

Introduction:

LEA: Sierra Sands Unified School District **Contact (Name, Title, Email, Phone Number):** Ernest Bell, Jr., Superintendent, ebell@ssusd.org, 760-499-1600 **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>The district has a comprehensive committee structure in place that includes all stakeholder groups and uses this structure to regularly facilitate stakeholder engagement in the Local Control Accountability Plan process throughout the school year. District committees include Cabinet, District Leadership, Technology, K-12 Counselors, K-12 Principals, Management Team, Budget, Safety, Career Technical Education, Gifted and Talented Education, Superintendent’s Council, DELAC, District Instructional Materials Selection, Textbook Selection Committee, Library, Community Advisory Council and</p>	<p>Progress on LCAP goals, actions, and services are standing agenda items at meetings. Implementation of this communication and transparency of LCFF and the LCAP has required new informational and monitoring tools to be developed to inform stakeholders of progress on LCAP goals such as a progress report and district data profile. Progress and data are regularly shared at meetings and comments and input are documented and used to inform decisions in the development of the LCAP in an ongoing manner.</p>

Calendar. Membership in the various committees may include parents, community members, unit members, board members, and staff depending upon the purpose of the committee. Presentations and data are regularly shared with stakeholders throughout the school year regarding the Local Control Funding Formula, Local Control Accountability Plan, and progress on goals, actions, services and expenditures for meaningful discussion and input. Questions and input are recorded in minutes and used to inform decisions with the development of the LCAP. Data and progress reports are posted on the district website for stakeholder access.

July 2014

Once the LCAP was approved by the county, it was necessary to align district goals to LCAP goals. A review of both sets of goals showed that they were very similar. District goals and a newly stated district vision were revised to reflect the input received by stakeholder groups throughout the year to develop LCAP goals and presented to the board of education for approval on July 17, 2014.

The Local Control Accountability Plan was reviewed by Management Team for discussion and input via presentation and handouts prior to the beginning of the school year. Performance targets established in the LCAP were presented to Management Team to provide guidance for performance expectations throughout the school year.

August 2014

Cabinet reviewed progress on LCAP goals, actions, services, and performance targets at weekly meetings.

An overview of the Local Control Funding Formula and Local Control Accountability Plan was presented to the board of education in a board workshop held on August 6, 2014. The revised vision and district goals that were developed by stakeholders were presented to the board of education for discussion and input.

The Assistant Superintendent of Curriculum and Instruction attended two of five ACSA LCAP Academy sessions to become familiar with all aspects of the Local Control Accountability Plan requirements.

LCAP goals, and the actions and services outlined in the LCAP, provide staff with clear expectations and targets focused on improving student achievement. The LCAP goals are being incorporated into Single Plans for Student Achievement and the LEAP so that all stakeholders are uniformly focused on improving student achievement district wide.

Being informed of the new LCFF and LCAP requirements are critical to effective implementation. Staff attended workshops and trainings and shared information and regulations with stakeholders to ensure capacity building occurs. Information on LCFF and LCAP goals, actions, services, and expenditures are now standing agenda items at committee meetings to ensure consistent implementation, discussion, and input at committee meetings, collaborations, and parent and community meetings, to assist with the understanding and effective transition to the new funding, curriculum, assessment, and accountability changes. Data is regularly shared and reviewed, and needs assessments are being generated by stakeholders at meetings and in collaborations, to provide relevant information in the review and revision to goals, actions, and services to improve student achievement.

Management Team was presented, and sent a Power Point presentation, providing an overview of the LCAP and an annual timeline to use at stakeholder meetings throughout the school year.

Elementary Principals were provided a progress report on LCAP goals, actions, services, and performance targets at a monthly meeting and given the opportunity for discussion and input.

Grades 5 teachers were provided an overview of the LCAP goals, actions, services and performance targets outlined in the plan at a district collaboration. The opportunity for discussion and input was provided at this meeting.

September 2014

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings.

Elementary Principals were provided with a progress report on LCAP goals, actions, services, and performance targets at the monthly meeting and given the opportunity for discussion and input.

The Assistant Superintendent of Curriculum and Instruction attended session three of the ACSA LCAP Academy and a workshop on the LCAP provided by School Services of California to support effective implementation of the LCAP.

An LCAP overview was presented to Superintendent's Council. Council membership includes parent representation from each school site in the District as well as site principals and the Superintendent. This meeting is open to the public, and local reporters often attend as a way to remain informed of educational issues. The purpose of Superintendent's Council is to provide parents a means to receive and provide input on important information regarding our schools and to be able to ask questions directly to the Superintendent. The LCAP is a standing agenda item at these monthly parent meetings. Parents are kept informed of the LCAP process and our timeline was shared with parents to inform them of the annual activities that will occur to effectively implement our plan. Questions from parents are verbally addressed

Most discussion at the beginning of the year consisted of information on LCFF and the LCAP. Goals, actions and services were reviewed and any available data was shared. Timelines and committee meeting dates were provided to stakeholders. As information and data is generated, it is posted on the district website.

in meetings, responded to in writing by the Superintendent, and posted on the Internet for review by all stakeholders.

In district collaboration for Grades K-4 and Grades 9-12 ELA, science, and social science teachers were provided with an overview of the LCAP goals, actions, services and performance targets outlined in the plan. The opportunity for discussion and input is provided at each meeting.

District counselors were provided with a progress report on LCAP actions and services. Discussion and input was received on what their role should be with implementation of the LCAP goals, actions, services and meeting performance targets.

The first District Leadership Team meeting was held on September 29, 2014. District Leadership Team membership consists of teachers, parents, unit members, administration, and board members. The purpose of this first meeting was to provide members with an overview of our LCAP, a timeline showing the duties and responsibilities of the committee, and to provide members with district data and performance targets outlined in the LCAP.

October 2014

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings.

Elementary Principals were provided with a progress report on LCAP goals, actions, services, and performance targets at the monthly meeting and given the opportunity for discussion and input.

Superintendent's Council was provided with a progress report on LCAP goals, actions, services, and performance targets at the monthly meeting and given the opportunity for discussion and input. Questions asked at the meeting were answered verbally, documented, and posted on the district website.

DELAC was provided with a progress report on LCAP goals, actions, services, and performance targets at the monthly meeting and given the opportunity for discussion and input.

As meetings were held, informational and monitoring tools were being developed to effectively communicate progress and data to stakeholder groups. To assist with monitoring progress for Goal #3-Reduce D/F rates in core areas, grade analysis tools were developed and shared with principals and teachers. Grade analysis data is generated every four weeks so that principals and staff can analyze progress toward annual targets. A Common Assessment Data Analysis tool was developed and implemented district wide so that principals and staff can analyze and monitor student performance on quarterly/trimester Common Assessments on implementation of Common Core State Standards. This new tool provides quarter/trimester disaggregated performance data for teachers to use to develop an instructional plan based on results of the quarterly/trimester common assessment.

Grades 6-8 ELA, science, history and math teachers were provided with an overview of the LCAP goals, actions, services and performance targets outlined in the plan. The opportunity for discussion and input is provided at each meeting.

Secondary Principals were provided with a progress report on LCAP goals, actions, services, and performance targets at the quarterly meeting and given the opportunity for discussion and input.

A meeting was held with secondary department chairs, and principals to discuss a data analysis tool and an implementation protocol to be used to monitor student performance on quarterly/trimester common assessments.

Technology committee members were provided an overview of the LCAP and its impact on the district technology plan.

November 2014

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings.

Elementary Principals were provided with a progress report on LCAP goals, actions, services, and performance targets at the monthly meeting and the opportunity for discussion and input.

Superintendent's Council was provided with a progress report on LCAP goals, actions, services and performance targets at the monthly meeting. Questions asked at the meeting were answered verbally, documented, and posted on the district website.

The District Leadership Committee met on November 17, 2014. District performance data and a LCAP progress report was sent to committee members prior to the meeting so that they had the opportunity to review the data and information. At the meeting, members were grouped by district goals and asked to evaluate progress. Groups provided input and recommendations for improvement. This information is posted on the district website.

Using district data and progress on current LCAP goals, the District Leadership Committee met in Goal groups and evaluated each of the six district LCAP goals to determine relevancy and if any revisions need to be made. Recommendations made by the Leadership Committee are to include data monitoring for Special Education student performance on the district data performance tool. Disaggregated data needs to be provided for all subgroups in all areas. As a result of this input, the district data tool was revised to include subgroup data for each state priority metric. It was recommended by the Leadership Committee that professional development be provided to promote achievement of all students, including subgroup populations. The district EL Project Teacher developed and implemented professional development for special education English Learners. Ongoing two hour collaborations have been implemented to support improved outcomes for special education English Learner students. A recommendation was made to identify best practices and teaching strategies to decrease the need for intervention. District collaborations include training on identification and implementation of best practices and a secondary math specialist is working with secondary math teachers to identify and implement math practices to improve student achievement in this content area. It was recommended that once the district homework policy is board approved, sites continue their work

December 2014

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings.

Superintendent's Council was provided with a progress report on LCAP goals, actions, services and performance targets at the monthly meeting. Questions asked at the meeting were answered verbally, documented, and posted on the district website.

Cabinet held a workshop to begin populating the LCAP template and plan for future stakeholder meetings.

January 2015

Cabinet is provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings. District administration attended a LCAP workshop, 1 of 3, facilitated by KCSOS.

Elementary Principals were provided with a progress report on LCAP goals, actions, services, and performance targets specific to the level of implementation of CCSS based on the APS tool and a protocol for common assessment data analysis at the monthly meeting and given the opportunity for discussion and input.

Superintendent's Council was provided with a progress report on LCAP goals,

on creating site homework plans. This process involves discussions and expectations on homework loads and objectives. It was noted that parents have difficulty helping their children with homework. A district technology coach will develop and implement trainings for English Learner parents to support them with the skills to access and use online district instructional materials beginning in January 2015. A need for effective, diagnostic, consistent interventions was identified. A need to evaluate current career readiness courses and articulate career readiness programs with the local community college was identified. Overall, it was determined that all goals are appropriate and that the district should stay the course with some revisions for next year.

Information gathered from stakeholder groups was used to begin addressing the annual update and LCAP. Using recommendations by stakeholder thus far, a needs assessment with associated expenditures was generated for review.

The district data tool, which contains all district performance data, and the LCAP progress report was updated and provided to the District Leadership Committee for review and input. Using this information, committee members first met in groups to discuss needs for their goal area. Each group then prioritized their needs within their group. A member from each goal group wrote the three top priorities for their area on chart paper. All priorities were discussed as a committee. Every committee member was then asked to vote on the top three areas of need district wide. A district needs assessment was created and the top three prioritized needs identified from this process are to provide Common Core aligned materials with benchmarks that are relevant, identify best practices to decrease the need for intervention, and establish the

actions, services and performance targets at the monthly meeting. Questions asked at the meeting were answered verbally, documented, and posted on the district website.

A DELAC meeting was held and district performance data was shared with parents, as well as progress on LCAP goals, actions, and services. The opportunity for discussion, questions and input was provided and any questions raised by DELAC members were documented and posted on the district website.

The District Leadership Committee held its third meeting of the year to develop a needs assessment.

February 2015

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meeting.

Two cabinet members and the Director of Finance and Budget attended a LCAP workshop facilitated by KCSOS.

Management Team was provided with the district data tool, progress report and district needs assessment generated from the District Leadership Committee.

The new CDE Technology Plan template was reviewed by the Technology Committee and a needs assessment was generated for Criterion #2- Curriculum.

The LCAP progress report was presented to the Community Advisory Council for review and input.

A revised student survey was administered to students in grades 3-12.

An overview of LCFF and LCAP was presented to the board of education for informational purposes and the opportunity for questions from the board and community was provided.

ability to attract highly qualified certificated and classified staff through apprentice programs.

Information and recommendations generated by stakeholder groups are being used to complete the annual update and draft the LCAP. The most recent progress report indicates that most actions and services are being implemented. In response to stakeholder recommendations, the student survey administered last spring was too broad and only surveyed students in grades 5, 8 and 10 so a revised student survey was administered to students in grades 3-12 in February 2015 and fish bowl activities will be facilitated in March to generate additional information using survey results.

Reflection on the LCAP process has caused changes to procedures for the development of a district needs assessment. In order to more accurately determine district needs, protocols are being developed to generate identified needs from the field on an ongoing basis that will be used to present to the District Leadership Committee for consideration next fall. A needs statement is being added to the Common Assessment Data Analysis tool to determine what staff requires to implement their instructional plans and each committee will now generate a needs assessment for their area. Bringing information to the Leadership Committee from the field will be much more relevant and meaningful.

As a result of guidance received at the county LCAP workshop in February, LCAP goals were revised to reflect district goals with current LCAP goals as actions for years 2015-2018.

A DELAC meeting was held and a progress report was given stating that most action items have been implemented or are close to completion. A reminder was given to parents that if they have any questions they would be documented and the Superintendent would respond to their question in writing.

March 2015

Cabinet was provided with a progress report on LCAP goals, actions, services, and performance targets at weekly meetings.

At the monthly Management Team meeting, revisions to the LCAP were explained and input received.

Student survey data was shared with Management Team and a discussion regarding the results occurred. The protocol for conducting the "fish bowl" activity was provided.

Cabinet members attended the KCSOS LCAP workshop.

LCAP state priorities and the Evaluation Rubrics Outcome Analysis are being reviewed and discussed in grade level collaborations.

A board workshop was held to review the budget and discuss the implications to the LCAP.

A District Leadership Team meeting was held to review the first draft of the LCAP for years 2015-2018.

To further clarify student responses from the survey given in February, sites will conduct a "fish bowl" activity with a diverse population of students. Information gathered from this activity will be used to determine needs and actions to positively address school climate and school connectedness.

Based on information provided at the training, and using input gathered from stakeholders throughout the year, changes to district goals were made. District goals were revised at the beginning of the school year and these goals are now the LCAP goals. Actions and services are being developed for each goal using the district needs assessment and input from stakeholders.

The district is in the process of aligning to the new accountability systems and is providing information to staff in grade level and district committee meetings for discussion and input. District data is being shared and district protocols and tools are being developed and implemented that align to the Evaluation Rubric Outcome Analysis: Data Analysis-Student Outcomes-Practice Analysis

Input received from stakeholder groups throughout the school year is being used to draft the 2015-2018 LCAP. Revisions were made to LCAP goals for years 2015-18. A crosswalk was created and provided to committee members to explain each revision made to LCAP goals. Current district goals were used to create the 2015-18 LCAP goals which reduced LCAP goals from six to four. The crosswalk demonstrated that most goals, actions, and services remain in the 2015-18 LCAP. Each new action and service was identified and discussed. The Leadership Committee was asked for comments and input on the revision being presented. Questions regarding revisions to the LCAP were addressed by cabinet members and committee members were asked if they had any additional input for consideration. There was no additional input received from the committee. The first draft of the 2015-18 LCAP will be posted on the district website for review and input.

April 2015

District staff members attended a LCAP workshop hosted by the Kern County Superintendent of Schools Office. County office staff were available to provide support and answer questions.

A Kern County Foster Youth representative provided a training for all principals, counselors, and Pupil Support Services so that staff has the information and tools necessary to identify, monitor, and offer services to our foster youth.

The most recent LCAP draft was presented to the DELAC committee for discussion and input.

May 2015

District staff attended the May Revise.

At the May Superintendent's Council, an LCAP progress report was presented, and an overview provided, to parents and staff.

At the May DELAC meeting, an LCAP progress report was presented, and an overview provided, to parents.

District staff met several times to review and finalized the LCAP using all input received from stakeholders throughout the school year.

A draft of the LCAP was posted on the district webpage.

June 2015

Costs for actions and services outlined in the LCAP were determined and included in the plan.

It was determined that formal procedures need to be developed and implemented to better support our foster youth. An Intervention Counselor has been hired to address the needs of unduplicated students and their parents.

Parents did not have any additional input regarding the LCAP at this meeting.

District staff held meetings to finalize the LCAP for presentation and approval reflecting information received at the May Revise workshop.

Parents and staff had no additional questions or concerns regarding the 2015-18 LCAP draft. Parents and staff were informed of the timeline for the public hearing and adoption of the LCAP.

Parents stated they understand the LCAP plan for 2015-2018 and have no further questions or comments.

Performance data was updated to reflect the most current information. To support actions and services outlined in the LCAP, budget resources were allocated as appropriate. LCAP financial information was updated to reflect estimated additional supplemental and concentration grant funding information received at the Governor's May Revise.

Stakeholders have the opportunity to submit comments for consideration prior to the LCAP and budget public hearing on June 18, 2015 and board approval on June 24, 2015.

The District held a public hearing on the LCAP and budget on June 18, 2015 and the Board of Education adopted the LCAP and budget on June 24, 2015.

District staff will begin implementation of the 2015-2018 LCAP immediately. Progress reports will be regularly provided to stakeholders so that ongoing review and feedback is achieved and considered in the annual update and revision to goals, actions, and services.

Annual Update:

Components of the Local Control Accountability Plan (LCAP) have become standing agenda items on many school and district meeting agendas. In order to implement the actions and services described in the LCAP, stakeholders must regularly review, discuss, and implement practices, programs, and activities to meet stated goals and targets outlined in the plan. Much of this year's agenda items have been informational to familiarize stakeholders with the plan, its contents, and how the new state accountability system is structured. As the year progressed, progress reports were provided to stakeholders to demonstrate the level of implementation and progress being made toward established goals and targets. An effort to align site (Single Plan for Student Achievement), district (Board goals), state (Local Control Accountability Plan), and federal (Local Education Agency Plan) goals was a focus which led to a revision of LCAP goals for 2015-2018. Stakeholders aligned LCAP goals to district goals, which now align to all other plans, so that efforts are focused on four specific areas that address the eight state priorities.

Annual Update:

The LCAP is truly a working document that focuses all stakeholders on improved student achievement. The goals outlined in the LCAP have been implemented and are regularly monitored for effectiveness. To determine effectiveness, data has become an important and required component of the evaluation process that guides decision making. Many tools and protocols have been developed, piloted, and implemented to guide the improvement process. Much work was done to streamline school and district plans to be more effective in accomplishing LCAP goals. The Local Education Agency Plan (LEAP), Single Plan for Student Achievement (SPSA), and Local Control Accountability Plan (LCAP) goals were aligned to create a shared vision to positively impact student achievement. All stakeholders are now working toward the same outcomes for students.

Many lessons are being learned throughout the stakeholder engagement process. Many stakeholders find it difficult to process the educational jargon used in meetings regarding the LCAP. Work must be done to assist parents and community members in understanding the meaning of the actions and services outlined in the plan. It is a challenge to review the LCAP with stakeholders as the length of the document is ever growing. Strategies must be created to assist with the relevant and meaningful review of the LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>An increased level of implementation of Common Core State Standards</p> <p>State Priority #2-Implementation of State Standards Academic Program Survey-all sites document at least a level 2 ELA CCSS implementation out of a scale of 1-4 except one on a scale of 1-4. All sites document at least a level 2 in math CCSS implementation on a scale of 1-4. EL and intervention support are documented at level 1 and 2 in most cases.</p> <p>State Priority #5-Student Engagement Attendance Rate: 2012-13 95.3%, 2013-14 95.9% 2014-15 95.3% Chronic Absenteeism Rate: 2012-13 8.9%, 2013-14 8.2% 2014-15 8.1% Middle School Dropout Rate: 2012-13 0%, 2013-14 0% High School Dropout Rate: 2012-13 2.8%, 2013-14 1.1% High School Graduation Rate: 2012-13 92.7%, 2013-14 94.4%</p> <p>State Priority #7-Course Access Rate of students enrolled in CTE courses (grades 7-12): 2013-14 47.7% 2014-15 35.6% Number/rate of AP courses offered: 2012-13 9, 2013-14 12, 2014-15 13 Rate of students enrolled in AP courses: 2014-15 15.8% Rate of remedial course enrollment: 2014-15 10.1% Number/rate of course offerings for students with exceptional needs (SDC classes): 2014-15 TK-5 11, Grades 6-8 5, Grades 9-12 5</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority #2-Implementation of State Standards Academic Program Survey- All sites document at least a Level 2 ELA CCSS implementation and at least a level 3 on Math CCSS implementation, out of a scale of 1-4, as described on Essential Component #1 of the APS.</p> <p>State Priority #5-Student Engagement Attendance Rate: 2014-15 At/above 95%, 2015-16 At/above 95% Chronic Absenteeism Rate: 2014-15 8.1%, 2015-16 8.0% Middle School Dropout Rate: 2014-15 0%, 2015-16 0% High School Dropout Rate: 2014-15 1.0%, 2015-16 At/below 1.0% High School Graduation Rate: 2014-15 95.0%, 2015-16 95.5%</p> <p>State Priority #7-Course Access Rate of students enrolled in CTE courses (grades 7-12): 2014-15 35.6%, 2015-16 36.6% Number/rate of AP courses offered: 2014-15 13, 2015-16 13 Rate of students enrolled in AP courses: 2014-15 15.8%, 2015-16 16.8% Rate of remedial course enrollment: 2015-15 10.1%, 2015-16 9.1% Number/rate of course offerings for students with exceptional needs (SDC classes): 2014-15 TK-5 11, Grades 6-8 5, Grades 9-12 5, 2015-16 TK-5 11, Grades 6-8 5, Grades 9-12 5</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grade level and content area collaborations at a minimum of three times per year to develop Common Core instructional materials, develop and implement Common Core common assessments, identify best practices of Common Core State Standards	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)	Substitutes for collaboration days. Certificated salaries/benefits (Title I 20,000; Title II 60,000 - Annual amounts)
Provide District Translation/Interpreter Services	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)	Classified salaries/benefits and mileage (LCFF S&C 85,000)

<p>Provide Career Readiness Courses and Pathways that can be articulated with community colleges</p>	<p>Burroughs High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits, supplies, services (LCFF S&C 530,000)</p>
<p>Provide District EL Coordinating Services</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits (Title III 35,000; LCFF S&C 65,000)</p>
<p>Provide home to school transportation services</p>	<p>District wide</p>	<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified salary/benefits, supplies, services (LCFF S&C 800,000)</p>
<p>Maintain School Attendance Review Board (SARB) services</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>Supplies, postage (LCFF Base 2,000)</p>
<p>Project Teacher support for Common Core and State Standards implementation</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Certificated salary/benefits (Title I 100,000, Title II 55,000)</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Administer CELDT	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and classified salary/benefits (LCFF S&C 14,000)
Maintain class size averages below Education Code maximums to benefit students, including unduplicated subgroup populations	Elementary and Middle Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 480,000)

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority #2-Implementation of State Standards Academic Program Survey- All sites document at least a Level 2 ELA CCSS implementation and at least a level 3 on Math CCSS implementation out of a scale of 1-4, as described on Essential Component #1 of the APS.</p> <p>State Priority #5-Student Engagement Attendance Rate: 2015-16 At/above 95%, 2016-17 At/above 95% Chronic Absenteeism Rate: 2015-16 8.0%, 2016-17 7.9% Middle School Dropout Rate: 2015-16 0%, 2016-17 0% High School Dropout Rate: 2015-16 At/below 1.0%, 2016-17 At/below 1.0% High School Graduation Rate: 2015-16 95.5%, 2016-17 96%</p> <p>State Priority #7-Course Access Rate of students enrolled in CTE courses (grades 7-12): 2015-16 36.6%, 2016-17 37.6% Number/rate of AP courses offered: 2015-16 13, 2016-17 14 Rate of students enrolled in AP courses: 2015-16 16.8%, 2016-17 17.8% Rate of remedial course enrollment: 2015-16 9.1%, 2016-17 8.1% Number/rate of course offerings for students with exceptional needs (SDC classes): 2015-16 TK-5 11, Grades 6-8 5, Grades 9-12 5; TK-5 11, Grades 6-8 5, Grades 9-12 5, 2016-17 TK-5 11, Grades 6-8 5, Grades 9-12 5</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grade level and content area collaborations at a minimum of three times per year to develop Common Core instructional materials, develop and implement Common Core common assessments, identify best practices of Common Core State Standards	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)	Substitutes for collaboration days. Certificated salaries/benefits (Title I 20,000; Title II 60,000 - Annual amounts)
Provide District Translation/Interpreter Services	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)	Classified salaries/benefits and mileage (LCFF S&C 85,000)

<p>Provide Career Readiness Courses and Pathways that can be articulated with community colleges</p>	<p>Burroughs High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits, supplies, services (LCFF S&C 530,000)</p>
<p>Provide District EL Coordinating Services</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits (Title III 35,000; LCFF S&C 65,000)</p>
<p>Provide home to school transportation services</p>	<p>District wide</p>	<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified salary/benefits, supplies, services (LCFF S&C 800,000)</p>
<p>Maintain School Attendance Review Board (SARB) services</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>Supplies, postage (LCFF Base 2,000)</p>
<p>Project Teacher support for Common Core and State Standards implementation</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Certificated salary/benefits (Title I 100,000, Title II 55,000)</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Administer CELDT	District wide	<ul style="list-style-type: none"> <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) 	Certificated and classified salary/benefits (LCFF S&C 14,000)
Maintain class size averages below Education Code maximums to benefit students, including unduplicated subgroup populations	Elementary and Middle Schools	<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Certificated salary/benefits (LCFF S&C 480,000)

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority #2-Implementation of State Standards Academic Program Survey- All sites document at least a Level 3 ELA CCSS implementation and at least a level 4 on Math CCSS implementation, out of a scale of 1-4, as described on Essential Component #1 of the APS.</p> <p>State Priority #5-Student Engagement Attendance Rate: 2015-16 At/above 95% 2016-17 At/above 95% 2017-18 At/above 95% Chronic Absenteeism Rate: 2015-16 8.0% 2016-17 7.9% 2017-18 7.8% Middle School Dropout Rate: 2015-16 0% 2016-17 0% 2017-18 0% High School Dropout Rate: 2015-16 At/below 1.0% 2016-17 At/below 1.0% 2017-18 At/below 1.0% High School Graduation Rate: 2015-16 95.5% 2016-17 96.0% 2017-18 96.5%</p> <p>State Priority #7-Course Access Rate of students enrolled in CTE courses (grades 7-12): 2015-16 36.6% 2016-17 37.6% 2017-18 38.6% Number/rate of AP courses offered: 2015-16 13 2016-17 14 2017-18 14 Rate of students enrolled in AP courses: 2015-16 16.8% 2016-17 17.8% 2017-18 18.8% Rate of remedial course enrollment: 2015-16 9.1% 2016-17 8.1%, 2017-18 7.1% Number/rate of course offerings for students with exceptional needs (SDC classes): 2015-16 TK-5 11 Grades 6-8 5, Grades 9-12 5; 2016-17 TK-5 11, Grades 6-8 5, Grades 9-12 5; 2017-18 TK-5 11, Grades 6-8 5, Grades 9-12 5</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grade level and content area collaborations at a minimum of three times per year to develop Common Core instructional materials, develop and implement Common Core common assessments, identify best practices of Common Core State Standards	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)	Substitutes for collaboration days. Certificated salaries/benefits (Title I 20,000; Title II 60,000 - Annual amounts)
Provide District Translation/Interpreter Services	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)	Classified salaries/benefits and mileage (LCFF S&C 85,000)

<p>Provide Career Readiness Courses and Pathways that can be articulated with community colleges</p>	<p>Burroughs High School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits, supplies, services (LCFF S&C 530,000)</p>
<p>Provide District EL Coordinating Services</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries/benefits (Title III 35,000; LCFF S&C 65,000)</p>
<p>Provide home to school transportation services</p>	<p>District wide</p>	<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified salary/benefits, supplies, services (LCFF S&C 800,000)</p>
<p>Maintain School Attendance Review Board (SARB) services</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>Supplies, postage (LCFF Base 2,000)</p>
<p>Project Teacher support for Common Core and State Standards implementation</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Certificated salary/benefits (Title I 100,000, Title II 55,000)</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Administer CELDT	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and classified salary/benefits (LCFF S&C 14,000)
Maintain class size averages below Education Code maximums to benefit students, including unduplicated subgroup populations	Elementary and Middle Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 480,000)

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

<p>GOAL 2:</p>	<p>Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career Readiness</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Effective programs, strategies, and interventions that increase student success</p> <p>State Priority #4-Student Achievement State assessment proficient/advanced rate for the district: N/A API Growth and score data: 2012-13 814 Percent of students completing UC/CSU required courses: 2012-13 18.2% 2013-14 17.9% Percent of students completing a CTE Course Sequence: 2013-14 76.3% Percent of EL students attaining AMAO 1: 2013-14 58.2% Percent of EL students attaining AMAO 2: 2013-14 19.7% and 47.3% EL reclassification rate: 2013-14 11.5% 2014-15 8.3% Percent of students who passed AP exams with a score of 3 or higher: 2012-13 72.3% 2013-14 58.8% Early Assessment Program (EAP) College Ready rates for math: 2013-14 45% Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%</p> <p>State Priority #8-Other Student Outcomes CAHSEE ELA/Math proficient rates:: 2014-15 89%/86% CAHSEE ELA/Math 3-Year Pass Rate: 2013-14 94.2% Middle School D/F Rates in Core Courses (1st/2nd Semester): English: 11.98%/12.29% Social Science: 14.12%/21.84% Science: 13.12%/18.32% Math: 10.50%/10.08% High School D/F Rates in Core Courses (1st/2nd Semester): English:13.96%/14.73% Social Science: 21.43%/19.98% Science: 24.78%/19.82% Math: 37.05%/33.10%</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

State Priority #4-Student Achievement

State assessment proficient/advanced rate for the district

API Growth and score data: 2014-15 N/A, 2015-16 N/A

Percent of students completing UC/CSU required courses: 2014-15 18.9%, 2015-16 19.9%

Percent of students completing a CTE Course Sequence: 2014-15 77.3%, 2015-16 78.3%

Percent of EL students attaining AMAO 1: 2014-15 59.2%, 2015-16 60.2%

Percent of EL students attaining AMAO 2: 2014-15 20.7% and 48.3%, 2015-16 21.7% and 49.3%

EL reclassification rate: 2015-16 9.3%, 2015-16 10.3%

Percent of students who passed AP exams with a score of 3 or higher: 2013-14 58.8%, 2014-15 59.8%, 2015-16 60.8%

Early Assessment Program (EAP) College Ready rates for math: 2014-15 46%, 2015-16 47%

Early Assessment Program (EAP) College Ready rates for ELA: 2014-15 31%, 2015-16 32%

State Priority #8-Other Student Outcomes

CAHSEE ELA/Math proficient rates: 2014-15 89%/86%, 2015-16 90%/87%

CAHSEE ELA/Math 3-Year Pass Rate: 2014-15 95.2%, 2015-16 96.2%

Middle School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/At/Below 15% Social Science: At/Below 15%/20.84% Science: At/Below 15%/17.32% Math: At/Below 15%/At/Below 15%

High School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/At/Below 15% Social Science: 20.43%/18.98% Science: 23.78%/18.82% Math: 36.05%/32.10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and support for software programs	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)	Travel/conferences, services, certificated salary/benefits (LCFF Base 8,000, Title I 2,000)
Analyze disaggregated performance data to identify student needs and develop interventions and supports to increase student achievement	District wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Substitutes for collaboration days. Certificated salary/benefits (included in Annual amount)

		<u>Special education pupils</u>	
Sustain AVID in grades 7-12	Burroughs , Monroe, Murray	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits, services, travel/conferences (LCFF S&C 195,000)
Offer ELD 1-2	Burroughs , Monroe, Murray	<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)	Certificated salary/benefits (LCFF S&C 42,000)
Offer ALAS/AMS	Monroe, Murray	<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)	Certificated salary/benefits (LCFF S&C 72,000)
Offer Summer School	Burroughs and Mesquite	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education pupils</u>	Certificated and classified salary/benefits, supplies, services (LCFF S&C 50,000)
Provide an EL Support Teacher for Summer School		<input type="checkbox"/> All -----	Certificated salary/benefits (LCFF S&C 4,300)

		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)	
Counseling Services for Grades TK-8	Elementary and Middle School sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 250,000; Counseling Grant 150,000)
Counseling Services for Unduplicated Student Subgroups Grades 6-12	Secondary sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u>	Certificated salary/benefits (LCFF S&C 100,000)
Maintain software programs that support data analysis of student performance	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)	Services (LCFF Base 137,000, Title I 10,000)
Provide effective Before and After school interventions	Grades K-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Certificated salary/benefits, services (LCFF S&C 40,000)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain The Learning Center (TLC) as a 9-12 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C 21,000)
Maintain Algebra 1 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C 19,000)
Provide site Project Teachers and Computer Paraprofessional services as identified by SSC	Elementary Sites	<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 type="checkbox"/> Other Subgroups: (Specify)	Certificated and classified salary/benefits (Title I 480,000)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

State Priority #4-Student Achievement

State assessment proficient/advanced rate for the district

API Growth and score data: 2014-15 N/A, 2015-16 N/A, 2016-17 TBD

Percent of students completing UC/CSU required courses: 2015-16 19.9%, 2016-17 20.9%

Percent of students completing a CTE Course Sequence: 2014-15 77.3%, 2015-16 78.3%, 2016-17 79.3%

Percent of EL students attaining AMAO 1: 2014-15 59.2%, 2015-16 60.2%, 2016-17 61.2%

Percent of EL students attaining AMAO 2: 2014-15 20.7% and 48.3%, 2015-16 21.7% and 49.3%, 2016-17 22.7% and 50.3%

EL reclassification rate: 2015-16 9.3%, 2016-17 10.3%

Percent of students who passed AP exams with a score of 3 or higher: 2013-14 58.8%, 2016-17 59.8%

Early Assessment Program (EAP) College Ready rates for math: 2014-15 46%, 2015-16 47%, 2016-17 48%

Early Assessment Program (EAP) College Ready rates for ELA: 2014-15 31%, 2015-16 32%, 2016-17 33%

State Priority #8-Other Student Outcomes

CAHSEE ELA/Math proficient rates: 2015-16 90%/87%, 2016-17 91%/88%

CAHSEE ELA/Math 3-Year Pass Rate: 2014-15 95.2%, 2015-16 96.2%, 2016-17 97.2%

Middle School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/ Social Science: At/Below 15%/ Science: At/Below 15%/ Math: At/Below 15%/

High School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/ Social Science: 20.43%/ Science: 23.78%/ Math: 34.01%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and support for software programs	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)	Travel/conferences, services, certificated salary/benefits LCFF Base 8,000, Title I 2,000
Analyze disaggregated performance data to identify student needs and develop interventions and supports to increase student achievement	District wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Substitutes for collaboration days. Certificated salary/benefits (included in Annual amount)

		Special education pupils	
Sustain AVID in grades 7-12	Burroughs , Monroe, Murray	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits, services, travel/conferences (LCFF S&C 195,000)
Offer ELD 1-2	Burroughs , Monroe, Murray	<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)	Certificated salary/benefits (LCFF S&C 42,000)
Offer ALAS/AMS	Monroe, Murray	<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)	Certificated salary/benefits (LCFF S&C 72,000)
Offer Summer School	Burroughs and Mesquite	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education pupils	Certificated and classified salary/benefits, supplies, services (LCFF S&C 50,000)
Provide an EL Support Teacher for Summer School		<input type="checkbox"/> All	Certificated salary/benefits (LCFF S&C 1,400)

		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)	
Counseling Services for Grades TK-8	Elementary and Middle School sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 250,000)
Counseling Services for Unduplicated Student Subgroups Grades 6-12	Secondary sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u>	Certificated salary/benefits (LCFF S&C 100,000)
Maintain software programs that support data analysis of student performance	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)	Services (LCFF Base 137,000, Title I 10,000)
Provide effective Before and After school interventions	Grades K-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Certificated salary/benefits, services (LCFF S&C 40,000)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain The Learning Center (TLC) as a 9-12 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C 21,000)
Maintain Algebra 1 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C 19,000)
Provide site Project Teachers and Computer Paraprofessional services as identified by SSC	Elementary Sites	<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 type="checkbox"/> Other Subgroups: (Specify)	Certificated and classified salary/benefits (Title I 480,000)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

State Priority #4-Student Achievement

State assessment proficient/advanced rate for the district

API Growth and score data: 2014-15 N/A, 2016-17 TBD, 2017-18 TBD

Percent of students completing UC/CSU required courses: 2015-16 19.9%, 2016-17 20.9%, 2017-18 21.9%

Percent of students completing a CTE Course Sequence: 2014-15 77.3%, 2015-16 78.3%, 2016-17 79.3%, 2017-18 80.3%

Percent of EL students attaining AMAO 1: 2014-15 59.2%, 2015-16 60.2%, 2016-17 61.2%, 2017-18 62.2%

Percent of EL students attaining AMAO 2: 2014-15 20.7% and 48.3%, 2015-16 21.7% and 49.3%, 2016-17 22.7% and 50.3%, 2017-18 23.7% and 51.3%

EL reclassification rate: 2015-16 9.3%, 2016-17 10.3%, 2017-18 11.3%

Percent of students who passed AP exams with a score of 3 or higher: 2013-14 58.8%, 2014-15 59.8%, 2015-16 60.8%, 2016-17 61.8%, 2017-18 62.8%

Early Assessment Program (EAP) College Ready rates for math: 2014-15 46%, 2015-16 47%, 2016-17 48%, 2017-18 49%

Early Assessment Program (EAP) College Ready rates for ELA: 2014-15 31%, 2015-16 32%, 2016-17 33%, 2017-18 34%

State Priority #8-Other Student Outcomes

CAHSEE ELA/Math proficient rates: 2015-16 90%/87%, 2016-17 91%/88%, 2017-18 92%/89%

CAHSEE ELA/Math 3-Year Pass Rate: 2014-15 95.2%, 2015-16 96.2%, 2016-17, 97.2%, 2017-18 98.2%

Middle School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/ Social Science: At/Below 15%%/ Science: At/Below 15%%/ Math: At/Below 15%/

High School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/ Social Science: 20.43%/ Science: 23.78%/ Math: 34.01%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and support for software programs	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)	Travel/conferences, services, certificated salary/benefits (LCFF Base 8,000, Title I 2,000)
Analyze disaggregated performance data to identify student needs and develop interventions and supports to increase student achievement	District wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Substitutes for collaboration days. Certificated salary/benefits (included in Annual amount)

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) Special education pupils	
Sustain AVID in grades 7-12	Burroughs , Monroe, Murray	___ All OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Certificated salary/benefits, services, travel/conferences (LCFF S&C 195,000)
Offer ELD 1-2	Burroughs , Monroe, Murray	___ All OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 42,000)
Offer ALAS/AMS	Monroe, Murray	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Certificated salary/benefits (LCFF S&C 72,000)
Offer Summer School	Burroughs and Mesquite	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education pupils	Certificated and classified salary/benefits, supplies, services (LCFF S&C 50,000)

<p>Provide an EL Support Teacher for Summer School</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary/benefits (LCFF S&C 1,400)</p>
<p>Counseling Services for Grades TK-8</p>	<p>Elementary and Middle School sites</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salary/benefits (LCFF S&C 250,000)</p>
<p>Counseling Services for Unduplicated Student Subgroups Grades 6-12</p>	<p>Secondary sites</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>Certificated salary/benefits (LCFF S&C 100,000)</p>
<p>Maintain software programs that support data analysis of student performance</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>Services (LCFF Base 137,000, Title I 10,000)</p>
<p>Provide effective Before and After school interventions</p>	<p>Grades K-8</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Certificated salary/benefits, services (LCFF S&C 40,000)</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain The Learning Center (TLC) as a 9-12 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C 21,000)
Maintain Algebra 1 intervention	Burroughs	<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)	Certificated salary/benefits (LCFF S&C19,000)
Provide site Project Teachers and Computer Paraprofessional services as identified by SSC	Elementary Sites	<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 type="checkbox"/> Other Subgroups: (Specify)	Certificated and classified salary/benefits (Title I 480,000)

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

<p>GOAL 3:</p>	<p>Provide safe, drug-free, well-maintained, culturally-sensitive, and appropriately equipped schools to ensure a positive learning environment.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Appropriate staffing, facilities, and materials</p> <p>State Priority #1-Basic Services Number/rate of teachers not fully credentialed: 2014-15 3.8% Number/rate of teachers teaching outside of subject area competence: 2014-15 5.9% Number/rate of teachers teaching ELs without authorization: 2014-15 0% Number/rate of core classes taught by HQTs: 2014-15 92.4% Number/rate of students lacking their own textbook: 2014-15 0% Overall facility rating from Facility Inspection Tool (FIT): 2014-15 8 exemplary, 2 good, 1 fair</p> <p>State Priority #6-School Climate Suspension rate: 2012-13 8.8%, 2013-14 7.7% Expulsion rate: 2012-13 0.5%, 2013-14 0.2%</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- State Priority #1-Basic Services
 - Number/rate of teachers not fully credentialed: 2015-16 2.8%
 - Number/rate of teachers teaching outside of subject area competence: 2015-16 4.9%
 - Number/rate of teachers teaching ELs without authorization: 2015-16 0%
 - Number/rate of core classes taught by HQTs: 2015-16 93.4%
 - Number/rate of students lacking their own textbook: 2015-16 0%
 - Overall facility rating from Facility Inspection Tool (FIT): 2015-16 8 exemplary, 2 good, 1 fair
- State Priority #6-School Climate
 - Suspension rate: 2014-15 6.7%, 2015-16 5.7%
 - Expulsion rate: 2014-15 0.1%, 2015-16 0.1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review/Adopt/Purchase Common Core instructional materials as they become available and as funding permits	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)	
Annually administer and review a student survey and follow up "fish bowl" activity related to school climate and connectedness	District wide - Grades 3-12	<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)	
Provide monthly progress reports to the board of education regarding status of facilities 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)	
School Resource Officer services	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)	Services (LCFF S&C 110,000)
Positive Behaviors, Interventions, and Supports (PBIS) and Character Counts	Elementary Sites	<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)	Certificated salary/benefits (Counseling Grant 6,000)
Maintain technological infrastructure	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)	Supplies/equipment, services (LCFF Base 400,000)
Provide instructional technology	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:	Supplies/equipment (LCFF Base 475,000, Perkins 30,000, ASES 5,000)

		(Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	State Priority #1-Basic Services Number/rate of teachers not fully credentialed: 2015-16 2.8%, 2016-17 1.8% Number/rate of teachers teaching outside of subject area competence: 2015-16 4.9%, 2016-17 3.9% Number/rate of teachers teaching ELs without authorization: 2015-16 0%, 2016-17 0% Number/rate of core classes taught by HQTs: 2015-16 93.4%, 2016-17 94.4% Number/rate of students lacking their own textbook: 2015-16 0%, 2016-17 0% Overall facility rating from Facility Inspection Tool (FIT): 2015-16 8 exemplary, 2 good, 1 fair, 2016-17 8 exemplary, 2 good, 1 fair State Priority #6-School Climate Suspension rate: 2015-16 5.7%, 2016-17 4.7% Expulsion rate: 2015-16 0.1%, 2016-17 0.1%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review/Adopt/Purchase Common Core instructional materials as they become available and as funding permits	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)	
Annually administer and review a student survey and follow up "fish bowl" activity related to school climate and connectedness	District wide - Grades 3-12	<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)	
Provide monthly progress reports to the board of education regarding status of facilities 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)	
School Resource Officer services	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)	Services (LCFF S&C 67,000)
Positive Behaviors, Interventions, and Supports (PBIS) and Character Counts	Elementary Sites	<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)	Certificated salary/benefits (Title I/Title II 6,000)
Maintain technological infrastructure	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)	Supplies/equipment, services (LCFF Base 400,000)
Provide instructional technology	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	Supplies/equipment (LCFF Base 475,000, Perkins 30,000, ASES 5,000)

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>State Priority #1-Basic Services</p> <p>Number/rate of teachers not fully credentialed: 2015-16 2.8%, 2016-17 1.8%, 2017-18 1.0%</p> <p>Number/rate of teachers teaching outside of subject area competence: 2015-16 4.9%, 2016-17 3.9%, 2017-18 2.9%</p> <p>Number/rate of teachers teaching ELs without authorization: 2015-16 0%, 2016-17 0%, 2017-18 0%</p> <p>Number/rate of core classes taught by HQTs: 2015-16 93.4%, 2016-17 94.4%, 2017-18 95.4%</p> <p>Number/rate of students lacking their own textbook: 2015-16 0%, 2016-17 0%, 2017-18 0%</p> <p>Overall facility rating from Facility Inspection Tool (FIT): 2015-16 8 exemplary, 2 good, 1 fair, 2016-17 8 exemplary, 2 good, 1 fair, 2017-18 8 exemplary, 2 good, 1 fair</p> <p>State Priority #6-School Climate</p> <p>Suspension rate: 2015-16 5.7%, 2016-17 4.7%, 2017-18 3.7%</p> <p>Expulsion rate: 2015-16 0.1%, 2016-17 0.1%, 2017-18 0.1%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review/Adopt/Purchase Common Core instructional materials as they become available and as funding permits	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)	
Annually administer and review a student survey and follow up "fish bowl" activity related to school climate and connectedness	District wide - Grades 3-12	<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>Provide monthly progress reports to the board of education regarding status of facilities projects</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>School Resource Officer services</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>Services (LCFF S&C 67,000)</p>
<p>Positive Behaviors, Interventions, and Supports (PBIS) and Character Counts</p>	<p>Elementary Sites</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>Certificated salary/benefits (Title I/Title II 6,000)</p>
<p>Maintain technological infrastructure</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>Supplies/equipment, services (LCFF Base 400,000)</p>
<p>Provide instructional technology</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Supplies/equipment (LCFF Base 475,000, Perkins 30,000, ASES 5,000)</p>

		<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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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:	Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and utilize the capabilities of our unique community.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Maintain parent and community input and involvement State Priority #3-Parental Involvement Percentage of schools with School Site Councils 100% Percentage of schools with English Learner Advisory Committees 100% Percentage of schools with Superintendent Council parent representation 100% Percentage of schools with PTSOs 100% Percentage of schools that offer Back to School night 100% Percentage of elementary schools that offer parent nights 100% Percentage of schools with parent volunteer opportunities 100%
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	State Priority #3-Parental Involvement Percentage of schools with School Site Councils 100% Percentage of schools with English Learner Advisory Committees 100% Percentage of schools with Superintendent Council parent representation 100% Percentage of schools with PTSOs 100% Percentage of schools that offer Back to School night 100% Percentage of elementary schools that offer parent nights 100% Percentage of schools with parent volunteer opportunities 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain media outlets	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)	
Support student and school recognition programs	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)	Supplies, services (LCFF Base 12,000)
Provide parent participation events and activities	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)	Certificated and classified salary/benefits, supplies, services (Title I 12,000, Math Grant 8,000)
ELAC/DELAC meetings	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)	Classified salary/benefits, supplies (LCFF S&C 600)
Support Youth Advisory Committee	Secondary	<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 _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	State Priority #3-Parental Involvement Percentage of schools with School Site Councils 100% Percentage of schools with English Learner Advisory Committees 100% Percentage of schools with Superintendent Council parent representation 100% Percentage of schools with PTSOs 100% Percentage of schools that offer Back to School night 100% Percentage of elementary schools that offer parent nights 100% Percentage of schools with parent volunteer opportunities 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain media outlets	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)	
Support student and school recognition programs	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)	Supplies, services (LCFF Base 12,000)
Provide parent participation events and activities	District wide	<input checked="" type="checkbox"/> All OR:	Certificated and classified salary/benefits, supplies, services (Title I 12,000)

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>ELAC/DELAC meetings</p>	<p>District wide</p>	<ul style="list-style-type: none"> <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>Classified salary/benefits, supplies (LCFF S&C 600)</p>
<p>Support Youth Advisory Committee</p>	<p>Secondary</p>	<ul style="list-style-type: none"> <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) 	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	State Priority #3-Parental Involvement Percentage of schools with School Site Councils 100% Percentage of schools with English Learner Advisory Committees 100% Percentage of schools with Superintendent Council parent representation 100% Percentage of schools with PTSOs 100% Percentage of schools that offer Back to School night 100% Percentage of elementary schools that offer parent nights 100% Percentage of schools with parent volunteer opportunities 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain media outlets	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)	
Support student and school recognition programs	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)	Supplies, services (LCFF Base 12,000)
Provide parent participation events and activities	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	Certificated and classified salary/benefits, supplies, services (Title I 12,000)

		English proficient _ Other Subgroups: (Specify)	
ELAC/DELAC meetings	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 _ Other Subgroups: (Specify)	Classified salary/benefits, supplies (LCFF S&C 600)
Support Youth Advisory Committee	Secondary	<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 _ Other Subgroups: (Specify)	

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:	1. Provide safe, well maintained, and adequately equipped schools to ensure a positive learning environment.	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	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>1. Student survey data results will increase from 40-43% agree for "schools are clean, safe, and in good condition".</p> <p>State Priority #1: Basic Services Number/rate of teachers not fully credentialed: 2013-14 4.6%, 2014-15 3.6% Number/rate of teachers teaching outside of subject area competence: 2013-14 4.7%, 2014-15 3.7% Number/rate of teachers teaching ELs without authorization: 2013-14 0%, 2014-15 0% Number/rate of core classes taught by HQTs: 2013-14 94%, 2014-15 95% Number/rate of students lacking their own textbook: 2013-14 0%, 2014-15 0% Overall Facility rating from Facility Inspection Tool (FIT): 2014-15</p>	Actual Annual Measurable Outcomes:	<p>Based on stakeholder feedback, the data generated by the student survey administered in spring 2014 was too broad and surveyed only students in grades 5, 8 and 10. A new student survey was created using more specific questions related to the condition of the student's school, safety of the school, and school connectedness. The revised survey was administered to students in grades 3-12 in February 2015. In addition, school sites conducted "fish bowl" activities with randomly selected students from subgroup populations to further clarify areas of concern identified in the survey. February 2015 survey data indicates an increase of at least 17% in all areas of school climate and school connectedness.</p> <p>Student Survey Results: (Yes, all of the time and Yes, most of the time)</p> <p>"Do you feel your school is clean?" 2014-15 57% "Do you feel your school is in good condition?" 2014-15 62% "Do you feel safe in your school?" 2014-15 80% "How safe do you feel when you are at school?" 2014-15 92% "Do you feel close to people at school?" 2014-15 64% "Do you feel like you are part of this school?" 2014-15 67%</p> <p>State Priority #1: Basic Services Number/rate of teachers not fully credentialed: 2014-15 3.8% Number/rate of teachers teaching outside of subject area competence: 2014-15 5.9% Number/rate of teachers teaching ELs without authorization: 2014-15 0% Number/rate of core classes taught by HQTs: 2014-15 92.4%</p>

8 exemplary, 2 good, 1 fair	Number/rate of students lacking their own textbook: 2014-15 0% Overall Facility rating from Facility Inspection Tool (FIT): 2014-15 8 exemplary, 2 good, 1 fair
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Develop a three year staffing plan to include staffing ratios.		Personnel and the Business Office are analyzing current staff ratios					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide	
Scope of Service	LEA-wide						
Scope of Service	LEA 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)					
Increase custodial services	Classified salaries/benefits (LCFF Base 50,000)	One full-time custodian was hired to provide services at Pierce and Vieweg campuses. Started in December 2014.	Classified salaries/benefits (LCFF Base 30,000)				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Pierce and Vieweg campuses</td> </tr> </table>	Scope of Service	Pierce and Vieweg campuses		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Pierce and Vieweg campuses</td> </tr> </table>	Scope of Service	Pierce and Vieweg campuses	
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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)					
Develop a three year plan for facilities improvement and create a prioritized needs assessment.		SSUSD and the Project Management Team are working collaboratively to review and update all district facility projects. Monthly progress reports are					

		provided to the board of education at regularly scheduled meetings.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide	
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<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?	This goal has been revised to align to a District goal and is now Goal #3 in the 2015-2018 LCAP. Instead of a three year staffing plan, staffing ratios are continually evaluated to meet the established needs and requirements. Instead of a three year facilities improvement plan, the district is providing a facilities update at monthly board meetings to keep stakeholders current on facilities projects. The district continues to strive for 100% HQT in every classroom.						

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:	2. Provide an academic program fully aligned to the Common Core State Standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>1. District will have partial implementation of Common Core State Standards in math and ELA/ELD as defined by the Academic Program Survey (APS).</p> <p>State Priority #2: Implementation of CCSS APS-Partial implementation in math and ELA/ELD (Level 2) on a scale of 1-4</p> <p>State Priority #4: Student Achievement State assessment proficient/advanced rate for the district: N/A API growth and score data: 2012-13 814 Percent of students completing UC/CSU required courses: 2012-13 22.0% Percent of students completing a CTE Course Sequence: 2013-14 80% Percent of EL students attaining AMAO 1 target: 2013-14 54.9% Percent of EL students attaining AMAO 2 target: 2013-14 23.1% and 50% EL reclassification rate: 2013-14 11.5% Percent of students who passed AP exams with a score of 3 or higher: 2012-13 74.3% Early Assessment Program (EAP) College Ready rates for math: 2013-14 45% Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%</p>	Actual Annual Measurable Outcomes:	<p>Sites completed the Instructional Program component of the APS to determine the level of implementation of CCSS in math and ELA/ELD. All sites report a level 2 or higher for CCSS math implementation and all but one site reports a level 2 or higher for CCSS ELA/ELD implementation.</p> <p>State Priority #2: Implementation of CCSS APS-All sites report at least a level 2 in math and 10/11 sites report at least a level 2 in ELA/ELD on a scale of 1-4</p> <p>State Priority #4: Student Achievement State assessment proficient/advanced rate for the district: N/A API growth and score data: 2012-13 814 Percent of students completing UC/CSU required courses: 2012-13 18.2%, 2013-14 17.9% Percent of students completing a CTE Course Sequence: 2013-14 76.3% Percent of EL students attaining AMAO 1 target: 2013-14 58.2% Percent of EL students attaining AMAO 2 target: 2013-14 19.7% and 47.3%% EL reclassification rate: 2013-14 11.5%, 2014-15 8.3% Percent of student who passed AP exams with a score of 3 or higher: 2012-13 72.3%, 2013-14 58.8% Early Assessment Program (EAP) College Ready rates for math: 2013-14 45% Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services				
	Budgeted Expenditures		Estimated Actual Annual Expenditures			
Develop Common Core instructional materials	Grade level and content area collaborations. Certificated salaries/benefits (Title I, II 60,000 Annual amount)	<p>Staff are identifying gaps in current adoptions to determine what instructional units need to be developed.</p> <p>Staff is using the Illuminate test bank for CCSS lessons to fill instructional gaps in current curriculum. Basal Alignment project units are being used for ELA grades K-5.</p> <p>Professional development in ERWC was provided in grades 6-12 to supplement writing component of CCSS.</p> <p>Document Based Questioning professional development and materials have been provided to support implementation of CCSS literacy standards in social science, grades 6-12.</p> <p>Staff is developing and implementing performance tasks to incorporate into math units. A secondary math coach has been hired to support teachers in the transition to CCSS including mathematical practices. A math lesson study was conducted for grades 6-12 and an action plan to support implementation of CCSS in mathematics was developed in March 2015 with implementation beginning fall 2015.</p>	Grade level and content area collaborations. Certificated salaries/benefits (Title I, II 60,000 Annual amount)			
	<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table>	Scope of Service
Scope of Service	LEA wide					
Scope of Service	LEA wide					
X All		X All				

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Adopt/Purchase Common Core instructional materials</p>	<p>Materials Adoption-Math Grades 9-12. Books/supplies (Lottery, Base LCFF 290,000)</p>	<p>Staff reviewed and selected math materials (Algebra I-Algebra II) for adoption and implementation in Fall 2015. ELD bridge materials were purchased and implemented in Fall 2014. Document Based Questioning (DBQ) materials were purchased to support literacy in Social Science in grades 6-12.</p>	<p>Materials Adoption-Math Grades 9-12. Books/supplies (Lottery, Common Core, Base LCFF 250,000)</p>
<p>Scope of Service Grades 6-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Grades 6-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop and implement Common Core common assessments</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>CCSS common assessments are being developed and implemented in grades K-12. A common assessment data analysis tool (CADA) has been developed and implemented to assist staff with effective analysis of student proficiency in CCSS and includes a plan for improvement. The tool also</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>

		<p>incorporates a needs assessment to be shared with principals and then district administration so that classroom needs are identified and supported.</p> <p>Interim CCSS assessments are being piloted and staff will determine how these assessment should be used to monitor student progress toward mastery of CCSS.</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identify best practices of Common Core State Standards (Professional Development)</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>A data analysis tool was developed to assist staff with identification of student learning needs and an instructional plan to address these needs.</p> <p>Professional development needs are identified, discussed and documented in grade level/content area collaborations. PD needs are incorporated into the PD planning process on an ongoing basis.</p> <p>Identifying CCSS goals for IEP and EL students.</p> <p>Established the PLC model for Special Education staff at each grade span.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>
<p>Scope of Service LEA wide</p>		<p>Scope of Service LEA wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Identify and roll out resources and technological tools as needed</p>	<p>Purchase 11 chrome book carts to bring student to computer ratio to 3:1. Supplies/equipment (LCFF S&C 150,000)</p>	<p>11 Chrome book carts were purchased in 2014-15 school year and delivered to Special Education classrooms. 10 Chrome book carts were purchased with math grant funds to support science classrooms.</p> <p>Eno boards, projectors, and speakers were purchased with math grant funds to complete the technology bundle necessary to deliver lessons using technology.</p> <p>Professional development is provided via six district coaches.</p>	<p>Purchased 11 Chrome book carts Supplies/equipment (LCFF S&C 148,000)</p> <p>Purchased 10 Chrome book carts with math grant. Supplies/equipment (MCASP 138,000)</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide Illuminate Training/Coaching support</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>Illuminate training and support is provided both inside and outside the school day to assist staff with data analysis of student performance and reporting to parents. Six staff members</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Training sessions and conferences.</p>

<p>3. Sustain AVID in grades 7-12</p>		<p>technology, and programs to assist with student learning at home.</p> <p>2b. Secondary sites offer information on CCSS at Principal Coffees, Back to School night, parent/counselor conferences, college information nights</p> <p>2c. Parents receive information on CCSS at Superintendent's Council, ELAC, DELAC, Site Council, and parent conferences.</p> <p>3a. AVID is being maintained in grades 7-12. Teachers, administrators and counselors attend the annual AVID Summer Institute.</p>					
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3</td> </tr> </table> <p>____ 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3</td> </tr> </table> <p>____ 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3	
Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3						
Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3						
<p>1. District EL Coordinating Services</p> <p>2. Analyze disaggregated data for ELs vs. all students to identify at-risk students.</p>	<p>FTE (Title III 35,000, LCFF S&C 65,000 Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Salary and/or stipends (LCFF S&C 20,000 Annual amount)</p> <p>Parent nights, Parent workshops, parent communication (Title I, II,</p>	<p>1. District EL Coordinating Services are being maintained.</p> <p>2. Disaggregated data is being generated by staff to monitor and address EL needs.</p>	<p>FTE (Title III 35,000, Title I Corr Act 65,000 Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Salary and/or stipends (LCFF S&C 14,000 Annual amount)</p> <p>Parent nights, parent workshops, parent communication (included in</p>				

<p>3. Administer/Proctor CELDT</p> <p>4. Increase parent outreach</p> <p>5. District translation/interpreter services</p>	<p>MCASP 1,500)</p> <p>FTE (LCFF S&C 80,000 Annual amount)</p>	<p>3. Administration and proctoring of CELDT is being maintained.</p> <p>4. Parent workshops and information nights are being offered to EL parents to support technology skills and support student learning at home.</p> <p>5. District translation/interpreter services are being maintained, and a new schedule has been created and implemented to provide translation services to other school sites to better meet the needs of EL parents. This is a result of DELAC/ELAC parent discussion and input.</p>	<p>Annual amount)</p> <p>FTE (LCFF S&C 85,000 Annual amount)</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>6. One FTE in summer school to monitor EL student performance and communicate with EL parents.</p>	<p>FTE (LCFF S&C 4,000 Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p>	<p>6. One FTE is scheduled for summer school EL support at the high school level.</p>	<p>FTE (LCFF S&C 4,300 Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p>

<p>7. Sustain AVID in grades 7-12.</p> <p>8. Provide academic language support for ELs via course periods at Intermediate and Above.</p> <p>9. Provide academic language and math support</p> <p>10. Implement the ELD instructional model for grade spans.</p> <p>11. Add ELD 1-2 course to middle school schedule and maintain ELD 1-2 at the high school.</p>	<p>ALAS program grades 6-8 (LCFF S&C 95,000 Annual amount)</p> <p>AMS program grades 6-8 (LCFF S&C 20,000 Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (LCFF S&C 35,000 Annual amount)</p>	<p>7. AVID is being maintained in grades 7-12.</p> <p>8. Academic language support for ELs is offered in the master schedule to support ELs at Intermediate and Above.</p> <p>9. ALAS and AMS course periods are in the master schedule to support ELs in ELA and math.</p> <p>10. An ELD instructional model has been created, and teachers are being trained, to ensure implementation in all grade spans.</p> <p>11. An ELD 1-2 course has been implemented at both middle schools and is being maintained at the high school to support newcomers.</p>	<p>ALAS program grades 6-8 (LCFF S&C 42,000 Annual amount)</p> <p>AMS program grades 6-8 (LCFF S&C 30,000 Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (LCFF S&C 42,000 Annual amount)</p>
<p>Scope of Service</p> <p>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</p>		<p>Scope of Service</p> <p>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</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><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>1. Analyze disaggregated data for Foster Youth vs. all students to identify at-risk students</p> <p>2. Increase counselor communication with students and guardian regarding progress.</p> <p>3. Provide district staff with needed information, resources, and services to support the education of Foster Youth.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Professional Development (Title II 1,000 Annual amount)</p>	<p>1. Foster Youth are being identified in our student information system so that Foster Youth can be monitored and appropriate support/services can be provided.</p> <p>2. A meeting was held with counselors to discuss current support/services being provided to Foster Youth and ways to increase counselor communication with students and guardians to monitor student achievement and progress. A new counselor position was created, an Intervention Counselor, to provide services specifically for unduplicated students, in grades 6-12 beginning in 2014-15.</p> <p>3. The Kern County Foster Youth representative provided counselors, Pupil Support Services, and administrators with training to review support/services available to our Foster Youth and their guardians. Counselors/Administrators will provide training to site staff to support the education of our Foster Youth.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>No charge</p>
<p>Scope of Service LEA wide</p>		<p>Scope of Service LEA wide</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1. Analyze disaggregated data for RFEP vs. all students to identify at-risk students.</p> <p>2. District EL Project Teacher will monitor progress of and conference with Redesignated ELs and their parents.</p> <p>3. Classroom teacher will monitor RFEP student progress and place in appropriate interventions both in and out of the classroom.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Summer school, tutoring, ALAS, AMS, AVID, ELD, Before/After school interventions, counseling (included in Annual amounts)</p>	<p>1. The District EL Project Teacher disaggregates RFEP data to identify at-risk students and regularly notifies staff, students, and parents of students' status.</p> <p>2. The District EL Project Teacher regularly monitors progress of RFEP students and conferences with students, parents, and staff to inform them of students' status.</p> <p>3. The District EL Project Teacher provides support to the classroom teacher to monitor RFEP student progress and provides appropriate supports/interventions.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Summer school, tutoring, ALAS, AMS, AVID, ELD, Before/After school interventions, counseling (included in Annual amounts)</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service </p>		<p>Scope of Service </p>	

<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>Scope of Service</p>		<p>Scope of Service</p>	
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<p>Scope of Service</p>		<p>Scope of Service</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"/> 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>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been revised to align to a District goal and is now Goal #1 in the 2015-2018 LCAP. Stakeholders will review and consider the purchase of ELA instructional materials as they become available to better support achievement in ELA including English Learners. A Common Assessment Data Analysis (CADA) tool was developed and implemented K-12 to provide a systematic, formal process for analyzing disaggregated student performance data. The CADA tool provides a systematic protocol for staff to analyze data, create an instructional plan to address identified learning outcomes, and communicate needs for implementation of the instructional plan. As recommended by stakeholders, the District will support the unique needs of our subgroup populations by providing career readiness pathways with community colleges, maintaining Home to School transportation, and maintaining the School Attendance Review Board. The percent of students completing UC/CSU required courses is being closely reviewed and analyzed to determine strategies for improvement.		

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:	3. Reduce rate of students receiving a D or F in a core course.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: James Monroe Middle School, Murray Middle School and Burroughs High School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1. Reduce D/F rate in:</p> <p>Middle School- Semesters 1 and 2:</p> <p>English</p> <ul style="list-style-type: none"> • 15.1% • At/Below 15% <p>History</p> <ul style="list-style-type: none"> • 16.4% • At/Below 15% <p>Math</p> <ul style="list-style-type: none"> • At/Below 15% • 17.4% <p>Science</p> <ul style="list-style-type: none"> • 20.7% • 23.5% <p>High School- Semesters 1 and 2</p> <p>English</p> <ul style="list-style-type: none"> • 16.2% • 19.0% <p>History</p> <ul style="list-style-type: none"> • 23% • 21% <p>Math</p> <ul style="list-style-type: none"> • 22.7% 	<p>Actual Annual Measurable Outcomes:</p> <p>1. Reduce D/F rate in:</p> <p>Middle School- Semesters 1 and 2:</p> <p>English</p> <ul style="list-style-type: none"> • 11.98% • 12.29% <p>History</p> <ul style="list-style-type: none"> • 14.12% • 21.84% <p>Math</p> <ul style="list-style-type: none"> • 10.50% • 10.08% <p>Science</p> <ul style="list-style-type: none"> • 13.12% • 18.32% <p>High School- Semesters 1 and 2</p> <p>English</p> <ul style="list-style-type: none"> • 13.96% • 14.73% <p>History</p> <ul style="list-style-type: none"> • 21.43% • 19.98% <p>Math</p> <ul style="list-style-type: none"> • 35.01%

- 29.6%

Science

- 24.3%
- 27.8%

State Priority #3: Parental Involvement

Percentage of schools with School Site Councils 100%
 Percentage of schools with English Learner Advisory Committees 100%
 Percentage of schools with Superintendent Council parent representation 100%
 Percentage of schools with PTSOs 100%
 Percentage of schools that offer Back to School night 100%
 Percentage of elementary schools that offer parent nights 100%
 Percentage of schools with parent volunteer opportunities 100%

State Priority #4: Student Achievement

State assessment proficient/advanced rate for the district: N/A
 API growth and score data: 2012-13 814
 Percent of students completing UC/CSU required courses: 2012-13 22.0%
 Percent of students completing a CTE Course Sequence: 2013-14 80%
 Percent of EL students attaining AMAO 1 target: 2013-14 54.9%
 Percent of EL students attaining AMAO 2 target: 2013-14 23.1% and 50%
 EL reclassification rate: 2013-14 11.5%
 Percent of students who passed AP exams with a score of 3 or higher: 2012-13 74.3%
 Early Assessment Program (EAP) College Ready rates for math: 2013-14 45%
 Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%

State Priority #7: Course Access

Rate of students enrolled in CTE courses (grades 7-12): 2013-14 47.7%
 Number/rate of AP courses offered (grades 9-12): 2012-13 9, 2013-14 12, 2014-15 13
 Rate of students enrolled in AP courses: 2014-15 15.8%
 Rate of remedial course enrollment: 2014-15 10.1%
 Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 11, Grades 6-8 5, Grades 9-12 5

- 33.10%

Science

- 24.78%
- 19.82%

State Priority #3: Parental Involvement

Percentage of schools with School Site Councils 100%
 Percentage of schools with English Learner Advisory Committees 100%
 Percentage of schools with Superintendent Council parent representation 100%
 Percentage of schools with PTSOs 100%
 Percentage of schools that offer Back to School night 100%
 Percentage of elementary schools that offer parent nights 100%
 Percent of schools with parent volunteer opportunities 100%

State Priority #4: Student Achievement

State assessment proficient/advanced rate for the district: N/A
 API growth and score data: 2012-13 814
 Percent of students completing UC/CSU required courses: 2012-13 18.2%, 2013-14 17.9%
 Percent of students completing a CTE Course Sequence: 2013-14 76.3%
 Percent of EL students attaining AMAO 1 target: 2013-14 58.2%
 Percent of EL students attaining AMAO 2 target: 2013-14 19.7% and 47.3%
 EL reclassification rate: 2013-14 11.5%, 2014-15 8.3%
 Percent of students who passed AP exams with a score of 3 or higher: 2012-13 72.3%, 2013-14 58.8%
 Early Assessment Program (EAP) College Ready rates for math: 2013-14 45%
 Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%

State Priority #7: Course Access

Rate of students enrolled in CTE courses (grades 7-12): 2013-14 47.7%
 Number/rate of AP courses offered (grades 9-12): 2012-13 9, 2013-14 12, 2014-15 13
 Rate of students enrolled in AP courses: 2014-15 15.8%
 Rate of remedial course enrollment: 2014-15 10.1%
 Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 11, Grades 6-8 5, Grades 5-12 5

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish effective intervention models for K-5, 6-8, and 9-12.	Implement Algebra I intervention model at the high school (LCFF S&C 20,000)	1. Grades 9-12: Algebra 1 intervention course implemented during the lunch period at Burroughs High School. Providing tutoring (TLC) at the high school Offering summer school for grades 9-12. 2. Grades 6-8: Maintained Before and After school interventions at the middle school. ALAS offered to ELs to support Academic Language AMS offered to ELs and SEDs to support math proficiency 3. Grades K-5: Maintained Before and After school interventions. Site Project Teacher support being funded at specific sites for in the school day intervention K-5 Counselors being provided: Part-time services at four sites and full-time services at two sites to provide intervention 4. K-12: Academic Coaches provide assistance to schools and facilitate professional development to support teachers with effective interventions within the	Implement Algebra I intervention model at the high school (LCFF S&C 19,000)
	Before and After School interventions, K-8 (LCFF S&C 40,000)		Before and After School interventions, K-8 (LCFF S&C 40,000)
	Summer School 9-12 (LCFF S&C 55,000)		Summer School 9-12 (LCFF S&C 50,000)
	Tutoring (TLC) 9-12 (LCFF S&C 12,000)		Tutoring (TLC) 9-12 (LCFF S&C 21,000)
	Site Project Teachers (Title I, LCFF S&C 425,000)		Site Project Teachers (Title I 360,000)
	Counselors K-5 (LCFF S&C 160,000)		Counselors K-5 (LCFF S&C 150,000)
	Academic Coaches, Assist to Schools, and PD (Title I, LCFF S&C 155,000)		Academic Coaches, Assist to Schools, and PD (Title I, Title I Corr Act 155,000)

		classroom.	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Any student identified as at risk of not meeting grade level requirements</u></p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Any student identified as at risk of not meeting grade level requirements</u></p>	
<p>Review, revise, and implement current homework policies and evaluate/revise as needed.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>1. As a result of parent feedback on surveys and committee input, Board policy on homework has been revised and approved to reflect current law. As outlined in policy, sites are drafting homework plans to be articulated K-12 with implementation in 2015-16.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identify indicators in AERIES Analytics to monitor at-risk students.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>1. At-risk indicators have been identified in AERIES Analytics to monitor at-risk students. There have been some programming issues that have prevented full implementation. The District will pursue implementation of AERIES Analytics but additional</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>

		programming requirements are necessary.					
<table border="1"> <tr> <td data-bbox="90 191 241 267">Scope of Service</td> <td data-bbox="241 191 569 267">Monroe, Murray, Burroughs, Mesquite</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Any student at risk of not meeting grade level requirements</u> </p>	Scope of Service	Monroe, Murray, Burroughs, Mesquite		<table border="1"> <tr> <td data-bbox="1031 191 1182 267">Scope of Service</td> <td data-bbox="1182 191 1514 267">Monroe, Murray, Burroughs, Mesquite</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Any student at risk of not meeting grade level requirements</u> </p>	Scope of Service	Monroe, Murray, Burroughs, Mesquite	
Scope of Service	Monroe, Murray, Burroughs, Mesquite						
Scope of Service	Monroe, Murray, Burroughs, Mesquite						
<p>Staff/parent training on district supported Internet programs i.e. Personal Math Trainer, Moby Max, Google to support student learning at home.</p>	<p>Professional Development/Parent Training (Title I, II, MCASP 5,000)</p>	<p>1. K-5-Parent nights provide CCSS math and ELA/ELD training to familiarize parents with the new standards.</p> <p>2. Trainings are offered to parents to teach them how to access materials online.</p> <p>3. Moby Max, Google, and Go Math trainings are provided for staff and parents</p> <p>4. Technology workshops for EL parents are provided Jan.-May. 2015 (12 sessions)</p>	<p>Professional Development/Parent Training (Title I, II, MCASP 5,000)</p>				
<table border="1"> <tr> <td data-bbox="90 1138 241 1214">Scope of Service</td> <td data-bbox="241 1138 569 1214">Grades K-8</td> </tr> </table> <p> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Grades K-8		<table border="1"> <tr> <td data-bbox="1031 1138 1182 1214">Scope of Service</td> <td data-bbox="1182 1138 1514 1214">Grades K-8</td> </tr> </table> <p> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Grades K-8	
Scope of Service	Grades K-8						
Scope of Service	Grades K-8						

<p>1. Analyze disaggregated data for SED vs. all students to identify at-risk students</p> <p>2. Identify, develop and/or implement parent outreach programs</p> <p>3. Sustain AVID in grades 7-12</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Parent nights, Parent workshops, parent communication (Title I, II, MCASP 1,500)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p>	<p>1a. Illuminate is a resource being used to disaggregate student performance data. Staff completes the Common Assessment Data Analysis (CADA) tool to determine subgroup performance needs.</p> <p>1b. AERIES Analytics is another tool available to staff to disaggregate and monitor student performance data.</p> <p>1c. Illuminate reports are available to staff for data analysis and reporting student performance to parents.</p> <p>2a. Elementary sites offer parent nights to provide information on CCSS, technology, and programs to assist with student learning at home.</p> <p>2b. Secondary sites offer information on CCSS at Principal Coffees, Back to School night, parent/counselor conferences, college information nights</p> <p>2c. Parents receive information on CCSS at Superintendent's Council, ELAC, DELAC, Site Council, and parent conferences.</p> <p>3a. AVID is being maintained in grades 7-12.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Parent nights, parent workshops, parent communication (included in Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p>
<p>Scope of Service LEA wide for #1,2 and Monroe, Murray, Burroughs for #3</p>		<p>Scope of Service LEA wide for #1,2 and Monroe, Murray, Burroughs for #3</p>	

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<p>10. Implement the ELD instructional model for grade spans</p> <p>11. Add ELD 1-2 course to middle school schedule and maintain ELD 1-2 at the high school.</p>		<p>10. An ELD instructional model has been created, and teachers are being trained, to ensure implementation in all grade spans.</p> <p>11. An ELD 1-2 course has been implemented at both middle schools and is being maintained at the high school to support newcomers.</p>					
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<p>1. Analyze disaggregated data for Foster Youth vs. all students to identify at-risk students</p> <p>2. Increase counselor communication</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Professional Development (included in Annual amount)</p>	<p>1. Foster Youth are being identified in our student information system so that Foster Youth can be monitored and appropriate support/services can be provided.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>No charge</p>				

<p>with students and guardian regarding progress.</p> <p>3. Provide district staff with needed information, resources, and services to support the education of Foster Youth.</p>		<p>2. A meeting was held with counselors to discuss current support/services being provided to Foster Youth and ways to increase counselor communication with students and guardians to monitor student achievement and progress.</p> <p>3. The Kern County Foster Youth representative will provide counselors and administrators with training to review support/services available to our Foster Youth and their guardians. Counselors/Administrators will provide training to site staff to support the education of our Foster Youth.</p>	
<p>Scope of Service LEA wide</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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1, Analyze disaggregated data for RFEP vs. all students to identify at-risk students.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Summer school, tutoring, ALAS, AMS, AVID, ELD, Before/After school interventions, counseling (included in Annual amounts)</p>	<p>1. The District EL Project Teacher disaggregates RFEP data to identify at-risk stuents and regularly notifies staff, students, and parents of students' status.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Summer school, tutoring, ALAS, AMS, AVID, ELD, Before/After school interventions, counseling (included in Annual amounts)</p>

<p>2. District EL Project Teacher will monitor progress of and conference with REdesignated ELs and their parents.</p> <p>3. Classroom teacher will monitor RFEP student progress and place in appropriate interventions both in and out of the classroom.</p>		<p>2. The District EL Project Teacher regularly monitors progress of RFEP students and conferences with students, parents, and staff to inform them of students' status.</p> <p>3. The District EL Project Teacher provides support to the classroom teacher to monitor RFEP student progress and provides appropriate supports/interventions.</p>	
<p>Scope of Service LEA wide</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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal has been revised to align to a District goal and is now a metric under State Priority #8-Other Student Outcomes in Goal # 2 in the 2015-2018 LCAP. Stakeholders recognize the importance of supporting the unique needs of our subgroup populations and recommend the District maintain counseling services in grades K-5 and grades 6-12. Interventions will be structured so that improved student achievement can be demonstrated. An Intervention Counselor has been hired beginning in 2015-16 for grades 6-12 to develop and implement interventions and supports for unduplicated students.</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.

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Original GOAL 4 from prior year LCAP:	4. Improve school connectedness and school climate for students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1. Student survey results indicating that students look forward to coming to school each day will increase from 60% -63% agree.</p> <p>State Priority #5: Student Engagement Attendance Rate: At/above 2013-14 95%, 2014-15 At/above 95% Chronic Absenteeism Rate: 2013-14 8.2%, 2014-15 8.1% Middle School Dropout Rate: 2013-14 0%, 2014-15 0% High School Dropout Rate: 2013-14 At/below 1.0%, 2014-15 At/below 1.0% High School Graduation Rate: 2013-14 93.7%, 2014-15 94.7%</p> <p>State Priority #6: School Climate Suspension Rate: 2013-14 7.7%, 2014-15 6.7% Expulsion Rate: 2013-14 0.2%, 2014-15 0.1%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Stakeholder feedback indicated that questions from the student survey given last spring were too broad and did not provide useful information for specific actions/services to be developed. The student survey was rewritten to provide more relevant information for stakeholders to use in the analysis process. The student survey now includes all students in grades 3-12 and a way for data to be disaggregated by site. Additionally, staff at each site will use student survey results to facilitate a student "fish bowl" activity to further clarify student concerns generated from the survey. Results from the revised survey indicate that 64% of students feel close to people at school and 67% feel like they are a part of their school.</p> <p>State Priority #5: Student Engagement Attendance Rate: 2012-13 95.3%, 2013-14 95.9%, 2014-15 95.3% Chronic Absenteeism Rate: 2012-13 8.9%, 2013-14 8.2%, 2014-15 8.1% Middle School Dropout Rate: 2012-13 0%, 2013-14 0%, 2014-15 0% High School Dropout Rate: 2012-13 2.8% 2013-14 1.1%, 2014-15 1.1% High School Graduation Rate: 2012-13 92.7% 2013-14 94.4%, 2014-15 94.4%</p> <p>State Priority #6: School Climate Suspension Rate: 2012-13 8.8%, 2013-14 7.7%, 2014-15 7.7% Expulsion Rate: 2012-13, 0.5% 2013-14 0.2%, 2014-15 0.2%</p>

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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review student/staff/parent survey responses and discuss concerns.	Grade level and content area collaborations. (included in Annual amount)	<p>1. Survey responses were reviewed and it was determined by stakeholders that some questions were too broad and did not provide relevant information and that the survey should include grade levels 3-12.</p> <p>The student survey questions have been modified to generate targeted feedback and was administered to students in grades 3-12. Additionally, staff facilitated a student "fish bowl" activity at each school site using results from the student survey to further clarify concerns raised by students.</p>	Grade level and content area collaborations. (included in Annual amount)
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service </p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>Develop and implement strategies to improve school connectedness.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>	<p>1. Positive Behaviors, Interventions, and Supports (PBIS) and Character Counts have been implemented at elementary sites to improve school connectedness for students.</p> <p>2. Secondary sites have developed and implemented school wide committees/programs to address identified areas of concern. These committees meet regularly to develop and implement strategies to support and improve student outcomes.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</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>Implement Positive Behavior Intervention and Supports (PBIS) at specific K-5 sites</p>	<p>Training/Stipends (Title II 18,000)</p>	<p>Operational at all targeted sites.</p>	<p>Training/Stipends (Title II 18,000)</p>
<p>Scope of Service Gateway, Inyokern, Las Flores, Pierce, Richmond</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 Gateway, Inyokern, Las Flores, Pierce, Richmond</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>3. Sustain AVID in grades 7-12</p>		<p>CCSS at Superintendent's Council, ELAC, DELAC, Site Council, and parent conferences.</p> <p>3a. AVID is being maintained in grades 7-12. Teachers, counselors, and administrators attend AVID Summer Institute annually.</p>	
<p>Scope of Service LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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<p>3. Administer/Proctor CELDT</p> <p>4. Increase parent outreach</p> <p>5. District translation/interpreter services</p>	<p>FTE (included in Annual amount)</p>	<p>3. Administration and proctoring of CELDT is being maintained.</p> <p>4. Parent workshops and information nights are being offered to EL parents to support technology skills and support student learning at home.</p> <p>5. District translation/interpreter services are being maintained, and a new schedule has been created and implemented to provide translation services to other school sites to better meet the needs of EL parents. This is a result of DELAC/ELAC parent discussion and input.</p>	<p>FTE (included in Annual amount)</p>
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<p>7. Sustain AVID in grades 7-12.</p> <p>8. Provide academic language support for ELs via course periods at Intermediate and Above.</p> <p>9. Provide academic language and math support</p> <p>10. Implement the ELD instructional model for grade spans.</p> <p>11. Add ELD 1-2 course to middle school schedule and maintain ELD 1-2 at the high school.</p>	<p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>	<p>7. AVID is being maintained in grades 7-12. Teachers, counselors, and administrators attend Summer Institute annually.</p> <p>8. Academic language support for ELs is offered in the master schedule to support ELs at Intermediate and Above.</p> <p>9. ALAS and AMS course periods are in the master schedule to support ELs in ELA and math.</p> <p>10. An ELD instructional model has been created, and teachers are being trained, to ensure implementation in all grade spans.</p> <p>11. An ELD 1-2 course has been implemented at both middle schools and is being maintained at the high school to support newcomers.</p>	<p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>
<p>Scope of Service</p> <p>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</p>		<p>Scope of Service</p> <p>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</p>	

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<p>1. Analyze disaggregated data for Foster Youth vs. all students to identify at-risk students</p> <p>2. Increase counselor communication with students and guardian regarding progress.</p> <p>3. Provide district staff with needed information, resources, and services to support the education of Foster Youth.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Professional Development (included in Annual amount)</p>	<p>1. Foster Youth are being identified in our student information system so that Foster Youth can be monitored and appropriate support/services can be provided.</p> <p>2. A meeting was held with counselors to discuss current support/services being provided to Foster Youth and ways to increase counselor communication with students and guardians to monitor student achievement and progress.</p> <p>3. The Kern County Foster Youth representative will provide counselors and administrators with training to review support/services available to our Foster Youth and their guardians. Counselors/Administrators will provide training to site staff to support the education of our Foster Youth.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>No charge</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" 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?	This goal has been revised to align to a District goal and is now an action for Goal #3 in the 2015-2018 LCAP. Student connectedness and student safety is a stakeholder priority and the recommendation is for the District to maintain two School Resource Officers. As a result of stakeholder input, the student survey has been expanded to include all students grades 3-12 and has added a face to face student/staff engagement component to provide students the opportunity to communicate additional feedback related to school connectedness and student safety at each school site. Stakeholders recognize that the instructional technology that has implemented, as well as the technology infrastructure, must be maintained to support the full implementation of 21st century learning.		

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:	5. Annually increase percent of ELs attaining English proficiency to 25.1% by 2017. AMAO 2 (CELDT)	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
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<p>AMAO 2 (CELDT) will increase to 23.1% (Less than 5 Years in Cohort)</p> <p>State Priority #4: Student Achievement State assessment proficient/advanced rate for the district API growth and score data: 2012-13 814, 2013-14 814, 2014-15 814 Percent of students completing UC/CSU required courses: 2012-13 22.0%, 2013-14 23% Percent of students completing a CTE Course Sequence: 2013-14 80%, 2014-15 81% Percent of EL students attaining AMAO 1 target: 2013-14 54.9%, 2014-15 55.9% Percent of EL students attaining AMAO 2 target: 2013-14 22.1% and 49.0%, 2014-15 23.1% and 50.0% EL reclassification rate: 2013-14 11.5%, 2014-15 12.5% Percent of students who passed AP exams with a score of 3 or higher: 2012-13 74.3%, 2014-15 75.3% Early Assessment Program (EAP) College Ready rates for math: 2013-14 45%, 2014-15 46% Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%, 2014-15 31%</p> <p>State Priority #7: Course Access Rate of students enrolled in CTE courses (grades 7-12): 2013-14 47.7%, 2014-15 35.6% Number/rate of AP courses offered (grades 9-12): 2012-13 9, 2013-14 12, 2014-15 13 Rate of students enrolled in AP courses: 2012-13 19.3%, 2013-14 23.1%, 2014-15 24.1%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>AMAO 2 (CELDT): 19.2% (Less than 5 Years in Cohort)</p> <p>State Priority #4: Student Achievement State assessment proficient/advanced rate for the district API growth and score data: 2012-13 814, 2014-15 814 Percent of students completing UC/CSU required courses: 2012-13 18.2%, 2013-14 17.9% 2014-15 17.9% Percent of students completing a CTE Course Sequence: 2013-14 76.3% Percent of EL students attaining AMAO 1 target: 2013-14 58.2%, 2014-15 58.2% Percent of EL students attaining AMAO 2 target: 2013-14 19.7% and 47.3%, 2014-15 19.7% and 47.3% EL reclassification rate: 2013-14 11.5%, 2014-15 8.3% Percent of students who passed AP exams with a score of 3 or higher: 2012-13 72.3%, 2013-14 58.8%, 2014-15 58.8% Early Assessment Program (EAP) College Ready rates for math: 2013-14 45%, 2014-15 45% Early Assessment Program (EAP) College Ready rates for ELA: 2013-14 30%, 2014-15 31%</p> <p>State Priority #7: Course Access Rate of students enrolled in CTE courses (grades 7-12): 2013-14 47.7%, 2014-15 35.6% Number/rate of AP courses offered (grades 9-12): 2012-13 9, 2013-14 12, 2014-15 13 Rate of students enrolled in AP courses: 2012-13 19.3%, 2013-14 23.1%, 2014-15 15.8% Rate of remedial course enrollment: 2014-15 10.1%</p>

<p>Rate of remedial course enrollment:: 2014-15 10.1% Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 11, Grades 6-8 5, Grades 9-12 5</p>	<p>Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 11, Grades 6-8 5, Grades 9-12 5</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
In addition to interventions outlined in Goal 3 of Section 3a., the district will provide PD to teachers and administrators on ELA/ELD instructional model including CCSS instruction along with Designated and Integrated ELD instruction.	Grade level and content area collaborations. (included in Annual amount)	Professional development for effective implementation of the new ELA/ELD standards, including Designated and Integrated ELD instruction, is being provided at each grade/content area collaborations, special education and administrator meetings.	Grade level and content area collaborations. (included in Annual amount)				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <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>	Scope of Service	LEA wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <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>	Scope of Service	LEA wide	
Scope of Service	LEA wide						
Scope of Service	LEA wide						
1. Analyze disaggregated data for SED vs. all students to identify at-risk students	Grade level and content area collaborations. (included in Annual amount)	1a. Illuminate is a resource being used to disaggregate student performance data. Staff completes the Common Assessment Data Analysis (CADA) tool	Grade level and content area collaborations. (included in Annual amount)				

Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3	Scope of Service	LEA wide for #1, 2 and Monroe, Murray, Burroughs for #3
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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 checked="" 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>1. District EL Coordinating Services</p> <p>2. Analyze disaggregated data for ELs vs. all students to identify at-risk students.</p> <p>3. Administer/Proctor CELDT</p> <p>4. Increase parent outreach</p> <p>5. District translation/interpreter services</p>	<p>FTE (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Salary and/or stipends (included in Annual amount)</p> <p>Parent nights, Parent workshops, parent communication (Title I, II, MCASP 1,500)</p> <p>FTE (included in Annual amount)</p>	<p>1. District EL Coordinating Services are being maintained.</p> <p>2. Disaggregated data is being generated by staff to monitor and address EL needs.</p> <p>3. Administration and proctoring of CELDT is being maintained.</p> <p>4. Parent workshops and information nights are offered to EL parents to support technology skills and support student learning at home.</p> <p>5. District translation/interpreter services are being maintained, and a</p>	<p>FTE (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Salary and/or stipends (included in Annual amount)</p> <p>Parent nights, parent workshops, parent communication (included in Annual amount)</p> <p>FTE (included in Annual amount)</p>

		new schedule has been created and implemented to provide translation services to other school sites to better meet the needs of EL parents. This is a result of DELAC/ELAC parent discussion and input.					
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<p>6. One FTE in summer school to monitor EL student performance and communicate with EL parents.</p> <p>7. Sustain AVID in grades 7-12.</p> <p>8. Provide academic language support for ELs via course periods at Intermediate and Above.</p> <p>9. Provide academic language and math support</p>	<p>FTE (included in Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p> <p>ALAS program grades 6-8 (included in Annual amount)</p> <p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>	<p>6. One FTE is scheduled for summer school EL support at the high school level.</p> <p>7. AVID is being maintained in grades 7-12. Teachers, counselors, and administrators attend the AVID Summer Institute annually.</p> <p>8. Academic language support for ELs is offered in the master schedule to support ELs at Intermediate and Above.</p> <p>9. ALAS and AMS course periods are in the master schedule to support ELs in</p>	<p>FTE (included in Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p> <p>ALAS program grades 6-8 (included in Annual amount)</p> <p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>				

<p>10. Implement the ELD instructional model for grade spans.</p> <p>11. Add ELD 1-2 course to middle school schedule and maintain ELD 1-2 at the high school.</p>		<p>ELA and math.</p> <p>10. An ELD instructional model has been created, and teachers are being trained, to ensure implementation in all grade spans.</p> <p>11. An ELD 1-2 course has been implemented at both middle schools and is being maintained at the high school to support newcomers.</p>					
<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</td> </tr> </table> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.		<table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.</td> </tr> </table> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.	
Scope of Service	LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.						
Scope of Service	LEA wide for #10, Monroe and Murray for #8,9 , Burroughs and Mesquite for #6, and Monroe, Murray, Burroughs for #7,11.						
<p>1. Analyze disaggregated data for Foster Youth vs. all students to identify at-risk students</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Professional Development (included in Annual amount)</p>	<p>1. Foster Youth are being identified in our student information system so that Foster Youth can be monitored and appropriate support/services can be provided.</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>No charge</p>				

<p>2. Increase counselor communication with students and guardian regarding progress.</p> <p>3. Provide district staff with needed information, resources, and services to support the education of Foster Youth.</p>		<p>2. A meeting was held with counselors to discuss current support/services being provided to Foster Youth and ways to increase counselor communication with students and guardians to monitor student achievement and progress.</p> <p>3. The Kern County Foster Youth representative provided counselors, Pupil Support Services, and administrators with training to review support/services available to our Foster Youth and their guardians. Counselors/Administrators will provide training to site staff to support the education of our Foster Youth.</p>	
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<p>Scope of Service LEA wide</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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal has been revised to align to a District goal and is now a metric that will be monitored under Goal #2 in the 2015-2018 LCAP. The District has put many protocols in place to monitor and address EL progress. The EL Project Teacher is providing training and support with implementation of the new ELA/ELD standards. The District has created and implemented an EL instructional plan outlining Designated and Integrated supports. The EL Project Teacher is supporting Special Education teachers with EL training. The Common Assessment Data Analysis tool disaggregates subgroup performance data so teachers can address the achievement gap. New instructional materials have been purchased, and teachers have been trained, to support implementation of the ELD 1-2 course at the secondary levels. A teacher provides information and support to EL parents and students during summer school for grades 9-12. Technology training is being provided to EL parents so that they can access District programs and instructional materials to support student learning at home. College information is being provided to EL parents in ELAC and parent nights at the secondary sites. As a result of feedback from our EL parents, translation and interpreter services have been extended to other school sites. An Intervention Counselors has been hired to provide interventions and supports to unduplicated students in grades 6-12 beginning in 2015-</p>
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	16.
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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 6 from prior year LCAP:	6. Maintain and/or increase staffing levels as determined by contract and Education Code (Grades TK-3 to 24:1 by 2020.)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Grades TK-3 Grade Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<p>Staff Ratios for TK-3:</p> <p>Faller: 25:1 Gateway: 27:1 Inyokern: 25:1 Las Flores: 26.5:1 Pierce: 27:1 Richmond: 25.5:1</p> <p>State Priority #8: Other Student Outcomes CAHSEE ELA/Math proficient rates: 2014-15 84%/83% CAHSEE ELA/Math 3-Year Pass Rate: 2013-14 94.2% Middle School D/F Rates in Core Courses (1st/2nd Semester): English: At/Below 15%/At/Below 15% Social Science: At/Below 15%/20.84% Science: At/Below 15%/17.32% Math: At/Below 15%/At/Below 15% High School D/F Rates in Core Courses (1st/2nd Semester): English: 16.20%/19.00% Social Science: 23.00%/21.00% Science: 24.30%/27.80% Math: 37.05%/29.60%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>All staff ratios for grades TK-3 were determined and met for 2014-15. An action to maintain College and Career Readiness courses (ROP) was written but not specifically addressed in the original goal. ROP courses were maintained in 2014-15.</p> <p>Staff Ratios for TK-3:</p> <p>Faller: 25:1 Gateway: 27:1 Inyokern: 25:1 Las Flores: 26.5:1 Pierce: 27:1 Richmond: 25.5:1</p> <p>State Priority #8: Other Student Outcomes CAHSEE ELA/Math proficient rates: As of February 2015): 89%/86% CAHSEE ELA/Math 3-Year Pass Rate: 2014-15 94.2% Middle School D/F Rates in Core Courses (1st/2nd Semester): English: 11.98%/12.29% Social Science: 14.12%/21.84% Science: 13.12%/18.32% Math: 10.50%/10.08% High School D/F Rates in Core Courses (1st/2nd Semester): English: 13.96%/14.73% Social Science: 21.43%/19.98% Science: 24.78%/19.82% Math: 37.05%/33.10%</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Determine current student to teacher ratio levels and make appropriate adjustments including progress toward 24:1 student to teacher ratios in Grades K-3.	Additional TK-3 teachers to progress to the 24:1 ratio. (LCFF S&C 300,000)	Five elementary teachers were hired to meet site ratio requirements	Additional TK-3 teachers to progress to the 24:1 ratio. (LCFF S&C 300,000)
Scope of Service: Grades TK-3 <hr/> <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: GradesTK-3 <hr/> <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 College/Career Readiness Courses (ROP)	FTE (LCFF S&C 500,000)	College/Career courses have been maintained.	FTE (LCFF S&C 530,000)
Scope of Service: Grades 9-12 <hr/> <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 9-12 <hr/> <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)	
1. Analyze disaggregated data for SED vs. all students to identify at-risk	Grade level and content area collaborations. (included in Annual	1a. Illuminate is a resource being used to disaggregate student performance	Grade level and content area collaborations. (included in Annual

<p>services</p>		<p>5. District translation/interpreter services are being maintained, and a new schedule has been created and implemented to provide translation services to other school sites to better meet the needs of EL parents. This is a result of DELAC/ELAC parent discussion and input.</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>6. One FTE in summer school to monitor EL student performance and communicate with EL parents.</p> <p>7. Sustain AVID in grades 7-12.</p> <p>8. Provide academic language support for ELs via course periods at Intermediate and Above.</p> <p>9. Provide academic language and</p>	<p>FTE (included in Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p> <p>ALAS program grades 6-8 (included in Annual amount)</p> <p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>	<p>6. One FTE is scheduled for summer school EL support at the high school level.</p> <p>7. AVID is being maintained in grades 7-12. Teachers, counselors, and administrators attend the AVID Summer Institute annually.</p> <p>8. Academic language support for ELs is offered in the master schedule to support ELs at Intermediate and Above.</p>	<p>FTE (included in Annual amount)</p> <p>AVID Program Grades 7-12 (included in Annual amount)</p> <p>ALAS program grades 6-8 (included in Annual amount)</p> <p>AMS program grades 6-8 (included in Annual amount)</p> <p>Grade level and content area collaborations. (included in Annual amount)</p> <p>ELD courses (included in Annual amount)</p>

<p>math support</p> <p>10. Implement the ELD instructional model for grade spans.</p> <p>11. Add ELD 1-2 course to middle school schedule and maintain ELD 1-2 at the high school.</p>		<p>9. ALAS and AMS course periods are in the master schedule to support ELs in ELA and math.</p> <p>10. An ELD instructional model has been created, and teachers are being trained, to ensure implementation in all grade spans.</p> <p>11. An ELD 1-2 course has been implemented at both middle schools and is being maintained at the high school to support newcomers.</p>					
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<p>1. Analyze disaggregated data for Foster Youth vs. all students to identify at-risk students</p> <p>2. Increase counselor communication</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>Professional Development (included in Annual amount)</p>	<p>1. Foster Youth are being identified in our student information system so that Foster Youth can be monitored and appropriate support/services can be provided.</p> <p>2. A meeting was held with counselors</p>	<p>Grade level and content area collaborations. (included in Annual amount)</p> <p>No charge</p>				

<p>with students and guardian regarding progress.</p> <p>3. Provide district staff with needed information, resources, and services to support the education of Foster Youth.</p>		<p>to discuss current support/services being provided to Foster Youth and ways to increase counselor communication with students and guardians to monitor student achievement and progress.</p> <p>3. The Kern County Foster Youth representative provided counselors and administrators with training to review support/services available to our Foster Youth and their guardians. Counselors/Administrators will provide training to site staff to support the education of our Foster Youth.</p>	
<p>Scope of Service LEA wide</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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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>This goal has been revised to align to a District goal and is now an action under Goal #2 in the 2015-2018 LCAP. The District is making annual progress toward the 24:1 student to teacher ratio in grades TK-3. As a result of stakeholder feedback, the action to maintain College/Career Readiness courses (ROP) has been moved to an action in Goal #1 of the 2015-2018 LCAP and revised to state Career Readiness pathways will be provided and articulated with community colleges.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,912,433</u>
<p>Sierra Sands Unified School District (SSUSD) expended approximately \$1.6M in supplemental and concentration funds in 2014-15. For the 2015-16 school year SSUSD must, at minimum, allocate a targeted amount of \$2,912,433 in supplemental funds in continued support for English learners, low income students and foster youth. This represents an increase of approximately \$1.3M over 2014-15. These funds are calculated based on the current two year average of 54.74% of unduplicated pupils. The unduplicated student count decreased from 55.11% to 54.37% district-wide, therefore the district did not receive any concentration grant funding for the 2014-15 school year.</p> <p>Funds will be used to provide the current programs and supports offered, including the Algebra I intervention model at the High School, Before and After school interventions, and in general establish and maintain effective intervention models district-wide, Summer school for grades 9-12, TLC tutoring, K-8 counselors, professional development for teachers, making appropriate adjustments to teacher ratio levels and other staffing levels, maintaining career readiness courses, offering district-wide EL coordinating services, improving school connectedness, offering district-wide translation services, provide opportunities for parents to be involved and receive information, continuing the AVID program for 7-12 grades and the ALAS and AMS programs for 6-8 grades, administer and proctor CELDT testing, an ELD 1-2 course to the middle schools and high school master schedules, home to school transportation, intervention counselor, and school resource officers. These services do not only have an impact on the learning environment and the climate of the district as a whole, but are targeted to also have a larger impact on the focus subgroups.</p> <p>The district will support all students, with additional support for unduplicated students, in the following ways:</p> <p>Goal 1: Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.</p> <p>District Translation services (\$85,000) ("The Effects of Comprehensive Parent Engagement on Student Learning Outcomes." Sam Redding 2004)</p> <p>Career Readiness Courses (\$530,000) ("Students who participate in career development curriculum show significantly more understanding of career possibilities, more future orientation, and greater self-efficacy and increased school engagement." Dimmitt (2007).</p> <p>District EL Coordinating Services (\$65,000) ("Ensuring Equal Educational Opportunities for English Language Learners" U.S. Department of Education, October 2010)</p> <p>Home to School Transportation services to support high attendance (\$800,000). Sierra Sands USD has prioritized transportation services for students in order to provide safe and efficient transportation to and from school to ensure access to the educational program and promote regular attendance. Buses run throughout the district and outlying areas and serve all schools. Approximately 95% of students in Sierra Sands that utilize home to school transportation are socioeconomically disadvantaged. As such, this service is principally directed toward meeting the needs of these students. Maintaining home to school transportation to sustain high attendance is key to maximizing student learning, particularly for this targeted group.(National Center for Education Statistics: Every School Day Counts)</p> <p>Maintain class size averages below Education Code maximums (TK-8) \$480,000</p> <p>Administer and Proctor CELDT testing (\$14,000) ("Using assessment data for improving teaching practice." Timperley, H. 2009)</p>	

Goal #2:

AVID Program 7-12 (\$195,000) ("AVID has affected the performance profile of schools by leveraging success of disaggregated subgroups of students, particularly African American and Latino students, as well as students from lower income families." Watt, Powell, Mendiola & Cossio, 2006).
 ELD 1-2 courses at middle and high school (\$42,000 "Perspectives on the gaps: Fostering the academic success of minority and low-income students. Symonds, K 2004)
 ALAS Program 6-8 (\$42,000 "How to have good schools for all our children, not just some. Saphier, J. 2005)
 AMS Program 6-8 (\$30,000 "Successful schools do not give a second thought to providing preventive assistance for students in need." Reeves 2006)
 Before and After School Interventions \$40,000 (Response to Intervention: Guiding principles for educators from the International Reading Association, IRA Commission on RTI February 2009)
 Summer School 9-12 (\$50,000) ("Motivating students to learn. Brophy, J 2004)
 EL Support teacher in summer (\$1,400) ("Make ELL achievement a schoolwide focus." National Literacy Panel on Language-Minority Children and Youth)
 The Learning Center (TLC) Intervention for 9-12 (\$21,000) Effective intervention must be integrated within the context of a guaranteed curriculum, informative assessments, and a process of continuous improvement IRA Commission on RTI 2009)
 TK-8 counselors (\$250,000) (Elementary and middle school students who participate in school counseling curriculum and group interventions that focus on cognitive, social and self-management skills (Student Success Skills) have consistently shown significantly stronger math and reading scores on state tests." Brigman & Campbell 2003)
 Counseling services for unduplicated subgroups for grades 6-12 (\$100,000) ("School counseling classroom curriculum designed to educate HS students about goal-setting, problem-solving, career exploration, and school resources has been found to significantly improve student behavior, attitude and knowledge in these areas." Schlossberg, Morris, & Lieberman 2001)
 Algebra I intervention model at high school (\$19,000) ("RTI: Best Practices in Secondary Math Interventions (7-12)" Jim Wright 2012)

Goal #3:

School Resource Officer (SRO) services (\$110,000 Safe and Orderly Environment, Marzano 2003)

Goal #4:

ELAC/DELAC meetings (\$600 Parent and Community Involvement, Marzano 2003)

- 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.

8.46	%
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Sierra Sands Unified School District estimates that it will receive approx. \$2,912,433 in Supplemental grant funding for the 2015-16 school year. The district's Minimum Proportionality Percentage is 8.46% for SSUSD. In order to provide a 8.46% level of increased or improved services for our LI, EL, and FY students, the district attempts to focus a large part of its efforts on professional development, as staff equipped with proper training is expected to impact both instruction quality and student outcomes. SSUSD's use of funds to support AVID, summer school, before and after school intervention and the appointment of a intervention counselor to work on issues related to improve services to the district's 54.37% of targeted students provides the LI, EL, and FY students with additional resources.

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).