

Introduction:

Oxnard School District is located in Oxnard, California, the largest city in Ventura County. The district is composed of twenty school sites: eleven K-5 schools, six K-8 schools and three middle schools, grades 6-8. The district is as ethnically and culturally diverse as the city of Oxnard: 92% of students are Hispanic; 3% are White, with 1.6 % Filipino, 1.2% African American and .8% Asian.

In July 2013, Dr. Cesar Morales was selected as the Superintendent to lead the Oxnard School District through several major reforms and initiatives. The use of 1:1 technology by all students enhances the mastery of Common Core State Standards (CCSS). A Dual Language program option is available at seven school sites. Each school has a STEAM (Science, Technology, Engineering, Arts and Mathematics) strand focus. This focus is evident in lessons, projects and communication to parents.

Mathematics textbooks written to the CCSS were adopted and implemented in 2015-16. Professional development focused on mathematics, English Language Development standards, SIOP (Sheltered Immersion Observation Protocol), and CHAMPS – an approach to positive behavior. Personnel changes included a new Educational Services department: Assistant Superintendent, Director of Curriculum and Accountability, Director of Pupil Services, Director of Special Education, and Director of Information Technology.

A counselor and outreach consultant were added to each school site to support the social/emotional development of students and to help families connect with community-based resources. With almost 17,000 students and increasing enrollment, the District has modernized several facilities and is undergoing construction on three existing school sites. To accommodate growing enrollment, the district is planning for new middle school and elementary sites in the future.

We continue our focus on improving student achievement. Our actions and services demonstrate this commitment with support for English Language Arts, English Language Development and Mathematics. Success in these areas is vital to our mission of creating students who are college and career ready. Teaching and learning in these core content areas are on the forefront of our efforts in 2016-17.

LEA: Oxnard

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LCAP Year: 2016-17

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

The Oxnard School District LCAP Committee is composed of classified, certificated and management employees of the district, including representative from the collective bargaining unit executive boards. Parents and community members are also part of the committee. The committee chair is the Assistant Superintendent, Educational Services.

February 16, 2016

The LCAP Committee reviewed the actions/services for 2015-16 and the current status of each action/service was shared: actions/services were noted as completed, in process or not in process. The committee brainstormed ideas for consideration as actions/services for 2016-17.

February 17, 2016

An update on actions/services included in the LCAP for 2015-16 was presented to the Governing Board of the Oxnard School District. Board members learned which actions/services had been completed, which were in process, which still needed to be completed and which could not be completed and would be revised for 2016-17.

March 8, 2016

A review of the 2015-16 LCAP was shared with the Parent Advisory Committee, composed of parent volunteers from each of the 20 school sites. Parents asked that we continue efforts to increase interventions/tutoring; offer Special Education Workshops for general education teachers; develop actions that encourage parent involvement in school; consider training campus supervisors and teachers in CPR.

Week of March 13 – 19, 2016

The Assistant Superintendent and a Director from Educational Services interviewed students from five school sites in grades 6 – 8. Students were informed of actions/services from the current LCAP that directly impact them. Students were asked to evaluate whether the actions/services were effective and asked for suggestions for next year's LCAP. Site principals were in attendance and took notes on ways they can include suggestions at the site level.

March 22, 2016

The LCAP Committee met to discuss actions/services identified at the February 16, 2016 meeting. Suggestions were vetted and then ranked in

The LCAP Committee provided feedback on the actions/services in place during the current year. Ways to implement a few of the actions/services were offered.

Interventions and tutoring remain as actions/services provided for students. Each school site will include these services in the Single Plan for Student Achievement (SPSA). Special Education will be a topic for staff professional development as part of the Educator Effectiveness grant. Parent involvement and parent training will be services offered at each school site and training at the district level will continue for parent groups. CPR will continue to be offered to staff to ensure student and staff safety.

Students indicated they were satisfied with the actions/services offered for them as part of the LCAP. Suggestions were made to offer additional opportunities for student to feel connected to school, such as dances, field trips and after school activities. Students also indicated that teachers and students need to focus on building relationships to improve student engagement in the learning process.

The list of actions/services was provided to the Superintendent and Cabinet to identify costs, determine which actions/services could be

order of priority, acknowledging that all suggestions could not be funded in one year.

April 13, 2016

Cabinet members consulted with the Ventura County Office of Education (VCOE) Educational Services and Business Services to identify areas of the LCAP annual update and draft that needed further consideration and review.

May 10, 2016

The LCAP draft presented to Parent Advisory Committee for review.

May 19, 2016

LCAP draft was presented to the K-8 and K-5 principals at a meeting.

May 26, 2016

The LCAP draft presented to the District English Learner Advisory Committee for review.

June 1, 2016

The LCAP draft presented to the public for review and comment.

Superintendent had no comments to respond to in writing.

June 22, 2016

LCAP approved by Governing Board.

added to the LCAP, and which would be recommended to the Governing Board as part of the LCAP for 2016-17 through 2018-19.

Consultants from VCOE recommended that the LCAP be consolidated from four goals to three since the actions/services listed in Goal 3 related to Human Resources fit well under Goal 1 which focuses on improving student achievement. Actions/services in Goal 4 that support social/emotional health and school safety were added to Goal 2. The new Goal 3 focuses on parent involvement and communication. Consultants also noted that many actions/services focus on the needs of the district's English Learners, Low Income and Homeless Students and Foster Youth; these students are a significant part of our student population and their needs are identified for actions/services in the plan.

A few questions were asked about specific actions/services at school sites. Parents were directed to Section 2, Goal 1, Action/Service 1.21. Decisions on how these funds are allocated are made by School Site Council and documented in the Single Plan for Student Achievement.

A suggestion was made to consider a late bus so English Learners who need additional support can stay after school for intervention or tutoring.

<p>Annual Update:</p> <p>February 16, 2016 - District had the first LCAP Committee Meeting. District LCAP Committee consists of 9 Parents, 3 Principals, 1 Community at-large Member, 1 Foster Youth Representative, 6 Teacher Representatives, 2 Support Service Representatives, 2 Classified Employee Representatives, and 4- Administrators. At this meeting, the 2015-16 LCAP goals and actions/services were reviewed and progress on all actions/services was offered. The Committee provided feedback on the 2015-16 LCAP and made suggestions and offered modifications of these actions/services for the 2016-17 LCAP.</p> <p>March 13-19, 2016 – A discussion was held with middle school students on actions/services in the 2015-16 LCAP.</p>	<p>Annual Update:</p> <p>Committee stated that actions/serves that directly affected students such as lower class size, Extra Support Teachers and site TOSAs were beneficial.</p> <p>Discussion was held about results thus far, opportunities to add additional services such as more grade levels for class size reduction and more intervention services.</p> <p>Students appreciated the services discussed and offered recommendations for improvement. These recommendations were noted by principals and will be considered by SSC for SPSA.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with,

and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

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

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1 - All students will reach high academic standards in reading and mathematics.Goal		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: N/A
Identified Need:	<p>2014-15 baseline CAASSP ELA scores of <i>Standard Not Met</i> district-wide for all students and especially for English Learners, Low Income, Foster and Homeless Youth indicate a need to improve.</p> <p>2014-15 baseline CAASSP mathematics scores <i>Standard Not met</i> district-wide for all students and especially for English learners, low socio-economically disadvantaged and Foster Youth indicate a need to improve.</p> <p>Reclassification rates for English learners, through comparable to County and State averages, need to increase.</p> <p>AMAO 1 and AMAO 2 rates for English learners improving in English and becoming <i>Proficient</i> need to increase.</p> <p>Continue to evaluate professional development to improve access and teacher satisfaction with professional learning opportunities</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the baseline percentage of English Learners, Foster Youth and Low-Income students scoring standards <i>Met</i> or <i>Exceeded</i> on the CAASSP Assessments by 5% in 2015-16 and 5% in 2016-17.</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> - English Learners 6%; 2015-16 goal 11%, 2016-17 goal 16% • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> - Low Income 17%; 2015-16 goal 22%, 2016-17 goal 27% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> - English Learners 6%; 2015-16 goal 11%, 2016-17 goal 16% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> - Low Income 11%; 2015-16 goal 16%, 2016-17 goal 21% • Baseline 2014-15 scores ELA/Mathematics <i>Met</i> or <i>Exceeded</i> Foster Youth, - not reported on statewide Dataquest, a local measure will be established for 2016-17. <p>Increase the 2014-15 baseline percentage of students scoring <i>Met</i> or <i>Exceeded</i> for the CAASSP Assessments by 5% each year after initial test in 2014-15.</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> district wide 20%; 2015-16 goal 25%, 2016-17 goal 30% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> district wide 13%; 2015-16 goal 18%, 2016-17 goal 23% <p>Increase the percentage of EL students meeting AMAO 1 from 48.6% in 2014-15 to 53.6% in 2015-16 and 58.6% in 2016-17.</p> <p>Increase the percentage of EL students meeting AMAO 2 > 5yrs from 38.2% in 2014-15 to 43.2% in 2015-16 and 48.2% in 2016-17.</p> <p>Increase the number of English Learner students being reclassified from 11.5% in 2015-16 and by 5% to 16.5% in 2016-17.</p> <p>Increase positive staff satisfaction (Baseline of 85% in 2014-15 to 90% in 2016-17) with district provided professional development as reported by professional development evaluations.</p> <p>Continue to maintain a Middle School Dropout Rate at or below 0.15%.</p> <p>Maintain 100% rate of 8th grade students promoted to high school.</p> <p>API is no longer applicable.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Principally directed towards English Learners</p> <p>1.1 Five Teachers on Special Assignment (TOSA) in the English Learner Services Department will support EL instruction and ELD implementation in the classrooms, including integrated ELD in English Language Arts and Mathematics.</p>	<p>LEA - Wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of five TOSAs salaries and benefits</p> <p>Unrestricted General Fund \$569,500</p>
<p>Principally directed towards English Learners</p> <p>1.2 English Learner Department and sites receive funding based upon LEP counts, to support site-based EL programs and services as identified in each site's approved Single Plan for Student Achievement.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Based on site allocations in each SPSA and approved by site's School Site Council and District Board of Education</p> <p>Unrestricted General Fund \$1,000,000</p>
<p>Principally directed towards English Learners</p> <p>1.3 Sustain the Migrant Education Recruiter position in the English Learner Services Department to continue support for the District's Migrant families.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of salary and benefits</p> <p>Unrestricted General Fund \$69,000</p>

<p>Principally directed towards English Learners</p> <p>1.4 Funds to be added to the English Learner Services Department to purchase English Language Development materials and supplies for Long Term English Learners and Newcomer Academy.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and supplies</p> <p>Title III, General Fund \$350,000</p>
<p>Principally directed towards English Learners</p> <p>1.5 Hire a Director of Dual Language Programs to support DLI Programs, provide support with lesson planning, curriculum design for intermediate grades and staff development as needed.</p>	<p>Chavez; Curren; Driffill; Elm; Kamala; Lemonwood; Soria</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Director salary and benefits</p> <p>Unrestricted General Fund \$174,000</p>
<p>Principally directed towards English Learners</p> <p>1.6 Use the Idea Placement Test (IPT) to monitor progress in language acquisition. Provide staff development as needed. Use detailed reports to focus on reclassifying Long Term English Learners.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of program and materials</p> <p>Unrestricted General Fund \$120,000</p>

<p>Principally directed towards English Learners</p> <p>1.7 Site-based interventions and tutoring focused on Long Term English Learners and English Learners close to reclassification.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement</p> <p>Title III, Unrestricted General Fund \$289,000</p>
<p>Principally directed towards English Learners</p> <p>1.8 Continue the use of 4 Paraeducators to assist in the Newcomer classrooms at McKinna School.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$115,000</p>
<p>Principally directed towards English Learners</p> <p>1.9 Maintain the additional Teacher and Paraeducator to support the 3rd grade Newcomer class at McKinna.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$130,000</p>

<p>Principally directed towards English Learners</p> <p>1.10 Continue to systematically review, refine and implement the EL Master Plan.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.11 Site-based interventions and tutoring focused on English Learners (who are NOT Long Term English learners or close to reclassification), Low Income, Foster, and Homeless Youth.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement.</p> <p>Unrestricted General Fund \$813,000</p> <p>This item is also included later in Goal 1.</p>

<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.12 Provide summer school opportunities for intervention and enrichment.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Staff and materials for summer school</p> <p>Unrestricted General Fund \$500,000</p> <p>Programs at Frank and Sierra Linda in 2016 will serve English Learners, Low Inome, Foster and Homeless Youth.</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.13 Offer Saturday Academies during the year to provide intervention and enrichment for English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Staff and materials</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.14 Use a Mathematics Mentor Teacher at each site to support math instruction, assist with lesson planning and provide staff development as needed.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Teacher stipend s and benefits</p> <p>Unrestricted General Fund \$85,000</p>

<p>All students with special emphasis on English Learners</p> <p>1.15 Use the STAR 360 Program district-wide as an assessment tool to identify students for intervention placement and leveled-instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of program and materials Unrestricted General Fund \$50,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.16 Adopt new core textbooks in subject areas as the State Board of Education-approved frameworks, assessments and instructional materials are made available. All new textbooks in each of the content areas are to be selected with a focus on the quality of ELD component provided and accessibility for English learners.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>English Language Arts/English Language Development for Grades K – 5 in 2016-17 Unrestricted General Fund \$3,200,000</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.17 Provide staff development for all staff in classroom management and positive student behavior (CHAMPS), attendance strategies, cultural awareness and in content specific areas to ensure staff is prepared and knowledgeable.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost for trainers and staff extra hours Title 1 and Title II, General Fund \$1,500,000</p>

<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.18 Lower Class Size - add teachers to grades TK through 1 to lower class size to 24:1. Add Elementary Support Teachers to sites to support grades 2 through 5 with a program to allow for small group instruction and intervention. Small groups may focus on English language development, and support foster youth and low income students as identified.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits for teaching staff Unrestricted General Fund \$5,200,000</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.19 Offer expanded opportunities (sports and club programs) in After School at the K-8 Schools to engage all students, particularly English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Additional cost to ASES contract Unrestricted General Fund \$150,000 This amount is also included in Goal 2.</p>
<p>All students with special emphasis on English Learners</p> <p>1.20 Continue use of a DLI Consultant to analyze and inform the district on best practices for the Dual Language Program.</p>	<p>Chavez, Curren, Driffill, Elm, Kamala, Lemonwood and Soria Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title III- \$100,000</p>

<p>All students</p> <p>1.21 Site Based funds for the following activities: attendance incentives, academics incentives, enrichment activities, interventions/tutoring, parent training classes, materials for instructional supplies and strand/STEAM/NGSS focus, subscriptions and apps for student iPads.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Given to sites to use and plan for in the School Site Plan for Student Achievement Unrestricted General Fund \$813,000</p> <p>This amount is also included in Goal 2.</p>
<p>All students</p> <p>1.22 Accelerated Reader Program to support reading and provide an assessment tool to assist with identifying students for intervention.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of program and materials Unrestricted General Fund \$250,000</p>
<p>All students</p> <p>1.23 Use MyOn program to support reading on 1:1 devices at home with or without internet access.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of program and professional development Unrestricted General Fund \$375,000</p>

<p>All students</p> <p>1.24 Electronics replacement plan to replace or repair damaged and obsolete equipment district-wide.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Repair or replace equipment</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with particular emphasis on Special Education students</p> <p>1.25 Maintain additional Special Education staffing from 2014-15 to support direct services to identified students.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of staff and benefits</p> <p>Unrestricted General Fund \$1,200,000</p>
<p>All students</p> <p>1.26 School Site Teachers on Special Assignment - 1 TOSA per site to support and monitor student progress and achievement in the core program, especially ELA/ELD and Mathematics.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>20 TOSA's salaries and benefits</p> <p>Unrestricted General Fund \$2,250,000</p>
<p>All students</p> <p>1.27 Integrate technology use into core subjects by assigning the Technology TOSA to the Information Technology Support department. Focus in 2016-17 will be using online and 1:1 support for Mathematics K-8 and ELA/ELD in K-5 and training of site Technology Mentor Teachers to support these apps and services.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Technology TOSA salary and benefits</p> <p>Unrestricted General Fund \$113,893</p>

<p>All students</p> <p>1.28 Support the AVID program with tutoring, materials and field trips at all sites that include grades 6-8.</p>	<p>K-8 and 6-8 Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of training fees and materials</p> <p>Unrestricted General Fund \$150,000</p>
<p>All students</p> <p>1.29 Provide competitive salaries and benefits package to compete for new staff with neighboring districts.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of salary and benefits increases</p> <p>General Fund</p>
<p>All students</p> <p>1.30 Develop and refine recruitment strategies, utilizing college job fairs as well as state wide organizations' existing job fairs and shows. Include teachers, psychologists, etc. to be part of the recruitment team.</p>	<p>ALL</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of materials, travel, and substitute teachers.</p> <p>Unrestricted General Fund \$15,000</p>
<p>All students</p> <p>1.31 Use public relations campaign to promote Pre-School Program to increase enrollment.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Preschool grant \$5,000</p>

<p>1.32 Provide information to classified employees to encourage enrollment in degree and credential programs in hard-to-fill areas, i.e. Special Education, Speech and Language Specialists.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the baseline percentage of English Learners, Foster Youth and Low-Income students scoring <i>Met</i> or <i>Exceeded</i> on the CAASSP Assessments by 5% in 2016-17 and 5% in 2017-18.</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> - English Learners 6%; 2015-16 goal 11%, 2016-17 goal 16%, 2017-18 goal 21% • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> - Low Income 17%; 2015-16 goal 22%, 2016-17 goal 27%, 2017-18 goal 32% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> - English Learners 6%; 2015-16 goal 11%, 2016-17 goal 16%, 2017-18 goal 21% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> - Low Income 11%; 2015-16 goal 16%, 2016-17 goal 21%, 2017-18 goal 26% • Baseline 2014-15 scores ELA/Mathematics <i>Met</i> or <i>Exceeded</i> Foster Youth, - not reported on statewide Dataquest, a local measure will be established for 2016-17 and will increase by 5% in 2017-18. <p>Increase the 2014-15 baseline percentage of students scoring <i>Met</i> or <i>Exceeded</i> for the CAASSP Assessments by 5% each year after initial test in 2014-15.</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met</i> or <i>Exceeded</i> district wide 20%; 2015-16 goal 25%, 2016-17 goal 30%, 2017-18 goal 35% • Baseline 2014-15 scores Mathematics <i>Met</i> or <i>Exceeded</i> district wide 13%; 2015-16 goal 18%, 2016-17 goal 23%, 2017-18 goal 28% <p>Increase the percentage of EL students meeting AMAO 1 from 48.6% in 2014-15 to 53.6% in 2015-16 and 58.6% in 2016-17 and 63.6 in 2017-18.</p> <p>Increase the percentage of EL students meeting AMAO 2 > 5yrs from 38.2% in 2014-15 to 43.2% in 2015-16, 48.2% in 2016-17 and 53.2% in 2017-18.</p> <p>Increase the number of English Learner students being reclassified from 11.5% in 2015-16 by 5% to 16.5% in 2016-17 and 21.5% in 2017-18.</p> <p>Increase positive staff satisfaction (Baseline of 85% in 2014-15 to 90% in 2016-17 and 95% in 2017-18) with district provided professional development as reported by professional development evaluations.</p> <p>Maintain 100% rate of 8th grade students promoted to high school.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Principally directed towards English Learners</p> <p>1.1 Five Teachers on Special Assignment (TOSA) in the English Learner Services Department will support EL instruction and ELD implementation in the classrooms, including integrated ELD in English Language Arts and Mathematics.</p>	<p>LEA - Wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of five TOSAs salaries and benefits</p> <p>Unrestricted General Fund \$580,890</p>
<p>Principally directed towards English Learners</p> <p>1.2 English Learner Department and sites receive funding based upon LEP counts, to support site-based EL programs and services as identified in each site's approved Single Plan for Student Achievement.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Based on site allocations in each SPSA and approved by site's School Site Council and District Board of Education</p> <p>Unrestricted General Fund \$1,000,000</p>
<p>Principally directed towards English Learners</p> <p>1.3 Sustain the Migrant Education Recruiter position in the English Learner Services Department to continue support for the District's Migrant families.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of salary and benefits</p> <p>Unrestricted General Fund \$70,035</p>

<p>Principally directed towards English Learners</p> <p>1.4 Funds to be added to the English Learner Services Department to purchase English Language Development materials and supplies for Long Term English Learners and Newcomer Academy.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and supplies</p> <p>Title III, General Fund \$350,000</p>
<p>Principally directed towards English Learners</p> <p>1.5 Hire a Director of Dual Language Programs to support DLI Programs, provide support with lesson planning, curriculum design for intermediate grades and staff development as needed.</p>	<p>Chavez; Curren; Driffill; Elm; Kamala; Lemonwood; Soria</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Director salary and benefits</p> <p>Unrestricted General Fund \$176,610</p>
<p>Principally directed towards English Learners</p> <p>1.6 Use the Idea Placement Test (IPT) to monitor progress in language acquisition. Provide staff development as needed. Use detailed reports to focus on reclassifying Long Term English Learners.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of program and materials</p> <p>Unrestricted General Fund \$120,000</p>

<p>Principally directed towards English Learners</p> <p>1.7 Site-based interventions and tutoring focused on Long Term English Learners and English Learners close to reclassification.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement</p> <p>Title III, Unrestricted General Fund \$289,000</p>
<p>Principally directed towards English Learners</p> <p>1.8 Continue the use of 4 Paraeducators to assist in the Newcomer classrooms at McKinna School.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$116,725</p>
<p>Principally directed towards English Learners</p> <p>1.9 Maintain the additional Teacher and Paraeducator to support the 3rd grade Newcomer class at McKinna.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$131,000</p>

<p>Principally directed towards English Learners</p> <p>1.10 Continue to systematically review, refine and implement the EL Master Plan.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.11 Site-based interventions and tutoring focused on English Learners (who are NOT Long Term English learners or close to reclassification), Low Income, Foster, and Homeless Youth.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement.</p> <p>Unrestricted General Fund \$813,000</p> <p>This item is also included later in Goal 1.</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.12 Provide summer school opportunities for intervention and enrichment.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Staff and materials for summer school</p> <p>Unrestricted General Fund \$500,000</p>

<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.13 Offer Saturday Academies during the year to provide intervention and enrichment for English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Staff and materials</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.14 Use a Mathematics Mentor Teacher at each site to support math adoption, assist with lesson planning and provide staff development as needed.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Teacher stipends and benefits</p> <p>Unrestricted General Fund \$85,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.15 Use the STAR 360 Program district-wide as an assessment tool to identify students for intervention placement and leveled-instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of program and materials</p> <p>Unrestricted General Fund \$50,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.16 Adopt new core textbooks in subject areas as the State Board of Education-approved frameworks, assessments and instructional materials are made available. All new textbooks in each of the content areas are to be selected with a focus on the quality of ELD component provided and accessibility for English learners.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Unrestricted General Fund \$2,000,000</p>

<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.17 Provide staff development for all staff in classroom management and positive student behavior (CHAMPS), attendance strategies, cultural awareness and in content specific areas to ensure staff is prepared and knowledgeable.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost for trainers and staff extra hours</p> <p>Title 1 and Title II, General Fund \$1,500,000</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.18 Lower Class Size - add teachers to grades TK through 1 to lower class size to 24:1. Add Elementary Support Teachers to sites to support grades 2 through 5 with a program to allow for small group instruction and intervention. Small groups may focus on English language development, and support foster youth and low income students as identified.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits for teaching staff</p> <p>Unrestricted General Fund \$5,619,040</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.19 Offer expanded opportunities (sports and club programs) in After School at the K-8 Schools to engage all students, particularly English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Additional cost to ASES contract</p> <p>Unrestricted General Fund \$150,000</p> <p>This amount is also included in Goal 2.</p>

<p>All students with special emphasis on English Learners</p> <p>1.20 Continue use of a DLI Consultant to analyze and inform the district on best practices for the Dual Language Program.</p>	<p>Chavez, Curren, Driffill, Elm, Kamala, Lemonwood and Soria</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title III</p> <p>\$100,000</p>
<p>All students</p> <p>1.21 Site Based funds for the following activities: attendance incentives, academics incentives, enrichment activities, interventions/tutoring, parent training classes, materials for instructional supplies and strand/STEAM/NGSS focus, subscriptions and apps for student iPads.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Given to sites to use and plan for in the School Site Plan for Student Achievement Unrestricted General Fund \$813,000</p> <p>This amount is also included in Goal 2.</p>
<p>All students</p> <p>1.22 Accelerated Reader Program to support reading and provide an assessment tool to assist with identifying students for intervention.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of program and materials Unrestricted General Fund \$250,000</p>

<p>All students</p> <p>1.23 Use MyOn program to support reading on 1:1 devices at home with or without internet access.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of program and professional development</p> <p>Unrestricted General Fund \$375,000</p>
<p>All students</p> <p>1.24 Electronics replacement plan to replace or repair damaged and obsolete equipment district-wide.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Repair or replace equipment</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with particular emphasis on Special Education students</p> <p>1.25 Maintain additional Special Education staffing from 2014-15 to support direct services to identified students.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of staff and benefits</p> <p>Unrestricted General Fund \$1,218,000</p>
<p>All students</p> <p>1.26 School Site Teachers on Special Assignment - 1 TOSA per site to support and monitor student progress and achievement in the core program, especially ELA/ELD and Mathematics.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>20 TOSA's salaries and benefits</p> <p>Unrestricted General Fund \$2,537,500</p>

<p>All students</p> <p>1.27 Integrate technology use into core subjects by assigning the Technology TOSA to the Information Technology Support department. Focus in 2016-17 will be using online and 1:1 support for Mathematics K-8 and ELA/ELD in K-5 and training of site Technology Mentor Teachers to support these apps and services.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Technology TOSA salary and benefits</p> <p>Unrestricted GGeneral Fund \$115,601.</p>
<p>All students</p> <p>1.28 Support the AVID program with tutoring, materials and field trips at all sites that include grades 6-8.</p>	<p>K-8 and 6-8 Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of training fees and materials</p> <p>Unrestricted General Fund \$150,000</p>
<p>All students</p> <p>1.29 Provide competitive salaries and benefits package to compete for new staff with neighboring districts.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of salary and benefits increases</p> <p>General Fund</p>
<p>All students</p> <p>1.30 Develop and refine recruitment strategies, utilizing college job fairs as well as state wide organizations' existing job fairs and shows. Include teachers, psychologists, etc. to be part of the recruitment team.</p>	<p>ALL</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of materials, travel, and substitute teachers.</p> <p>Unrestricted General Fund \$15,000</p>

<p>All students</p> <p>1.31 Use public relations campaign to promote Pre-School Program to increase enrollment.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Preschool Grant \$5,000</p>
<p>1.32 Provide information to classified employees to encourage enrollment in degree and credential programs in hard-to-fill areas, i.e. Special Education, Speech and Language Specialists.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost.</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the baseline percentage of English Learners, Foster Youth and Low-Income students scoring met or exceeded on the CAASSP Assessments by 5% in 2017-18 and 5% in 2018-19</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met or Exceeded</i> - English Learners 6%; 2017-18 goal 21%, 2018-19 goal 26%. • Baseline 2014-15 scores ELA <i>Met or Exceeded</i> - Low Income 17%; 2017-18 goal 32%, 2018-19 goal 37%. • Baseline 2014-15 scores Mathematics <i>Met or Exceeded</i> - English Learners 6%; 2017-18 goal 21%, 2018-19 goal 26%. • Baseline 2014-15 scores Mathematics <i>Met or Exceeded</i> - Low Income 11%; 2017-18 goal 26%, 2018-19 goal 31% • Baseline 2014-15 scores ELA/Mathematics <i>Met or Exceeded</i> Foster Youth, - not reported on statewide Dataquest, a local measure will be established for 2016-17 and will increase by 5% in 2017-18 and 2018-19. <p>Increase the 2014-15 baseline percentage of students scoring met or exceeded for the CAASSP Assessments by 5% each year after initial test in 2014-15.</p> <ul style="list-style-type: none"> • Baseline 2014-15 scores ELA <i>Met or Exceeded</i> district wide 20%; 2017-18 goal 35%, 2018-19 goal 40%. • Baseline 2014-15 scores Mathematics <i>Met or Exceeded</i> district wide 13%; 2017-18 goal 28%, 2018-19 goal 33%. <p>Increase the percentage of EL students meeting AMAO 1 from 48.6% in 2014-15 to 53.6% in 2015-16, 58.6% in 2016-17, 63.6% in 2017-18 and 68.6% in 2018-19.</p> <p>Increase the percentage of EL students meeting AMAO 2 > 5yrs from 38.2% in 2014-15 to 43.2% in 2015-16, 48.2% in 2016-17, 53.2% in 2017-18 and 58.2% in 2018-19.</p> <p>Increase the number of English Learner students being reclassified from 11.5% in 2015-16 by 5% to 16.5% in 2016-17, 21.5% in 2017-18 and 26.5% in 2018-19.</p> <p>Maintain positive staff satisfaction (Baseline of 85% in 2014-15 to 90% in 2016-17 and 95% in 2017-18.) at 95% with district provided professional development as reported by professional development evaluations.</p> <p>Maintain 100% rate of 8th grade students promoted to high school.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Principally directed towards English Learners</p> <p>1.1 Five Teachers on Special Assignment (TOSA) in the English Learner Services Department will support EL instruction and ELD implementation in the classrooms, including integrated ELD in English Language Arts and Mathematics.</p>	<p>LEA - Wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of four TOSAs salaries and benefits</p> <p>Unrestricted General Fund \$580,890</p>
<p>Principally directed towards English Learners</p> <p>1.2 English Learner Department and sites receive funding based upon LEP counts, to support site-based EL programs and services as identified in each site's approved Single Plan for Student Achievement.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Based on site allocations in each SPSA and approved by site's School Site Council and District Board of Education</p> <p>Unrestricted General Fund \$1,000,000</p>
<p>Principally directed towards English Learners</p> <p>1.3 Sustain the Migrant Education Recruiter position in the English Learner Services Department to continue support for the District's Migrant families.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salary and benefits</p> <p>Unrestricted General Fund \$70,380</p>

<p>Principally directed towards English Learners</p> <p>1.4 Funds to be added to the English Learner Services Department to purchase English Language Development materials and supplies for Long Term English Learners and Newcomer Academy.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Materials and supplies</p> <p>Title III, General Fund \$350,000</p>
<p>Principally directed towards English Learners</p> <p>1.5 Hire a Director of Dual Language Programs to support DLI Programs, provide support with lesson planning, curriculum design for intermediate grades and staff development as needed.</p>	<p>Chavez; Curren; Driffill; Elm; Kamala; Lemonwood; Soria</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Director salary and benefits</p> <p>Unrestricted General Fund \$177,480</p>
<p>Principally directed towards English Learners</p> <p>1.6 Use the Idea Placement Test (IPT) to monitor progress in language acquisition. Provide staff development as needed. Use detailed reports to focus on reclassifying Long Term English Learners.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of program and materials</p> <p>Unrestricted General Fund \$120,000</p>

<p>Principally directed towards English Learners</p> <p>1.7 Site-based interventions and tutoring focused on Long Term English Learners and English Learners close to reclassification.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement</p> <p>Title III, Unrestricted General Fund \$289,000</p>
<p>Principally directed towards English Learners</p> <p>1.8 Continue the use of 4 Paraeducators to assist in the Newcomer classrooms at McKinna School.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$117,300</p>
<p>Principally directed towards English Learners</p> <p>1.9 Maintain the additional Teacher and Paraeducator to support the 3rd grade Newcomer class at McKinna.</p>	<p>McKinna School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of salaries and benefits</p> <p>Unrestricted General Fund \$132,600</p>

<p>Principally directed towards English Learners</p> <p>1.10 Continue to systematically review, refine and implement the EL Master Plan.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No cost</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.11 Site-based interventions and tutoring focused on English Learners (who are NOT Long Term English learners or close to reclassification), Low Income, Foster, and Homeless Youth.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Funds given to sites to use and include in their Single Plans for Student Achievement.</p> <p>Unrestricted General Fund \$813,000</p> <p>This item is also included later in Goal 1.</p>
<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.12 Provide summer school opportunities for intervention and enrichment.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Staff and materials for summer school</p> <p>Unrestricted General Fund \$500,000</p>

<p>Principally directed towards English Learners, Low Income, Foster, and Homeless Youth</p> <p>1.13 Offer Saturday Academies during the year to provide intervention and enrichment for English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Staff and materials</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.14 Use a Mathematics Mentor Teacher at each site to support math instruction, assist with lesson planning and provide staff development as needed.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Teacher stipends and benefits</p> <p>Unrestricted General Fund \$85,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.15 Use the STAR 360 Program district-wide as an assessment tool to identify students for intervention placement and leveled-instruction. An important function of the program will be its use as a local assessment tool to meet reclassification metrics for English Learners in Reading and Mathematics.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Cost of program and materials</p> <p>Unrestricted General Fund \$50,000</p>
<p>All students with special emphasis on English Learners</p> <p>1.16 Adopt new core textbooks in subject areas as the State Board of Education-approved frameworks, assessments and instructional materials are made available. All new textbooks in each of the content areas are to be selected with a focus on the quality of ELD component provided and accessibility for English learners.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Unrestricted General Fund \$2,000,000</p>

<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.17 Provide staff development for all staff in classroom management and positive student behavior (CHAMPS), attendance strategies, cultural awareness and in content specific areas to ensure staff is prepared and knowledgeable.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost for trainers and staff extra hours</p> <p>Title 1 and Title II, General Fund \$1,500,000</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.18 Lower Class Size - add teachers to grades TK through 1 to lower class size to 24:1. Add Elementary Support Teachers to sites to support grades 2 through 5 with a program to allow for small group instruction and intervention. Small groups may focus on English language development, and support foster youth and low income students as identified.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits for teaching staff</p> <p>Unrestricted General Fund \$5,408,000</p>
<p>All students with special emphasis on English Learners, Low Income, Foster and Homeless Youth</p> <p>1.19 Offer expanded opportunities (sports and club programs) in After School at the K-8 Schools to engage all students, particularly English Learners, Low Income, Foster and Homeless Youth.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Additional cost to ASES contract</p> <p>Unrestricted General Fund \$150,000</p> <p>This amount is also included in Goal 2.</p>

<p>All students with special emphasis on English Learners</p> <p>1.20 Continue use of a DLI Consultant to analyze and inform the district on best practices for the Dual Language Program.</p>	<p>Chavez, Curren, Driffill, Elm, Kamala, Lemonwood and Soria</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title III</p> <p>\$100,000</p>
<p>All students</p> <p>1.21 Site Based funds for the following activities: attendance incentives, academics incentives, enrichment activities, interventions/tutoring, parent training classes, materials for instructional supplies and strand/STEAM/NGSS focus, subscriptions and apps for student iPads.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Given to sites to use and plan for in the School Site Plan for Student Achievement Unrestricted General Fund \$813,000</p> <p>This amount is also included in Goal 2.</p>
<p>All students</p> <p>1.22 Accelerated Reader Program to support reading and provide an assessment tool to assist with identifying students for intervention.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of program and materials Unrestricted General Fund \$250,000</p>

<p>All students</p> <p>1.23 Use MyOn program to support reading on 1:1 devices at home with or without internet access.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of program and professional development</p> <p>Unrestricted General Fund \$375,000</p>
<p>All students</p> <p>1.24 Electronics replacement plan to replace or repair damaged and obsolete equipment district-wide.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Repair or replace equipment</p> <p>Unrestricted General Fund \$500,000</p>
<p>All students with particular emphasis on Special Education students</p> <p>1.25 Maintain additional Special Education staffing from 2014-15 to support direct services to identified students.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Cost of staff and benefits</p> <p>Unrestricted General Fund \$1,224,000</p>
<p>All students</p> <p>1.26 School Site Teachers on Special Assignment - 1 TOSA per site to support and monitor student progress and achievement in the core program, especially ELA/ELD and Mathematics.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>20 TOSA's salaries and benefits</p> <p>Unrestricted General Fund \$2,550,000</p>

<p>All students</p> <p>1.27 Integrate technology use into core subjects by assigning the Technology TOSA to the Information Technology Support department. Focus in 2016-17 will be using online and 1:1 support for Mathematics K-8 and ELA/ELD in K-5 and training of site Technology Mentor Teachers to support these apps and services.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Technology TOSA salary and benefits</p> <p>Unrestricted General Fund \$113,893</p>
<p>All students</p> <p>1.28 Support the AVID program with tutoring, materials and field trips at all sites that include grades 6-8.</p>	<p>K-8 and 6-8 Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of training fees and materials</p> <p>Unrestricted General Fund \$150,000</p>
<p>All students</p> <p>1.29 Provide competitive salaries and benefits package to compete for new staff with neighboring districts.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of salary and benefits increases</p> <p>General Fund</p>
<p>All students</p> <p>1.30 Develop and refine recruitment strategies, utilizing college job fairs as well as state wide organizations' existing job fairs and shows. Include teachers, psychologists, etc. to be part of the recruitment team.</p>	<p>ALL</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of materials, travel, and substitute teachers.</p> <p>Unrestricted General Fund \$15,000</p>

<p>All students</p> <p>1.31 Use public relations campaign to promote Pre-School Program to increase enrollment.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Preschool Grant \$5,000</p>
<p>1.32 Provide information to classified employees to encourage enrollment in degree and credential programs in hard-to-fill areas, i.e. Special Education, Speech and Language Specialists.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No cost.</p>

GOAL:	Goal 2: The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: N/A
Identified Need:	<p>School climate will be improved by engaging students with a variety of courses.</p> <p>Students will be taught in facilities that are in good repair.</p> <p>The school site will be a welcoming and supportive environment which engages families.</p> <p>Student attendance will be increased.</p> <p>Student suspension, expulsion and drop-out rates will decrease.</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Reduce suspension rates by .5% from 2.9% in 2014-15 to 2.4% in 2015-16 and by 1.9% in 2016-17.</p> <p>Maintain a 0% expulsion rate for all years.</p> <p>Decrease the 2014-15 chronic absence rates from 6.2% by .5% each year.</p> <p>Decrease the percentage of 7th grade students reporting that they have been in a fight on the California Healthy Kids Survey from 21% in 2013-14 by 3% in 2015-16 to 18% and 6% in 2017-18 to 15%..</p> <p>Decrease the percentage of 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey from 43% in 2013-14 by 3% in 2015-16 to 40% and 6% in 2017-18 to 37%.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>2.1 Use Task Force on student behavior, to identify ways to support students removed from classrooms but not suspended or expelled.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support.</p>
<p>2.2 District-wide implementation of CHAMPS positive student behavior program to support consistent interactions across the district and sites.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of trainers, materials and staff extra hours Unrestricted General Fund \$225,000</p>
<p>2.3 District-wide Art & Music programs to support enrichment activities and engage students.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost to hire a consultant or teacher to provide district-wide programs Unrestricted General Fund \$200,000</p>
<p>2.4 Maintain a committee to address social/emotional needs of the students from indigenous communities.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support</p>

<p>2.5 Offer expanded opportunities (club and sports programs) to After School Program at the K-8 Sites to engage students.</p>	<p>K-8 Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Added to ASES contract Unrestricted General Fund \$150,000 This amount isalso included in Goal 1.</p>
<p>2.6 Maintain Behavioral Specialist Position. Works with students to improve behavior and maintain regular attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary and benefits Unrestricted General Fund \$105,792</p>
<p>2.7 Develop a 5 year (or more) deferred maintenance plan to keep schools in good repair and provide a better learning environment.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and supplies to support deferred maintenance projects Unrestricted General Fund \$1,000,000</p>

<p>2.8 Maintain School Resource Officers to support site students and staff.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of SRO contract Unrestricted General Fund \$275,000</p>
<p>2.9 Maintain level of Campus Supervision to keep students safe at lunch and recess and provide before and after school supervision.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$1,400,000</p>
<p>2.10 Maintain current nursing staff and monitor student to nurse ratios.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits of additional nurse Unrestricted General Fund \$115,000</p>
<p>2.11 Increase Health Tech positions to support students in need of first aid or medicinal support.</p>	<p>LEA -wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of Health Tech salary and benefits \$80,000</p>

<p>2.12 Add a late bus route to pick-up students at the 3 middle school academies to support intervention, tutoring and sports programs.</p>	<p>3 Middle Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of transportation contract Unrestricted General Fund \$75,000</p>
<p>2.13 Maintain a School Counselor at every site to support student social/emotional needs.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$2,600,000</p>
<p>2.14 Provide breakfast and 2nd chance breakfast at no cost to all students so they begin their day ready to learn.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of food (Child Nutrition Fund) \$1,500,000</p>
<p>2.15 Maintain full time Outreach Consultant positions at all sites to support student social/emotional needs beyond the school day and to improve attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$975,000</p>

<p>2.16 Provide training for teachers in the implementation of Restorative Justice practices to alleviate ongoing disruptive classroom and school site behavior.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Educator Effectiveness Grant and Title II \$20,000</p>
<p>All students with a focus on English Learners, Low Income, Foster and Homeless Youth 2.17 Transportation to Academies and special programs.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of contractor for additional routes Unrestricted General Fund \$425,000</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduce suspension rates by .5% from 2.9% in 2014-15 to 2.4% in 2015-16 to 1.9% in 2016-17 and to 1.4% in 2017-18. Maintain a 0% expulsion rate for all years. Decrease the 2014-15 chronic absence rates from 6.2% by .5% each year. Decrease the percentage of 7th grade students reporting that they have been in a fight on the California Healthy Kids Survey from 21% in 2013-14 by 3% in 2015-16 to 18% and 6% in 2017-18 to 15%. Decrease the percentage of 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey from 43% in 2013-14 by 3% in 2015-16 to 40% and 6% in 2017-18 to 37%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>2.1 Use Task Force on student behavior, to identify ways to support students removed from classrooms but not suspended or expelled.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support.</p>
<p>2.2 District-wide implementation of CHAMPS positive student behavior program to support consistent interactions across the district and sites.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of trainers, materials and staff extra hours Unrestricted General Fund \$225,000</p>
<p>2.3 District-wide Art & Music programs to support enrichment activities and engage students.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost to hire a consultant or teacher to provide district-wide programs Unrestricted General Fund \$200,000</p>
<p>2.4 Maintain a committee to address social/emotional needs of the students from indigenous communities.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support</p>

<p>2.5 Offer expanded opportunities (club and sports programs) to After School Program at the K-8 Sites to engage students.</p>	<p>K-8 Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Added to ASES contract Unrestricted General Fund \$150,000 This amount isalso included in Goal 1.</p>
<p>2.6 Maintain Behavioral Specialist Position. Works with students to improve behavior and maintain regular attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary and benefits Unrestricted General Fund \$107,908</p>
<p>2.7 Develop a 5 year (or more) deferred maintenance plan to keep schools in good repair and provide a better learning environment.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and supplies to support deferred maintenance projects Unrestricted General Fund \$1,000,000</p>

<p>2.8 Maintain School Resource Officers to support site students and staff.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of SRO contract Unrestricted General Fund \$275,000</p>
<p>2.9 Maintain level of Campus Supervision to keep students safe at lunch and recess and provide before and after school supervision.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$1,522,500</p>
<p>2.10 Maintain current nursing staff and monitor student to nurse ratios.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits of additional nurse Unrestricted General Fund \$116,725</p>
<p>2.11 Maintain Health Tech positions to support students in need of first aid or medicinal support.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of Health Tech salary and Benefits \$81,200</p>

<p>2.12 Add a late bus route to pick-up students at the 3 middle school academies to support intervention, tutoring and sports programs.</p>	<p>3 Middle Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of transportation contract Unrestricted General Fund \$75,000</p>
<p>2.13 Maintain a School Counselor at every site to support student social/emotional needs.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$2,639,000</p>
<p>2.14 Provide breakfast and 2nd chance breakfast at no cost to all students so they begin their day ready to learn.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of food (Child Nutrition Fund) \$1,500,000</p>
<p>2.15 Maintain full time Outreach Consultant positions at all sites to support student social/emotional needs beyond the school day and to improve attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$989,625</p>

<p>2.16 Provide training for teachers in the implementation of Restorative Justice practices to alleviate ongoing disruptive classroom and school site behavior.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>This grant was for 2016-17 only, does not carry into future years. \$0</p>
<p>All students with a focus on English Learners, Low Income, Foster and Homeless Youth 2.17 Transportation to Academies and special programs to provide access to programs not in their neighborhood.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of contractor for additional routes Unrestricted General Fund \$425,000</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduce suspension rates by .5% from 2.9% in 2014-15 to 2.4% in 2015-16 and by 1.9% in 2016-17. Maintain a 0% expulsion rate for all years. Decrease the 2014-15 chronic absence rates from 6.2% by .5% each year. Decrease the percentage of 7th grade students reporting that they have been in a fight on the California Healthy Kids Survey from 21% in 2013-14 by 3% in 2015-16 to 18% and 6% in 2017-18 to 15%. Decrease the percentage of 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey from 43% in 2013-14 by 3% in 2015-16 to 40% and 6% in 2017-18 to 37%. CHKS is administered every 2 years.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>2.1 Use Task Force on student behavior, to identify ways to support students removed from classrooms but not suspended or expelled.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support.</p>
<p>2.2 District-wide implementation of CHAMPS positive student behavior program to support consistent interactions across the district and sites.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of trainers, materials and staff extra hours Unrestricted General Fund \$225,000</p>
<p>2.3 District-wide Art & Music programs to support enrichment activities and engage students.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost to hire a consultant or teacher to provide district-wide programs Unrestricted General Fund \$200,000</p>
<p>2.4 Maintain a committee to address social/emotional needs of the students from indigenous communities.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost item; provided under the guidance of Pupil Support</p>

<p>2.5 Offer expanded opportunities (club and sports programs) to After School Program at the K-8 Sites to engage students.</p>	<p>K-8 Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Added to ASES contract Unrestricted General Fund \$150,000 This amount isalso included in Goal 1.</p>
<p>2.6 Maintain Behavioral Specialist Position. Works with students to improve behavior and maintain regular attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary and benefits Unrestricted General Fund \$108,966</p>
<p>2.7 Develop a 5 year (or more) deferred maintenance plan to keep schools in good repair and provide a better learning environment.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and supplies to support deferred maintenance projects Unrestricted General Fund \$1,000,000</p>

<p>2.8 Maintain School Resource Officers to support site students and staff.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of SRO contract Unrestricted General Fund \$275,000</p>
<p>2.9 Maintain level of Campus Supervision to keep students safe at lunch and recess and provide before and after school supervision.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$1,428,000</p>
<p>2.10 Maintain current nursing staff and monitor student to nurse ratios.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits of additional nurse Unrestricted General Fund \$117,300</p>
<p>2.11 Increase Health Tech positions to support students in need of first aid or medicinal support.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Health Tech salary and benefits \$80,000</p>

<p>2.12 Add a late bus route to pick-up students at the 3 middle school academies to support intervention, tutoring and sports programs.</p>	<p>3 Middle Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of transportation contract Unrestricted General Fund \$75,000</p>
<p>2.13 Maintain a School Counselor at every site to support student social/emotional needs.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$2,654,600</p>
<p>2.14 Provide breakfast and 2nd chance breakfast at no cost to all students so they begin their day ready to learn.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of food (Child Nutrition Fund) \$1,500,000</p>
<p>2.15 Maintain full time Outreach Consultant positions at all sites to support student social/emotional needs beyond the school day and to improve attendance.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits Unrestricted General Fund \$994,500</p>

<p>2.16 Provide training for teachers in the implementation of Restorative Justice practices to alleviate ongoing disruptive classroom and school site behavior.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>This grant was for 2016-17 only and does carry-over into future years. \$0</p>
<p>All students with a focus on English Learners, Low Income, Foster and Homeless Youth 2.17 Transportation to Academies and special programs to provide access to programs not in their neighborhood.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of contractor for additional routes Unrestricted General Fund \$425,000</p>

GOAL:	Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: N/A
Identified Need:	<p>Families need greater access to the academic tools, including materials and technology needed to support their children at home.</p> <p>Families need greater access to the health and welfare resources they need to provide for their children.</p> <p>Families need greater access to parent trainings.</p> <p>Families could benefit from learning how to best partner with schools to help their children achieve at the highest levels.</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Use a survey to establish baseline data on parent access to academic tools.</p> <p>Establish baseline data on access to health and welfare resources.</p> <p>Establish baseline data on participation in parent trainings.</p> <p>Establish baseline data on participation parent contact with schools related to academic achievement.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>3.1 Maintain effective communication with parents with the EdConnect system and translation services. Increase communication with the Oxnard School District app available for Apple and Android devices. Use social media to promote teaching and learning activities and school-wide events.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund \$50,000</p>
<p>3.2 Maintain Community Liaison position to support Enrollment Center with new enrollee special needs and to communicate these needs to site staff. Specific support provided for homeless and foster youth.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salary and benefits Unrestricted General Fund \$87,698</p>
<p>3.3 Site based funds for parent training classes and subscriptions/apps for student iPads.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund \$813,000 This amount is also included in Goal 1.</p>
<p>3.4 Maintain 2 District Mixteco Translator positions to support native language translation services.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits. Unrestricted General Fund \$125,000</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase baseline data on parent access to academic tools from 2016-17 by 3%.</p> <p>Increase baseline data on access to health and welfare resources from 2016-17 by 3%.</p> <p>Increase baseline data on participation in parent trainings from 2016-17 by 3%.</p> <p>Increase baseline data on participation parent contact with schools related to academic achievement from 2016-17 by 3%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Maintain effective communication with parents with the EdConnect system and translation services. Increase communication with the Oxnard School District app available for Apple and Android devices. Use social media to promote teaching and learning activities and school-wide events.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund \$50,000</p>
<p>3.2 Maintain Community Liaison position to support Enrollment Center with new enrollee special needs and to communicate these needs to site staff. Specific support provided for homeless and foster youth.</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salary and benefits Unrestricted General Fund \$87,698</p>
<p>3.3 Site based funds for parent training classes and subscriptions/apps for student iPads.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund \$813,000 This amount is also included in Goal 1.</p>

<p>3.4 Maintain 2 District Mixteco Translator positions to support native language translation services.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and benefits. Unrestricted General Fund \$126,875</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase baseline data on parent access to academic tools from 2017-18 by 3%. Increase baseline data on access to health and welfare resources from 2017-18 by 3%. Increase baseline data on participation in parent trainings from 2017-18 by 3%. Increase baseline data on participation parent contact with schools related to academic achievement from 2017-18 by 3%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>3.1 Maintain effective communication with parents with the EdConnect system and translation services. Increase communication with the Oxnard School District app available for Apple and Android devices. Use social media to promote teaching and learning activities and school-wide events.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund \$50,000</p>

<p>3.2 Maintain Community Liaison position to support Enrollment Center with new enrollee special needs and to communicate these needs to site staff. Specific support provided for homeless and foster youth.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salary and benefits Unrestricted General Fund \$89,013</p>
<p>3.3 Site based funds for parent training classes and subscriptions/apps for student iPads.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Unrestricted General Fund \$813,000 This amount is also included in Goal 1.</p>
<p>3.4 Maintain 2 District Mixteco Translator positions to support native language translation services.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries and benefits. Unrestricted General Fund \$129,411</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics. API scores will not be applicable for the 2015-16 school year.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Implement class size reduction plan moving to 24:1 in Transitional Kindergarten through 1st Grade and adding Elementary Support Teachers for grades 2 through 5 in 2015-16 and continuing support as facility space allows.</p> <p>*Increase positive staff satisfaction with district provided professional development as reported by professional development evaluations. Increase from 85% in 2014-15 by 5% each year after.</p> <p>*Adopt new textbooks and elective materials for strands including Math in 2015-16 and English Language Arts (with an ELD component) in 2016-17.</p> <p>*Increase the 2014-15 baseline percentage of students scoring proficient or advanced for the CAASSP Assessments by 5% each year after initial test in 2014-15.</p> <p>*Maintain 100% rate of 8th grade students promoted to high school.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Class size reduction plan was implemented: 24:1 in TK – 1st grade; Elementary Support Teachers for grades 2 through 5.</p> <p>New Mathematics textbooks were adopted and implemented in 2015-16.</p> <p>A new English Language Arts/English Language Development program has been adopted and will be implemented in 2016-17.</p> <p>An increase in 2014-15 baseline CAASSP scores at the Met or Nearly Met level are expected. Scores will be released in August 2016.</p> <p>100% of 8th grade students are being promoted to high school.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide staff development for all staff that is selected based on student assessment results and staff input. Focus on new math adoption. Develop awareness of Next Generation Science Standards. Provide Professional Learning Community Training for Site Administrators. Provide technology professional development.		cost for trainers, materials and extra hours for staff to attend (Title I and Title II) General Fund \$2,000,000 This amount is also included in Goals 2, 3 & 4	<ul style="list-style-type: none"> • Sent two teachers from each school to California Math Conference. • 16 hrs. of collaboration planning time for 6th-8th Math teachers. • 5 full days of professional development with publisher for 6th-8th Math teachers. • 2 full days of professional development with publisher for K-5th Expert Teams. • 16 hrs. of collaboration and planning time for K-5th Expert Teams. 		\$1,500,000 Due to lack of available substitutes, not all professional development was able to be completed.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Lower Class Size - add teachers to grades TK through 1 to lower class size to 24:1. Add Elementary Support Teachers to sites to support grades 2 through 5 with a program to allow for small group instruction and intervention.</p>		<p>Salaries and benefits for teaching staff Unrestricted General Fund \$1,250,000</p> <p>This amount is also included in Goals 2, 3, & 4</p>	<p>Class size for TK - Grade 1 is 24:1. Elementary Support Teachers are in place at each elementary site to support grades 2 - 5.</p>	<p>\$5,200,000</p> <p>Original cost estimate for 64 additional Teachers was too low. Avg cost is \$81,250</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Adopt new core textbooks as subject areas are revised for Common Core</p>		<p>Math in 2015-16 Unrestricted General Fund \$2,000,000</p>	<p>Mathematics materials for K-8 were adopted and purchased for all students and teachers for implementation this year. Also, Language Arts materials were purchased for grades TK-5 in June 2016.</p>	<p>\$3,200,000</p> <p>Actual cost of books and materials was higher than expected.</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Site Based funds for the following activities: attendance incentives, academics incentives, enrichment activities, interventions/tutoring, parent training classes, materials for strands/STEAM focus, subscriptions and apps for student iPads		to be given to sites to use and plan for in the School Site Plan for Student Achievement General Fund \$813,000 This amount is also included in Goals 2 & 4	Funds were provided to schools sites to implement interventions and tutoring. Each site has purchased materials, software subscriptions and apps, provided field trips, technology, clubs, and additional instructors for the arts.	\$813,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Accelerated Reader Program District-wide to support reading and provide an assessment tool to assist with intervention strategy.		cost of program and materials Unrestricted General Fund \$450,000	Purchased Renaissance Learning Materials, including STAR 360 assessments and Accelerated Reader for all 20 schools. The STAR 360 assessments in Reading and Math are used four times a year by all schools to monitor student progress in both areas.		\$447,549
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teacher on Special Assignment to support Math focus and new math adoption. Will assist staff with preparation of lesson plans and provide staff development as needed.		salary and benefits Unrestricted General Fund \$85,000	A qualified teacher was not available to fill this position. Will look at hiring current site staff and pay stipends for site Math experts.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Electronics replacement plan to replace or repair damaged and obsolete equipment district-wide.</p>		<p>repair or replace equipment Unrestricted General Fund \$500,000</p>	<ul style="list-style-type: none"> Developed 3 year Replacement Plan for teacher laptops. Developed Replacement Plan for classroom projectors Provided replace/repair of iPads, chargers, cables, and headphones in support of 1:1 program Developed new procedures for documenting and inventorying iPads, damages, and repairs to facilitate immediate replacement of devices resulting in minimum down time for student use. 	<p>\$520,000</p>	
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Provide Summer School opportunities for intervention and enrichment		staff and materials for summer school Unrestricted General Fund \$500,000	Summer school was offered for students at Haydock and Kamala schools.	\$89,225 Many programs will be started in the summer of 2016. In the next fiscal year.
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Offer expanded opportunities (sports and club programs) in After School at the K-8 Schools to engage students		Additional cost to ASES contract Unrestricted General Fund \$150,000 This amount is also included in Goals 2 & 4	More coaches and support from ASES staff allows students at K-8 to participate in afterschool sports and clubs	\$115,243 Not all acitivities were able to get going at begining of the year. Late start.
Scope of service:	K-8 Sites Grades: All		Scope of service: K-8 Sites Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Transportation to Academies and special programs		Cost of contractor to add routes Unrestricted General Fund \$375,000	Students at the three middle school academies were offered open enrollment to allow them to choose a school site based on their interest in the academy offerings.	\$375,000
Scope of service:	LEA-wide Grades: All		Scope of service: 3 middle schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
School Site Teachers on Special Assignment - 1 TOSA per site to support and monitor student progress in the core program and student achievement needs by support to the classroom teacher regarding student needs.		20 Site TOSA's salaries and benefits Unrestricted General Fund \$2,000,000	TOSAs were hired and assigned to each school site. They support teachers and monitor student progress.	\$2,246,958

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Support the AVID program through training, fees and field trips at all sites that include grades 6-8.		cost of training, fees and materials Unrestricted General Fund \$200,000	Each K-8 school and the three middle school have an AVID program for students in the middle grades. Teachers and administrators were trained in summer, program fees were paid to allow participation and support from AVID Central, and instructional materials were purchased for student use.	\$49,080 Staff turnover did not allow for all funds to be allocated and used. Planned complete implementation for 2016-17.	
Scope of service:	K-8 and 6-8 schools Grades: All		Scope of service:	K-8 and 6-8 schools Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Maintain the additional Special Ed Staffing from 2014-15 to support small class size and support ratios</p>		<p>cost of staff and benefits Unrestricted \$1,500,000</p>	<p>16 positions were added and maintained in the Special Education Department to support.</p>		<p>\$1,088,295</p> <p>Several Speech positions were unable to be filled. Using temporary employees to help fill the gap. Recruitment has laready started to get the position filled.</p>
<p>Scope of service:</p>	<p>Maintain the additional Special Ed Staffing from 2014-15 to support small class size and support ratios</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless X Other(Special Education)</p>		

Provide Saturday Academies for intervention and Enrichment for all students		cost for staff and materials Unrestricted General Fund \$500,000	GATE Saturday Academy for three Saturdays from January-May. English Learners, low income and foster youth are included.	\$332,096 Academies got a late start for the 2015-16 year and were only offered in 2 quarters.
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures		Math Mentor Teachers will be selected from teachers at each school site to support mathematics education. These teachers will be used since a Math TOSA was not available in 2015-16. AVID training costs will be funded from the Educator Effectiveness Grant in 2016-17 to allow LCFF funds to help sites pay for tutors required for the AVID program.		

Original Goal from prior year LCAP:	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. All low-income and foster youth students will reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools: All Grades: All	

		Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	Increase the baseline percentage of English Learners, Foster Youth and Low-Income students scoring proficient or advanced on the CAASSP Assessments by 5% in 2015-16 and 2% in 2016-17.	Actual Annual Measurable Outcomes:	Percentage of EL, Foster Youth and Low-Income students scoring Met or Exceeded on CAASPP. 2015-16 results not available.
	Reduce the number of Long Term English Learners from 901 students in grades 5 through 8 by 5% in 2015-16 and 5% in 2016-17.		Metric to accurately measure number of Long Term English Learners will be determined by reclassification rate.
	Increase the percentage of EL students meeting AMAO 1 from 59% in 2014-15 to 64% in 2015-16 and 67% in 2016-17.		Percentage of EL students meeting AMAO 1 from 59% in 2014-15 to 64% in 2015-16. 2015-16 results not available.
	Increase the percentage of EL students meeting AMAO 2 from 22.8% in 2014-15 to 27.8% in 2015-16 and 29.8% in 2016-17.		Percentage of EL students meeting AMAO 2 from 22.8% in 2014-15 to 27.8% in 2015-16; the number of English Learner students being reclassified from 991 in 2014-15 by 5% in 2015-16.
	Increase the number of English Learner students being reclassified from 991 in 2014-15 by 5% in 2015-16 and another 5% in 2016-17.		2015-16 results not available.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Add new core textbooks as subject areas are revised for common core, including the English Language Development component. Select new textbooks with a focus on the quality of the ELD component.	cost of textbooks Unrestricted General Fund \$2,000,000 This amount is also included in Goal 1	Teachers are currently piloting ELA textbooks with an ELD component. Both programs are available in Spanish.	\$3,200,000 Actual cost of math books was higher than projected.

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add a Teacher on Special Assignment to support DLI Programs, provide support with lesson planning and staff development as needed.		teacher salary and benefits Unrestricted General Fund \$85,000	Department was unable to secure a qualified candidate for this position. Will hire a Director of DLI in 2016-17.	\$0	
Scope of service:	Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, Soria Grades: All		Scope of service:	Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, Soria Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Add a Math Teacher on Special Assignment to support the new math adoption, assist with lesson planning and provide staff development as needed. Will provide special support with the ELD component of Math.</p>		<p>teacher salary and benefits Unrestricted General Fund \$85,000</p>	<p>Department was not able to secure a qualified candidate for this position. Will use to add stipends to existing math teachers on 2016-17.</p>		<p>\$0</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Purchase the Idea Placement Test (IPT) to be used as an assessment tool for English Learners to monitor progress in language acquisition all year long. Provide staff development to all staff with a focus on reclassifying long term English Learners.</p>		<p>cost of program and materials Unrestricted General Fund \$120,000</p>	<p>Purchased IPT and provided staff development to site TOSAs, administrators, school psychologists and speech teachers. The assessment was administered to English Learners at all school sites.</p>		<p>\$188,923 Materials cost a little more than projected.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Purchase the Accelerated Reader Program district-wide to support reading and provide an assessment tool to assist with intervention strategy. Will also be used as a local tool for assessment related to reclassification.		cost of program and materials Unrestricted General Fund \$450,000	<ul style="list-style-type: none"> STAR 360 initial Fall assessments were used for reclassification with the benchmark of 50%. The STAR 360 Spring Assessment will be used at the end of the year for reclassification. 	\$447,549	Teachers are using the STAR 360 as a progress monitoring tool to measure student growth and identify students in need of additional support. TOSAs have noted a direct correlation between the STAR 360 Reading and the IPT Reading results.
Scope of service:	LEA-wide Grades: All		Scope of service:	<ul style="list-style-type: none"> LEA-wide 	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide staff development to all staff to the English Language Arts/English Language Development framework.		cost of trainers, materials and staff extra hours (Title I and Title II) General Fund \$2,000,000 This amount is included in Goals 1, 3, & 4	Training on this framework will begin this spring. More than one third of K-5 teachers across the district had not be trained in the use of the new ELD standards. ELD standards training has taken place throughout the fall semester and will conclude with the last session for TK-K teachers. Training on the ELA/ELD Framework will follow.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Lower class size - add teachers in grades TK through 1 to lower class size to a ratio of 24:1. Add Elementary Support Teachers to sites to support grades 2 through 5 with a program that allows for small group instruction and intervention. Small groups can focus on English language development, support foster youth and low income as identified.		cost of teachers and benefits Unrestricted General Fund \$1,250,000	Class size for TK - Grade 1 is 24:1. Elementary Support Teachers are in place at each elementary site to support grades 2 - 5.		\$5,200,000 Original estimate was for less than the 64 Teachers needed.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Site based interventions and tutoring focusing on Long Term English Learners and English Learners close to reclassification or newly reclassified.		to be given to sites to use and plan for in the Single Plan for Student Achievement (Title III) General Fund \$289,000	Funds were provided to schools sites to implement interventions and tutoring. Each school site offers these services in the form of tutoring, after school homework help, use of ISP for smaller, differentiated groups, substitutes to allow for teacher assessment using the IPT and for collaboration time to develop lessons and to identify strategies to support ELs	\$211,497 Tutoring got started after the beginning of the year and did not get used for the full school year.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Site based interventions and tutoring supporting Foster Youth students.		to be given to sites to use and plan for in the Single Plan for Student Achievement. Unrestricted General Fund \$813,000 This amount was also included in Goals 1 and 4	Funds were provided to schools sites to implement interventions and tutoring. Students in foster care are identified through Pupil Services and each site provides support based on the needs of the student.		\$813,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Site based funds to provide intervention and tutoring to low income students		to be given to sites to use and plan for in the Single Plan for Student Achievement. Unrestricted General Fund \$813,000 this amount is also include above and in Goals 1 & 4	Funds were provided to schools sites to implement interventions and tutoring. This subgroup of students makes up the majority of students on each campus. All supports, interventions and enrichment activities target these students: tutoring, homework help, extra materials, ISPs for small group instruction, computer software to individualize instruction, substitutes to allow for data analysis and collaboration.		\$813,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Site based funds to provide extra interventions/tutoring, parent training classes, materials for strand and STEAM focus, subscriptions and apps for student iPads, enrichment activities, attendance and academic incentives.</p>		<p>to be given to sites to use and plan for in the Single Plan for Student Achievement. Unrestricted General Fund \$813,000</p> <p>this amount is also included above and in Goals 1 & 4</p>	<p>Funds were provided to schools sites to implement interventions and tutoring.</p> <p>Each site has purchased materials, software subscriptions and apps, provided field trips, technology, clubs, and additional instructors for the arts.</p>		<p>\$813,000</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>Funds to be added to the English Learner Services Department to purchase English Language Development materials and supplies for support with interventions on EL Students.</p>		<p>materials and supplies (Title III) General Fund \$350,000</p>	<p>Added funds were used to purchase ELD materials.</p>	<p>\$40,000</p> <p>Less materials were needed due to the adoption of the new Language Arts Materials that included ELD Materials.</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Continue work to review and update the District EL Master Plan and EL Programs with Loyola Marymount University		contract for LMU, materials and supplies Unrestricted General Fund \$100,000	EL Master Plan revision is in progress.		\$124,800
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Offer expanded sports and club opportunities at the K-8 Schools to engage students. Focus on engaging English Learners, Foster Youth and Low-Income students.		cost of ASES contract Unrestricted General Fund \$150,000	The ASES program has expanded its offerings at several school sites to offer additional		\$115,243
Scope of service:	K-8 Schools Grades: All		Scope of service:	K-8 Schools Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Offer Summer School opportunities for intervention and enrichment. 2015 will focus on long term English Learners and Migrant students. Program will be expanded in future years to include foster youth and low income students.		cost of staff extra hours, materials and supplies Unrestricted General Fund \$500,000	Summer school was offered to long term English Learners at Haydock School.	\$89,224 Most summer school will happen summer 2016.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: 6th, 7th, 8th
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Offer expanded Transportation services to Academies and district special programs. Focus on attracting English Learners, Foster Youth and Low-income students to the Academies.		cost to add routes to transportation contract Unrestricted General Fund \$375,000	Students at the three middle school academies were offered open enrollment to allow them to choose a school site based on their interest in the academy offerings.	\$375,000
Scope of service:	LEA-wide Grades: All		Scope of service: 3 middle schools. Grades: 6th, 7th, 8th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Sustain the Migrant Ed Recruiter position in the English Learner Services Department to continue support for the District's Migrant families.		cost of salary and benefits Unrestricted General Fund \$65,000	The Migrant Ed Recruiter position remains in place to support the District's Migrant families. The Recruiter supports families new to the district and coordinates with VCOE to assist families as needed.	\$77,778
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide breakfast at no cost to all students to support students beginning their day ready to learn.		cost of food (Child Nutrition Fund) \$1,000,000	Breakfast is offered at school sites daily.		\$1,000,000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide 2nd chance breakfast to all students to ensure that students are not hungry during the day and are ready to learn.		cost of food (Child Nutrition Fund)	This breakfast opportunity is available for students who request it.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Offer Saturday Academies throughout the year to support intervention and enrichment for English Learners, Foster Youth and Low Income students.</p>		<p>cost of staff and materials Unrestricted General Fund \$500,000</p>	<p>Saturday academies are in progress at strategically selected sites for spring academies.</p>	<p>\$332,096</p> <p>Academies got a late start in the 2015-16 year so not all funds were used.</p>	
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain the 2 District Mixteco Translator positions to support native language translation services		salaries and benefits Unrestricted General Fund \$110,000	Mixteco Translators (2) were maintained to support parents and students	\$101,422
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Funds to be allocated to English Services Department and to each site based on LEP counts to support site based EL programs and services as listed in each sites approved SPSA.</p>		<p>based on site allocations in each SPSA and approved by School Site Council and Board Unrestricted General Fund \$1,000,000</p>	<p>Funds were provided to schools sites to implement interventions and tutoring, including after school and intersession classes, professional development for teacher, instruction materials and apps and ISP support for small group instruction</p>	<p>\$1,000,000</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>
<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Add 4 Paraeducators to assist in the newcomer classrooms at McKinna School</p>		<p>cost of salaries and benefits Unrestricted General Fund \$125,000</p>	<p>Paraeducators were hired and assigned to McKinna School.</p>	<p>\$24,186 Was only able to hire 1 Para. Subs filled the other spots while we recruit.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>McKinna School. Grades: All</p>

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain the additional Teacher and Paraeducator to support the 3rd grade newcomer class at McKinna		salaries and benefits Unrestricted General Fund \$120,000	Teacher and Paraeducator were maintained at McKinna for the 3rd grade newcomer class.		\$85,230 Actual cost of teacher and para were less than projected.
Scope of service:	LEA-wide Grades: All		Scope of service:	McKinna School Grades: 3rd	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5 Teachers on Special Assignment in the English Learner Division to monitor and support EL Instruction and ELD Implementation in the classrooms.		cost of 5 TOSA's salaries and benefits Unrestricted General Fund \$550,000	Five TOSAs are in place. Each TOSA supports four school sites and districtwide needs.		\$596,927

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	The District was unable to locate a candidate for a TOSA to support the Dual Language Immersion program. This position was changed to a Director of Dual Language Programs and will be available for hire for the 2016-17 school year. The training for the ELA/ELD Framework was delayed because all teachers in the K-5 program had not completed training on the English Language Development Standards which are a key component of the Framework. The training for the new K-5 ELA/ELD textbook adoption in 2016-17 will provide the training on the Framework.				

Original Goal from prior year LCAP:	All students will be taught by highly qualified well-trained professionals.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Increase the baseline percentage of staff members who rate their job satisfaction at a score of 3, 4 or 5 on a staff survey by 5% each year in 2015-16 and 2016-17.</p> <p>Decrease the staff turnover rate of .071% by .005% each year in 2015-16 and 2016-17.</p> <p>Maintain the status of 100% of highly qualified teachers hired for all years.</p>		Actual Annual Measurable Outcomes:	<p>It was impossible to secure the baseline survey instrument or results.</p> <p>Staff turnover rate decreased from .071%. Data will be available after June 17.</p> <p>100% of teachers hired in 2015-16 were highly qualified.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Lower class size - add teachers to grades TK through 1 to lower class size to a 24:1 ratio, add Elementary Support Teachers to support grades 2 through 5 with a program to allow for small group instruction	<p>cost of teacher salaries and benefits Unrestricted General Fund \$1,250,000</p> <p>This amount is also included in Goals 1 & 2</p>	Lower class size - add teachers to grades TK through 1 to lower class size to a 24:1 ratio, add Elementary Support Teachers to support grades 2 through 5 with a program to allow for small group instruction	<p>\$5,200,000</p> <p>Actual number of teachers hired was 64 which is much higher than projected.</p>	

Scope of service:	LEA-wide Grades: All		Scope of service:	See Goals 1 and 2 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide staff development for all staff in classroom management, cultural awareness and content specific areas to insure staff is prepared and knowledgeable.		cost for trainers and staff extra hours (Title I and Title II) General Fund \$2,000,000 This amount is also included in Goals 1& 2	See Goal 1.2		\$1,500,000 Due to lack of substitutes, some professional development was unable to be completed or offered.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide competitive salaries and benefits package to compete for new staff with neighboring Districts		Cost of salary and benefits increases - General Fund	Negotiations were settled with all unions.		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop and refine recruitment strategies, utilizingn college job fairs as well as state wide organizations existing job fairs and shows.		Cost materials and travel. Unrestricted General Fund \$15,000	The Human Resources Department is working to increase the number of qualified applications through recruitment efforts.		\$14,573
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Members of the current LCAP Committee recommended including teachers in the recruitment activities at job fairs and shows.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>All students will be educated in learning environments that are safe, drug-free and conducive to learning</p>	<p>Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 X 4 X 5 X 6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>
	<p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Reduce suspension rates by 1% from 3.3% in 2014-15 in 2015-16 and by 1.3% in 2016-17.</p> <p>Maintain a 0% expulsion rate for all years.</p> <p>Decrease the 2014-15 chronic absence rates from 5% by .5% each year.</p> <p>Decrease the percentage of 7th grade students reporting that they have been in a fight on the California Healthy Kids Survey from 21% in 2014-15. Decrease by 3% in 2015-16 and 6% in 2016-17.</p> <p>Decrease the percentage of 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey from 28% in 2014-15 by 3% in 2015-16 and 6% in 2016-17.</p>		<p>Suspension rate was actually 2.9% in 2014-15.</p> <p>Internal records show between .06 and .1% of students were expelled in 2014-15. County and state average was .01%.</p> <p>Percentage of 7th grade students reporting that they have been in a fight on the CHKS in 2013-14 was 21%. A decrease of 3% would be 18%.</p> <p>Percentage of 5th grade students reporting that they have been hit or pushed on the CHKS was actually 43% in 2013-14. A decrease of 3% in 2015-16 would be 40%.</p> <p>CHKS survey was actually conducted in 2013-14.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Lower class size - add teachers to grades TK through 1 to lower class size ratio to 24:1, add Elementary Support Teachers for grades 2 though 5 to support a program that would allow for small group instruction		cost of teacher salaries and benefits Unrestricted General Fund \$1,250,000 This amount is also included in Goals 1, 2 & 3	See Goals 1 and 2		\$5,200,000 The 64 teachers needed were more than the original projection.
Scope of service:	LEA_wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>Provide staff development for all staff on student engagement, working with low-income students, attendance strategies, positive student behavior (CHAMPS), multi-culturalism and positive affirmation on student efforts.</p>		<p>cost for trainers, materials and staff extra hours (Title I and Title II) General Fund \$2,000,000</p> <p>This amount is also included in Goals 1, 2 and 3</p>	<p>Efforts in this area include CHAMPS training, attendance workshops, cultural proficiency training and student incentives.</p>		<p>\$198,011</p> <p>The \$2,000,000 total budget was for all district staff development. This is just the CHAMPS piece. \$1,500,000 was spent on other areas of staff development.</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Task force on student behavior, look at ways to support students removed from classrooms but not suspended or expelled. Coordinate District-wide implementation of CHAMPS</p>		<p>No cost item</p>	<p>Committee has been formed and is meeting to develop a protocol for monitoring and improving student behavior. CHAMPS is being implemented as staff is trained throughout the year.</p>		<p>\$0</p>
<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
District-wide implementation of CHAMPS positive student behavior program to support consistent interactions across the district and sites.		cost for trainers, materials and staff extra hours Unrestricted General Fund \$350,000	Teachers, classified staff and administrators are participating in CHAMPS training this year. Middle school staff was trained in Summer 2015 as part of the MSAP grant.	\$198,011 Late start getting this training going, so not all was able to be accomplished. Will complete in 2016-17.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Site based funds for parent training classes on the use of iPads and subscriptions and apps for student iPads.</p>		<p>to be given to sites to use and plan for in the School Plan for Student Achievement Unrestricted General Fund \$813,000</p> <p>This amount is also included in Goals 1 & 2</p>	<p>Several school sites have hosted parent training on iPads. The Ed Services department is working with a vendor to provide training for parents through the use of iPads.</p>	<p>\$813,000</p>
<p>Scope of service:</p>	<p>LEA wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>District-wide Art & Music programs to support enrichment activities and engage students</p>		<p>This amount is also included in Goals 1 & 2</p>	<p>One Art and one Music TOSA are working at 9 schools; have provided professional development and created integrated activities with the ELA/ELD Unit 2.</p>	<p>\$246,785</p> <p>Materials and supplies were not figured into the original estimate.</p>

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain a committee to address social emotional needs of the students from indigenous communities		no cost item	Pupil Services has convened a committee to identify the needs of students from indigenous communities and develop a plan to support the needs as part of the school district program.	\$0	
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Offer expanded opportunities (club and sports programs) to After School Program at the K-8 Sites to engage students		added to ASES contract Unrestricted General Fund \$150,000	See Goal 1.	\$115,243
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain Behavioral Specialist Position. Works with students to improve behavior and help set a plan to maintain attendance of students		salary and benefits Unrestricted General Fund \$105,000	The position continues to be supported by the District.	\$74,482 Due to staff turnover, the position was vacant for a portion of the year.
Scope of service:	LEA-wide Grades: All		Scope of service: LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Develop a 5 year (or more) deferred maintenance plan to keep schools in good repair and provide a better learning environment		materials and supplies to support deferred maintenance projects Unrestricted General Fund \$675,000	Projects were completed across the district to repair roofs, flooring and paint and cover walls.	\$925,000 A couple projects cost more than estimated.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Maintain School Resource Officers to support sites and students		cost of SRO contract Unrestricted General Fund \$151,000	SROs continue to support sites and students in OSD.	\$150,218

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain level of Campus Supervision to keep students safe at lunch and recess and provide before and after school supervision		salaries and benefits Unrestricted General Fund \$950,000	Campus supervisors are on campuses to support student supervision.	\$1,395,546 Cost of Campus was higher than original estimate due to a bargained salary increase.	
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain nursing staff and monitor student to nurse ratios		salaries and benefits of additional nurse Unrestricted General Fund \$88,000	The level of nursing staff has been maintained.		\$113,835 Nurse received her masters and was given a salary increase.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add a late bus route to pick-up students at the 3 middle school academies to support intervention, tutoring and sports programs		cost to add a route to transportation contract Unrestricted General Fund \$75,000	The late bus is provided.		\$75,000
Scope of service:	3 Middle Schools Grades: All		Scope of service:	3 middles schools Grades: 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Better communication with parents, support EdConnect system and translation services to support the communication with all parents		no cost item	<ul style="list-style-type: none"> • Provided district wide training for configuring new EdConnect website. • Deployed EdConnect ParentLink app to allow parents access to school and district information from any mobile device. 		\$0
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain Community Liaison Position to support Enrollment Center with new enrollees special needs. Also to communicate needs of new enrollees to the site staff. Specifically helping to identify foster youth students.		salary and benefits Unrestricted General Fund \$70,000	The staff member continues to support new enrollees to ensure the appropriate program is provided.		\$80,238
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Maintain a School Counselor at every site to support student social and emotional needs		salaries and benefits Unrestricted General Fund \$2,000,000	Counselors are assigned to each school site.	\$2,540,535 Original estimate did not have salary increase included.
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>Maintain Outreach Consultant positions as full time at all sites to support student social and emotional needs outside of the school day. Also supports attendance.</p>		<p>Salaries and benefits Unrestricted General Fund \$575,000</p>	<p>Outreach consultants support students at each school site.</p>		<p>\$962,630</p> <p>Staff salary increase and schedule movement were higher than budgeted.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Maintain training programs for Campus Supervisors</p>		<p>cost of training and materials Unrestricted General Fund \$25,000</p>	<p>Campus Supervisors participated in CHAMPS training to support student behavior.</p>		<p>\$8,362</p> <p>Only part of the training was able to be comepleted. Will conitnue in 2016-17.</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

All actions and services were implemented in 2015-16. For the 2016-17 school year, the cost of School Resources Officers will increase. Better communication with parents will occur through the use of the Oxnard School District app, available for Apple and Android devices.

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:	23281409
<p>Calculated using the FCMAT LCFF Calculator tool. The District is 88% unduplicated pupil count.</p> <p>The administration worked with parents from DELAC and Superintendent's Advisory Committee as well as OEA, CSEA and OSSA leaders to update the LCAP actions and services to meet the needs of all children in the district with emphasis for children that are English Learners, low income, Foster youth and special education. On a districtwide basis, the plan supports the following services and actions:</p> <ol style="list-style-type: none"> 1. Increased school safety and improving school climate 2. Providing students access to STEAM through the implemenatation of the Common Core State Standards 3. Increasing parental involvement districtwide 4. Focus on supporting the whole child by increasing support staff (school counselors, outreach specialists, nurses) and resources at sites 5. Increasing student achievement for all children, especially special education students, Foster Youth, and English Learners, and ensuring access to core materials and instruction 6. Supporting the basic level of support for facilitites, appropriate materials for children, and highly qualified teachers. <p>In order to meet the above needs in out District, the total LCFF supplemental and concentration grant funding will be directed toward the sites as well as at the district level. In addition, the supplemental grant funding is principally targeted to support English Learners, Foster Youth and low income students. These funds will also be used to provide targeted academic interventions for all students that are identified as needing support as well as in the social-emotional areas. Past experience and research confirms that this is the most effective use of funds.</p>	

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

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

17.00	%
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Calculated using the FCMAT LCFF calculator tool. The services below represent an increase in service to our unduplicated students of over 20%.

In order to support academic success for English Learners, Foster Youth and low income children, the majority of the LCFF supplemental and concentration grants will be distributed to sites and a portion used at the district level. The targeted funds will be provided to support academic intervention as needed following a RtI2 model. In addition, it is important that our children's families are also part of the plan. Funds are set aside to support an increased parent involvement and training. Research has shown that having parents actively involved with the child's education supports an increase in a child's social as well as academic achievement. In addition, the supplemental and concentration funds will be used to build capacity for parent involvement at the school sites as well as the district level.

The district will support school sites by ensuring that the supplemental and concentration funds are also targeted at increasing school attendance and supporting children and families where there is a need. The Outreach Specialist that will be assigned to each of the school sites will support this targeted group of children to ensure that the district is strengthening and supporting student learning and development by having the child at school on time every day.

The supplemental and concentration funds will also greatly support the areas of need for English Learners in the district. Implementing the revised EL Master Plan and providing training to staff around the EL Master Plan to ensure that it is being implemented to support the children's needs. In addition, the district is responding to the needs of the community by adding to the DLI program districtwide. Also the Newcomer Academy is offering expanded opportunities to more grade levels.

The stakeholders expressed a need to have a Community Liaison to support the needs of Foster Youth, English Learners and low income students. This position was new in 2014-15 and will continue to provide resource support and communication districtwide. The Community Liaison will also increase the district's focus on supporting and increasing parental involvement in the schools.

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).