and Repair, Computer Networking, Computer Networking 2, Drafting and Design. Computer Programming is currently pending.</p> <p>We are currently providing Autodesk (AutCAD) certification PD for 6 teachers. We will likely be an Autodesk (AutoCAD, 3D MAX) certification center by the end of next year. This will allows us provide end of course certification. 3D Max is a certification for Computer Animation in the Advanced Video game design class. This will provide cetification from the 3D Design Classes (AutoCAD) and Advanced Game Programming and Design. We are also working at establishing certification in the Food Science class (Food Handlers) and Advanced Culinary Arts class (Serve Safe).</p>

We are working this year on developing an opportunity for students in middle school to be informed about the career pathway options available at the high school, and will begin sharing this information with students (initially with 8th graders) during the next school year.

An analysis of actions and services deemed them to be effective at this time.

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High quality instruction in courses designed along various career pathways	Maintain ROP funding, expand CTE opportunities, technology 5700-5799: Transfers Of Direct Costs Base \$232,000 Create WebDesign class, with additional opportunities for students to manage and maintain the district's website 1000-1999: Certificated Personnel Salaries Base see 8.1	We have provided supplemental funding to maintain our ROP programs. Funded staffing for a single course in Web Design at our Alternative Ed High School, in which 14 students are enrolled. We were not able to create opportunities for students to manage and maintain the district's website for a variety of technical reasons, but they are provided with opportunities to develop web pages as part of the coursework for this class. This class was taught in the school's existing computer lab. We have also funded staffing for students to take a course in the Construction Academy, in which 22 students are enrolled. Students were able to attend class at the construction academy on the high school's adjacent campus so no additional costs for classroom set up or supplies was necessary.	Maintain ROP funding, expand CTE opportunities (including web design class), technology 5700-5799: Transfers Of Direct Costs Base \$232,000 1000-1999: Certificated Personnel Salaries Base \$39,890 3000-3999: Employee Benefits Base \$9,734
Scope of Service: grades 9-12		Scope of Service: grades 9-12	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Expand awareness of CTE pathways for all students starting at grade 7	Counselors 1000-1999: Certificated Personnel Salaries Base see 6.2	We have not formalized this process yet. We will be having counselors meet to learn more about the pathway options at high school and creating opportunities for more exposure for 8th grade students starting next year.	No costs this year
Scope of Service: Grades 7-8		Scope of Service: Grades 7-8	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress: As a result of district analysis and input from stakeholders we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of

and/or changes to goals?

communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Areas of Other Student Outcomes as well as Course Access, so you will see this focus reflected in that area of our revised plan (Goal 5). We do intend to change the grade level to 8th for the exploration of career pathways in a more structured manner for the upcoming year. We also will be considering funding to support the cost of industry certification tests for students in need.

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

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

Original GOAL 9 from prior year LCAP:	<p>By the end of Year 3: The district and each school site will annually increase opportunities for parent participation and education, using 2013-2014 as a baseline year. ***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>By the end of Year 1, the district and each school site will increase opportunities for parent participation and education, using parent participation data from 2013-2014 as a baseline year. There is much research to support that students do better academically when their parents are engaged in their school programs and understand what they are learning. LUSD has many opportunities for parents that have been successful, many of which can be replicated and expanded throughout the district and across grade spans. It is expected that there will be an impact on student achievement, student engagement, school climate, and certainly parent involvement.</p>	<p>Actual Annual Measurable Outcomes: We have not previously collected data regarding the number of offerings available to parents throughout the district. The district offered 6 new parent participation events at the district level, and each school site offered a variety of additional opportunities - such as speakers from various community programs or organizations, Literacy Nights, Mathlete events, Latino Family Literacy workshop series, Parent Cafe, Lincoln Latin Leadership. All parents of students with disabilities are provided with information about the SELPA's CAC (Community Advisory Committee) and invited to attend these monthly meetings. Additionally, K-8 teachers were provided with materials to use with parents during parent conferences helping to explain the Common Core State Standards and changes to the standards-based report cards. Parents will be completing a parent survey at the high school in May, one component of which will be related to parent participation and opportunities to assist their student and seek help when needed. Parents have reported that the presence of bilingual staff at school sites has made a significant difference in their comfort level coming to schools, participating and asking questions. They report that it has allowed them to be better participants in their childrens' education and they are grateful for the service. Every site has an ELAC, a PTSA and a SSC. Parent conferences are held at all of our K-8 schools and our middle school. There are many opportunities for parents and community members to participate in fundraisers at all school sites. Carnivals are held each fall at each of our K-8 schools as well. Additionally, since we chose to tie this goal to the State Priority areas 4, 5 and 6 when we wrote this goal last year, we will report the metrics related to each of these priorities: Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas: 13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA. 13-14 CELDT data shows 49.59% of our English learners to be proficient in English. CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55% API has been suspended Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU requirements. Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students</p>

AMAO's for 13-14: We met our targets for AMAO 1 and 2, but not for AMAO 3.

We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better

EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.

Re: State Priority 5:

2013-14 attendance

CH	95.56%
JRW	95.12%
LE	94.81%
MB	98.43%
TCK	95.82%
CL	95.35%
BS	96.86%
DR	95.51%
SMS	96.55%
CPIA	97.65% (7/8)
LHS	96.54%
JMC	94.42%
SL	97.71

District 95.96%

1344 students met the criteria to be considered chronically absent during the 13-14 school year.

Our cohort drop out rate is 5.9% which is the equivalent of 39 students.

In 13-14, we had 3 students considered middle school drop outs.

Re: State Priority 6:

Suspension Rate is 8.8%
Expulsion Rate is 0.5%

We gave the California Healthy Kids Survey in 13-14. The following percentages of students at the noted grade levels rated school as "very safe":

71% at 5th grade
76% at 7th grade
53% at 9th grade
38% at 11th grade

The following percentages of students reported "high levels of connectedness" regarding school:

69% at 5th grade
67% at 7th grade
64% at 9th grade
60% at 11th grade

All actions and services were assessed and determined to be effective.

LCAP Year: 2014-15

Planned Actions/Services

Budgeted Expenditures

Actual Actions/Services

Estimated Actual Annual Expenditures

<p>Parent education institutes will be offered at each school site with a common curriculum.</p>	<p>Program/Curriculum development, delivery of the institute, child care, interpreters, materials 5700-5799: Transfers Of Direct Costs Other \$5,000</p>	<p>We chose to offer these institutes at a single district site, and the first course offerings were related to mathematics. We chose to offer 6 events, 2 nights per grade span. One night was to teach parents about the math curriculum and ways to assist students with homework. The second night was offered in a computer lab, and was designed to teach parents about technology resources that might be useful for parents and students. The plan is to replicate this series for other content areas, though we have not yet held these sessions.</p>	<p>Program development, delivery of institutes, child care, interpreters, materials - all provided via direct cost</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$17,742</p>
<p>Scope of Service: District 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>Scope of Service: District 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>Parent outreach</p>	<p>Development of tools, centralized translation services, parent conferences, English classes for parents, expanded library and computer lab hours (available for use by families) 1000-1999: Certificated Personnel Salaries Other \$36,600 2000-2999: Classified Personnel Salaries Other \$92,635 3000-3999: Employee Benefits Other \$35,915</p>	<p>We have begun to develop materials that will help parents understand the curriculum content for their students. We created and translated an insert for report cards and provided teachers with materials for use in parent conferences. This was all done internally and made available electronically to school sites. Printing was done at each school site.</p> <p>Our increased primary language support staff have helped to provide interpreters for parent conferences as well as translation services for documents going home to parents.</p> <p>We provide a 4 day/week class for parents learning English, which includes teaching parents skills to increase their engagement with their children's schools.</p> <p>We have increased our staffing at each of our elementary schools so that library/media centers can be open one additional hour/day allowing parents access to read with their children, check out books, work on homework, etc.</p>	<p>Centralized translation services, English class for parents, expanded library hours - we did not expend additional funds for the development of tools for parents or interpreters for parent conferences 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,548 2000-2999: Classified Personnel Salaries Base \$8,000 3000-3999: Employee Benefits Base \$1,722 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,000 3000-3999: Employee Benefits Supplemental and Concentration \$38,232</p>
<p>Scope of Service: District 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>Scope of Service: District 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on district analysis and input from stakeholders we are recommending a change to the way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Area of Parent Involvement, so you will see the focus on increasing opportunities for parents to support their students and become engaged at our school sites reflected in that area of our revised plan (Goal 3).</p>		

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

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

Original GOAL 10 from prior year LCAP:	<p>By the end of Year 3: Attendance rates will increase to a minimum of 95% at each site, and for sites already meeting 95%, the rate will be maintained or increased annually.</p> <p>***Please note that "other" in the funding source column for budgeted expenditures refers to Supplemental AND Concentration funds as the source for the identified expenditures.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>																												
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: All</p>																													
Expected Annual Measurable Outcomes:	<p>Students will certainly benefit from better attendance. The need for remediation and intervention decreases as students are present for instruction the first time materials is presented. Students who attend school regularly are likely to be more engaged and take ownership in their school and school work. Dropout rates will decrease, and graduation rates will increase. Behavior is better at schools with high, regular student attendance rates. Students with regular attendance have access to all programs and opportunities to be well prepared for college and career beyond high school.</p> <p>By the end of Year 1, attendance rates will increase toward a minimum of 95% at each site, and for sites already meeting 95%, the rate will be maintained or increased annually, as measured by attendance rates, drop out rates and graduation rates.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>We are still in the process of calculating attendance rates for P2 reporting. We will have numbers by the time we take a final LCAP to the board, but not before taking the draft. However, we do have 13-14 data so are reporting it here:</p> <table border="0"> <tr><td>CH</td><td>95.56%</td></tr> <tr><td>JRW</td><td>95.12%</td></tr> <tr><td>LE</td><td>94.81%</td></tr> <tr><td>MB</td><td>98.43%</td></tr> <tr><td>TCK</td><td>95.82%</td></tr> <tr><td>CL</td><td>95.35%</td></tr> <tr><td>BS</td><td>96.86%</td></tr> <tr><td>DR</td><td>95.51%</td></tr> <tr><td>SMS</td><td>96.55%</td></tr> <tr><td>CPIA</td><td>97.65% (7/8)</td></tr> <tr><td>LHS</td><td>96.54%</td></tr> <tr><td>JMC</td><td>94.42%</td></tr> <tr><td>SL</td><td>97.71</td></tr> <tr><td>District</td><td>95.96%</td></tr> </table> <p>We are still calculating chronic absenteeism rates</p> <p>Our cohort drop out rate is 5.9% which is the equivalent of 39 students.</p> <p>Additionally, since we chose to tie this goal to the State Priority area 4 when we wrote this goal last year, we will report the metrics related to this priority:</p> <p>Re: State Priority 4: We do not have Spring standardized data (CAASPP, CAHSEE, Science CST) available at this time. However, we do have the following most recent data in these areas:</p> <p>13-14 CAHSEE overall passage rates were 85% for ELA, 89% for Math. 10th grade students' passage rates were 90% for Math and 86% for ELA.</p> <p>13-14 CELDT data shows 49.59% of our English learners to be proficient in English.</p> <p>CST Science data for Spring 2014 shows the following percentages in the Proficient and Advanced bands: 5th grade: 54% 8th grade: 63% 10th grade: 55%</p> <p>API has been suspended</p> <p>Graduation Rate for 2013-14: 96.5% LHS, 97.3% Alt Ed; 38.9% of graduates completed UC/CSU</p>	CH	95.56%	JRW	95.12%	LE	94.81%	MB	98.43%	TCK	95.82%	CL	95.35%	BS	96.86%	DR	95.51%	SMS	96.55%	CPIA	97.65% (7/8)	LHS	96.54%	JMC	94.42%	SL	97.71	District	95.96%
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LHS	96.54%																													
JMC	94.42%																													
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District	95.96%																													

requirements.

Redesignated English Learners: in 2013-14 we reclassified 92 students, this year we reclassified 82 students

AMAO's for 13-14: We met our targets for AMAO 1 and 2, but not for AMAO 3.

We do not yet have AP Exam pass rates, but last year 56% of students who took an exam passed with a 3 or better

EAP results: We only had 8 students choose to take the EAP last year, 4 in ELA were deemed "not yet demonstrating readiness", and 4 in Math, 3 deemed as "conditionally ready" and 1 identified as "not yet demonstrating readiness" for CSU or college level courses.

Re: State Priority 5:

2013-14 attendance

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JRW	95.12%
LE	94.81%
MB	98.43%
TCK	95.82%
CL	95.35%
BS	96.86%
DR	95.51%
SMS	96.55%
CPIA	97.65% (7/8)

LHS	96.54%
JMC	94.42%
SL	97.71

District 95.96%

1344 students met the criteria to be considered chronically absent during the 13-14 school year.

Our cohort drop out rate is 5.9% which is the equivalent of 39 students.

In 13-14, we had 3 students considered middle school drop outs.

Re: State Priority 6:

Suspension Rate is 8.8%

Expulsion Rate is 0.5%

We gave the California Healthy Kids Survey in 13-14. The following percentages of students at the noted grade levels rated school as "very safe":

71% at 5th grade

76% at 7th grade

53% at 9th grade

38% at 11th grade

The following percentages of students reported "high levels of connectedness" regarding school:

69% at 5th grade

67% at 7th grade

64% at 9th grade

60% at 11th grade

All actions and services were assessed and determined to be effective.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Attendance goals and follow up	Counselors 1000-1999: Certificated Personnel Salaries Other see 6.2	Counselors work with the CWA office to address excessive absenteeism. Site office staff address this issue as well and we are working to develop more district level opportunities to respond to issues of truancy at our school sites.	Counselors 1000-1999: Certificated Personnel Salaries Base see 6.2
Scope of Service	District Wide	Scope of Service	All
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase student engagement activities that will increase the likelihood that students will come to school	GED prep, on-line credit recovery, expanded opportunities for Alt Ed, increased AP staff at 9-12, cultural proficiency training and implementation, programs such as restorative justice, increased campus supervision at 9-12, innovative programs such as Dual Immersion 1000-1999: Certificated Personnel Salaries Other \$156,651 2000-2999: Classified Personnel Salaries Other \$25,652 3000-3999: Employee Benefits Other \$47,699 4000-4999: Books And Supplies Other \$47,500 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000 1000-1999: Certificated Personnel Salaries Base \$26,829 3000-3999: Employee Benefits Base \$3,634	We have created opportunities for students to recover credits, using an online program. We have offered these courses to students at our Alternative Ed high schools, as well as our comprehensive high school through our Independent Learning Center. We are working to schedule additional training for staff new to LUSD in Cultural Proficiency, an initiative we have had in place for many years. We will also have a consultant coming in April and May to help with our implementation of Restorative Justice practices which will be implemented at all sites with students in grades 7-12. We have increased campus supervision at the high school by one staff person. We began a Dual Immersion program this year at the TK level and will expand to include K next year. We have developed a model for Spanish dual language and are working to fill the TK class for fall. All of the current TK students are rolling up to K in the dual immersion program. There have been as many as 19 students enrolled in the TK dual immersion program this year. We have not offered GED prep this year, but plan to create this opportunity for students next year, as well as CHSPE.	Online credit recovery, expanded opportunities for Alt Ed, increased AP staffing for high school, cultural proficiency (including training and consultation with contracted provider), restorative justice, campus supervision, dual immersion 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$133,542 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$33,639 3000-3999: Employee Benefits Supplemental and Concentration \$29,200 4000-4999: Books And Supplies Supplemental and Concentration \$19,080 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000 1000-1999: Certificated Personnel Salaries Base see A/S 8.1 3000-3999: Employee Benefits Base see A/S 8.1
Scope of Service	District Wide	Scope of Service	District Wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<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>Based on district analysis and consultation with stakeholders we are recommending a change to way we have written our goals. Now that the guidance regarding metrics is available it is difficult to go back and apply it to the goals we wrote originally. While the intent of the goal areas will not change it seems more prudent to align the goals within each state priority area. This will allow for greater ease of communicating progress to stakeholders as well as ongoing analysis with common and aligned metrics. This goal seems best aligned with the State Priority Area of Pupil Engagement, so you will see the focus of engaging students by offering a variety of programs designed to reach a variety of learners reflected in that area of our revised plan (Goal 4).</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$7,563,483
Lincoln Unified has chosen to spend the majority of our supplemental and concentration funds in a district-wide manner. Based on alternatives considered, research and experience, we have determined this approach to be the most effective use of these funds and they are principally directed for such purposes. Funds allocated to implement best practices, assure teachers have adequate training and professional development and receive coaching for the effective implementation of state standards and 21st century learning, will meet the needs of all learners. Additionally, the purchase of technology, books and materials, and resources for enrichment and intervention services effectively meet the needs of unduplicated pupils, including those that generate the supplemental and concentration dollars. Further, we intend to provide staffing and consultant support in areas that will effect school climate, student engagement and parent participation. We did decide however, based on input during our stakeholder engagement sessions and following a review of our data, that a portion of our supplemental and concentration dollars should be spent specifically to address the needs of English learners, so have planned to provide ongoing support through bilingual paraprofessionals, interpreters, parent education opportunities, a class for parents to learn English, and resources to purchase library materials in languages other than English. We have set aside funds to support low income and foster youth in their access to academic competitions, activities and events in which they would otherwise be unable to participate. We have also written actions and services to provide student access to computers, libraries, and homework supplies for students in need, particularly those who are low income or foster youth. We additionally intend to create a task force to examine student need of youth in our community on weekends and outside of academic school hours.	
We do have one school that falls below the 40% enrollment of unduplicated pupils. Brookside school has been carefully considered in the development of the plan and we have determined that directing the same resources for this school as described in our district wide plan is appropriate. This is the most effective use of funds and will meet the goals for unduplicated pupils in the state and local priority areas, including those enrolled at Brookside school.	

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.

11.71	%
LUSD proposes to meet the proportionality percentage by providing services in a district wide manner with a focus on actions and services designed to meet the needs of all learners. The unique learning need of students who come from households of low income will be addressed through rigorous instruction provided by highly qualified and trained teachers. Instructional coaching will be available for all teachers in a variety of content areas, to support their delivery of instruction to students with a wide array of learning styles. We have identified a specific focus on the use of common assessments and using assessment results to inform instruction. This focus addresses the needs of all learners, including those who require enrichment or intervention. Teachers will continue to receive professional development in the area of differentiation and its implementation with diverse learners. Foster youth will benefit from a renewed focus on attendance and resources such as counselors, school clerks, and access to supplies, materials and scholarship funds for various school activities and homework. We have written actions and services related to improving school climate and although all students will benefit from this focus, it will additionally meet the needs of English learners, low income students and foster youth. English learners will benefit from materials printed in other languages, textbooks with digital access and supports for english learners, and training for teachers on the new ELA/ELD framework and delivery of ELD services. We will continue to offer an English class for parents that will not only help them learn to speak English, but assist them in participating in their children's education.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	5,739,229.00	5,684,412.00	50,576,921.00	51,730,280.10	51,683,856.00	153,991,057.10
Base	2,137,584.00	2,897,614.00	47,754,020.00	48,298,883.00	48,237,019.00	144,289,922.00
Other	3,601,645.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	2,786,798.00	2,822,901.00	3,431,397.10	3,446,837.00	9,701,135.10

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	5,739,229.00	5,684,412.00	50,576,921.00	51,730,280.10	51,683,856.00	153,991,057.10
1000-1999: Certificated Personnel Salaries	2,265,120.00	1,995,889.00	28,472,335.00	28,825,538.10	28,776,335.00	86,074,208.10
2000-2999: Classified Personnel Salaries	274,263.00	360,590.00	5,503,662.00	5,756,309.00	5,771,364.00	17,031,335.00
3000-3999: Employee Benefits	573,346.00	495,055.00	10,033,755.00	10,219,599.00	10,226,523.00	30,479,877.00
4000-4999: Books And Supplies	1,327,500.00	1,802,002.00	3,150,130.00	3,276,245.00	3,777,045.00	10,203,420.00
5000-5999: Services And Other Operating Expenditures	0.00	14,994.00	996,680.00	996,680.00	994,180.00	2,987,540.00
5700-5799: Transfers Of Direct Costs	587,000.00	274,314.00	449,000.00	449,000.00	542,000.00	1,440,000.00
5800: Professional/Consulting Services And Operating Expenditures	262,000.00	250,712.00	921,359.00	1,206,909.00	896,409.00	3,024,677.00
6000-6999: Capital Outlay	450,000.00	490,856.00	1,050,000.00	1,000,000.00	700,000.00	2,750,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	5,739,229.00	5,684,412.00	50,576,921.00	51,730,280.10	51,683,856.00	153,991,057.10
1000-1999: Certificated Personnel Salaries	Base	1,260,799.00	1,552,922.00	27,780,234.00	27,829,434.00	27,780,234.00	83,389,902.00
1000-1999: Certificated Personnel Salaries	Other	1,004,321.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	442,967.00	692,101.00	996,104.10	996,101.00	2,684,306.10
2000-2999: Classified Personnel Salaries	Base	0.00	21,352.00	4,678,691.00	4,723,691.00	4,723,351.00	14,125,733.00
2000-2999: Classified Personnel Salaries	Other	274,263.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	339,238.00	824,971.00	1,032,618.00	1,048,013.00	2,905,602.00
3000-3999: Employee Benefits	Base	289,785.00	229,365.00	9,482,181.00	9,507,729.00	9,501,605.00	28,491,515.00
3000-3999: Employee Benefits	Other	283,561.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	265,690.00	551,574.00	711,870.00	724,918.00	1,988,362.00
4000-4999: Books And Supplies	Base	305,000.00	837,975.00	2,770,630.00	2,896,745.00	3,397,545.00	9,064,920.00
4000-4999: Books And Supplies	Other	1,022,500.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	964,027.00	379,500.00	379,500.00	379,500.00	1,138,500.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	921,680.00	921,680.00	919,180.00	2,762,540.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	14,994.00	75,000.00	75,000.00	75,000.00	225,000.00
5700-5799: Transfers Of Direct Costs	Base	232,000.00	232,000.00	437,000.00	437,000.00	530,000.00	1,404,000.00
5700-5799: Transfers Of Direct Costs	Other	355,000.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	42,314.00	12,000.00	12,000.00	12,000.00	36,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	50,000.00	24,000.00	633,604.00	982,604.00	685,104.00	2,301,312.00
5800: Professional/Consulting Services And Operating Expenditures	Other	212,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	226,712.00	287,755.00	224,305.00	211,305.00	723,365.00
6000-6999: Capital Outlay	Base	0.00	0.00	1,050,000.00	1,000,000.00	700,000.00	2,750,000.00
6000-6999: Capital Outlay	Other	450,000.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	490,856.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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