

Introduction:

LEA: Conejo Valley Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Ann Bonitatibus, Superintendent, abonitatibus@conejouisd.org, (805) 497-9511
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Conejo Valley Unified School District (CVUSD) is a choice destination for education, where every child matters. Established July 1, 1974, CVUSD currently serves more than 19,000 students with 16 elementary, 1 K-8, 4 middle, 3 comprehensive high, and 2 alternative high schools. CVUSD also offers preschool, early child care, transitional kindergarten, and other academic alternatives like adult education opportunities. CVUSD is committed to all students reaching their full potential in a supportive and academically challenging environment which includes Honors, Advanced Placement (AP) classes, an International Baccalaureate Program (IB), School-to-Career opportunities and additional support programs for English Language Learners, at-risk students and students with alternative learning styles.

LCAP Goals:

The 2015-2016 CVUSD LCAP included a total of three major goals, with a number of sub-goal activities provided for each of the major goals. The three major goals and sub-goals contained in the 2015-2016 CVUSD LCAP are summarized below:

Goal 1 – Improve Learning for All Students

- 1A - Continue to provide highly qualified, properly assigned teachers in all classrooms
- 1B - Continue to maintain low student/teacher ratios in all schools and classrooms
- 1C - Provide professional development on state standards, technology and best practices
- 1D - Continue to provide students and staff with appropriate texts and instructional materials
- 1E - Integrate technology into classroom instruction to improve learning
- 1F - Support teacher collaboration around student data
- 1G - Implement transition to state standards aligned instructional materials and practices
- 1H - Continue to provide properly maintained, clean and safe school facilities

Goal 2 - Maximize Student Potential through Effective Intervention

- 2A - Provide focused academic intervention for any student below grade level standards
- 2B - Implement consistent academic intervention programs across schools using a district framework
- 2C - Provide opportunities for academic enrichment and acceleration in intervention programs
- 2D - Develop and implement social/emotional intervention programs at all schools
- 2E - Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students
- 2F - Focus Base Grant growth funds on school site intervention programs

Goal 3 Engage Students through Quality Student Activities

- 3A - Recruit and retain high quality activities staff
- 3B - Provide sites with additional funding to support program costs
- 3C - Research options to lower program costs and reduce fundraising burdens
- 3D - Increase school engagement and activities participation for targeted students
- 3E - Increase parent engagement of targeted students

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Processes to involve stakeholders consisted of the following:</p> <ul style="list-style-type: none"> • Executive Cabinet meetings to discuss LCAP goals, activities and timelines for the year. • Meetings held with each of the following stakeholder groups: Board of Education, Budget Committee, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Conejo Council Parent-Teacher Association (PTA), Conejo Schools Foundation (CSF), Unified Association of Conejo Teachers (UACT), Conejo Valley Pupil Personnel 	<p>Stakeholder meetings and survey results had a significant impact on the 2015-2016 LCAP, making the language of the goals clearer, and making changes in the subgoals. A new stakeholder feedback process, the Greenprint for Education, provided focus groups with questions related to the LCAP goals in order to elicit more specific feedback, the process and the current district practices. Listed below are the results of the focus groups and LCAP survey.</p> <ul style="list-style-type: none"> • Sources of CVUSD Pride – supportive community, successful schools, students, teachers, parents, academic options and activities for students.

Association (CVPPA), California School Employees Association Chapter #620 (CSEA), District Budget Committee, Superintendent’s Cabinet, district principals, district and school site staff, students and community members. During these meetings 2015-2016 LCAP goals, metrics and student progress were reviewed and input was obtained on current and potential future goals. Estimates of projected 2016-2017 funding were provided, and activities were utilized to assist stakeholders in developing LCAP funding priorities and goals.

- Greenprint Learning Process utilized with the following protocols:
 - o Greenprint meetings posted and advertised
 - o Personal invitations issues
 - o Participants given questions regarding LCAP in advance
 - o Participants reviewed protocols for meeting
 - o Staff scripted notes at all forums
 - o Common themes derived
 - o Sense-making meetings held

A comprehensive on-line survey of students, parents and staff was developed and reviewed with stakeholder groups for input and revision in 2014-2015 and was utilized in the 2015-2016 school year for result comparisons. The survey was administered in October 2015 with more than 90% participation from certificated staff classified staff, and students. Two thousand five hundred parents took the survey. Survey results were shared in meetings with all stakeholder groups and discussions held on the implications of the survey results for the revision of LCAP goals and activities.

- Changes to Make – more counselors/social emotional resources, improved communications from the District (social media, notices, public relations, branding), equity and access for students, upgraded facilities, collaboration with parents, businesses, and city; address the “resting on laurels apathy” and “way we’ve always done things.”
- Overall findings for Goal 1:
 - o Strong professional network and reputation
 - o Perception that seniority trumps needs for student placement
 - o Professional development is a process to take place throughout the year and is best when it is differentiated and provides choices
 - o Texts and technology need to be updated
 - o New curriculum standards are working and the district could be better at educating parents on the new standards and assessments
 - o Data systems for student progress can be cumbersome; teachers “lose faith” when district office cannot support databases
 - o Class size is important and is influenced by academic grouping and master schedule philosophies
- Overall findings for Goal 2:
 - o Interventions are available for students below grade level
 - o Intervention does not equal acceleration and may not be explicit
 - o Multi-tiered Systems of Support (MTSS) are more evident at elementary than secondary level
 - o Perception that acceleration is saved for the “best” students and most senior teachers
 - o Students, teachers and parents see a need for greater access to rigorous programs
 - o Students, teachers and parents want more from CP classes
 - o Teachers want more training/support for changing student demographics and social/emotional needs
- Overall findings for Goal 3:
 - o Activities are plentiful and dynamic
 - o Adults are intrinsically motivated to assist schools with activities
 - o Being engaged is highly individualized
 - o Student connections with adults matter
 - o Funding is necessary to be adequate, how much more is needed to be exceptional?
 - o Fundraising is burdensome
 - o Parents are not as willing or able to dedicate time or resources as in the past

	<ul style="list-style-type: none"> o Stress with time and money - "Can we 'dial back' without hurting CVUSD reputation?" o No specific mention of targeting certain students and their interests o Lack of clarity in Booster versus District roles <ul style="list-style-type: none"> • Overall findings regarding the district budget: o Budget development is a mystery to most o There is trust, in general, about fund management o Lack of knowledge about funds and their alignment to LCAP o Perception that budget is based on past practice rather than future need o Confidence in Measure I to improve facilities, technology and curb appeal o How funds are allocated at sites and which programs/students they support, are not always clear to staff or parents o Parents involved in DAC tend to be most informed about budget o Safety is physical and social/emotional o Breakthrough Program is essential <p>Stakeholder input on survey results was consistently focused on the need for more effective academic and social/emotional intervention programs and better opportunities for student enrichment, acceleration and engagement. Scores from the 2015-2016 survey did not statistically change from the 2014-2015 school year except in the area of students harassment being down by 4% and of those incidents, reporting to adults was up by 3%.</p> <p>Stakeholders utilized information on the 2015-2016 goals compared to budget projections of available funds, and established priorities for funding LCAP goals and activities that have been incorporated into the 2016-2017 LCAP and Adopted Budget.</p>
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<p>Annual Update:</p> <p>Stakeholders were consulted in the progress toward the 2015-2016 LCAP goals in the following ways:</p> <p>Board of Education Meetings/Study Sessions:</p> <ul style="list-style-type: none"> • 09/01/15 – LCAP Metric Data Report • 11/17/15 – Acacia – Effective Intervention/Student Engagement • 01/05/16 – Greenprint Findings for LCAP
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<p>Annual Update:</p> <p>Stakeholders stated the following in regard to changes in the 2016-2017 LCAP:</p> <ul style="list-style-type: none"> • A review of student metrics from 2013-2014 and 2014-2015 indicate targeted student subgroups and students overall made consistent progress on academic and engagement indicators. • The on-line survey process is a valuable tool to obtain data from a wide range of stakeholders.
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- 01/19/16 – Ladera – Effective Intervention/Student Engagement
- 02/16/16 – Westlake High School
- 02/16/16 – BOE Discussion Session – Programmatic Innovations
- 03/15/16 – Maple – Improve Learning for All Students with emphasis on Culture and Conditions for Learning
- 04/19/16 – BOE Discussion Session – Best Practice for Students in Title I Schools
- 04/19/16 – Thousand Oaks High School BOE LCAP Presentation
- 04/19/16 – LCAP Presentation – GreenPrint, our GPS for Success
- 05/17/16 – LCAP Presentation – changes in the LCAP
- 05/17/16 – Lang Ranch – Student Engagement
- 06/21/16 – LCAP Public Hearing
- 06/28/16 – LCAP Final Approval

LCAP Focus Groups:

- 09/09/15 – Budget Bond Oversight Committee
- 09/09/15 – CSEA, Facilities, Technology
- 09/09/15 – Child Nutrition, Fiscal, Personnel Services
- 10/15/15 – High School Teachers
- 10/16/15 – Middle School Teachers
- 10/24/15 – Community Saturday
- 10/26/15 – UACT Executive Board
- 10/27/15 – Community Saturday
- 11/03/15 – Chamber, TO Leadership
- 11/07/15 – Community Saturday
- 11/13/15 – DAC, DELAC, PTA, Gate Parents
- 11/13/15 – CVPPA, Special Ed, EL
- 11/14/15 – Community Saturday

LCAP Training for Executive Cabinet:

- 09/03/15 – Ventura County Office of Education (VCOE)
- 09/23/15 – VCOE
- 09/20/16 – VCOE – Governor’s Budget and LCAP changes
- 05/27/16 – VCOE

Meetings/Presentations/Discussions with stakeholder groups on LCAP survey content/process and survey results, review of student metrics, review of current LCAP goals and potential future goals; projections of 2015-2016 LCFF

- The three goals in the 2015-2016 LCAP capture the priorities and culture of CVUSD moving forward while the more focused and enhanced wording for the 2016-2017 school year specifies each goal's intent.
- Student metrics, survey results and stakeholder opinions are consistent in highlighting the needs for more consistent and effective academic and social/emotional intervention programs and that site level funding to support these programs must be the number one budget priority.
- Additional funds, if available, should be focused on providing opportunities for student academic acceleration and enrichment, and on activities that engage students in their schools.
- There were no comments made by stakeholder groups that necessitated written comments or response by the superintendent.

income and development of budget priorities:

- DAC – 09/08/15, 01/12/16, 04/12/16
- DELAC – 02/17/16
- PTA – 02/02/16
- CSF – 12/12/15, 5/10/16
- UACT – 05/11/16
- CVPPA – 05/18/16
- CSEA – 06/13/16
- Budget Committee – 09/30/15, 10/28/15, 01/06/16, 02/03/16, 05/04/16, 06/01/16
- Elementary Principals – 08/13/15, 01/14/16, 02/25/16
- Secondary Principals – 08/13/15, 09/17/15, 11/05/15, 01/07/16, 02/18/16, 03/03/16, 04/07/16, 05/05/16, 06/02/16

Meetings attended at Ventura County Office of Education on LCAP issues and to receive input from Foster and Homeless Student advocates.

- VC Agencies Networking Meeting 09/08/15, 12/08/15
- Enrolling FY webinar 09/17/15
- VCOE LCAP training 09/23/15
- VCOE FY/MV Liaison Council 09/24/15, 10/14/15, 01/21/16, 03/24/16, 05/26/16
- Conejo Coalition – services meeting 10/08/15
- Under One Roof – services meeting 10/13/15, 10/30/15
- VC Agencies Networking Meeting 10/14/15
- Lutheran Social Services – services meeting 10/15/15
- CVUSD counselors meeting – homeless/foster youth 10/29/15
- Special populations caseload review with BreakThrough staff 11/03/15
- VCOE Student Services Collaborative 12/09/15, 02/10/16, 05/11/16
- Registrar/office manager special populations training 12/17/15, 02/26/16
- VCOE Agency 101 event 01/27/16
- Title I Conference 03/01/16, 03/02/16, 03/03/16
- VCOE Special Populations Conference 03/04/16
- Regional Homeless & FY Symposium 05/05/16
- CVHS AB 167 staff training 05/17/16

Pertinent Data Provided to Stakeholders:

- 2015-2016 LCAP Plan and Plan Summary
- Student Metrics Data

- Draft and Final On-Line Surveys and Survey Results
- Draft 2016-2017 LCAP Plan and Plan Summary

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Enhance the culture and conditions that optimize learning for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
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Identified Need : Provide all students with the highest quality "First Teaching" and core program to insure higher achievement for all students.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Maintain 100 percent fully credentialed and properly assigned certificated staff; maintain staffing ratios of 21.5:1 K-3 and 30:1 4-12; 100 percent of teachers will attend three days of focused professional development; 100 percent of all students and teachers will have access to standards aligned instructional materials.

Increase the passing percentage on Advanced Placement (AP) and International Baccalaureate (IB) exams from the baseline 80.2% to 82.2%; increase the number of middle school and high school students earning 2.5 GPA plus from the baseline 74.5% to 78.5%; increase the number of elementary students in grades 3rd through 5th scoring proficient on District math benchmarks from the baseline 80.6% to 84.6%; increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile from the baseline 50.3% to 54.3%.

The Academic Performance Index (API) is not currently available but metrics will be included when determined by the state. The Early Assessment Program (EAP) is now part of the California Assessment of Student Progress and Performance (CAASPP). With the change to the EAP assessment and expectations, the 2014-15 EAP data provided a new baseline. The percent of students scoring ready for college level work will increase from the baseline of 29.1% in English Language Arts to 30.1%, while the baseline of 28.1% in Mathematics will increase to 29.1%

All District schools will maintain or exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A: Continue to provide effective, properly-assigned teachers in all classrooms.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Unrestricted and Restricted General, Federal and SELPA Funds. 1000-1999: Certificated Personnel Salaries General Funds \$96,434,057

		_ Other Subgroups: (Specify)	
1B: Continue to maintain low student/teacher ratios in all schools and classrooms. K-3 (21.5:1), 4-12 (30.0:1)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted 1000-1999: Certificated Personnel Salaries General Funds \$82,014,463
1C: Provide professional development on state standards, technology and instructional best practices. Provide all teachers with 18 hours of PD and implement site-based PD model using school site instructional coaches.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salary and Benefits, Effective Educator Funds, Instructional Materials, Contracts and Services 0001-0999: Unrestricted: Locally Defined Federal Funds \$1,831,565
1D: Continue to provide students and staff with appropriate texts, instructional materials and human resource support.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund, Textbooks and Instructional Materials, Block Grant 0001-0999: Unrestricted: Locally Defined \$1,850,000
1E: Integrate technology into classroom instruction to improve learning. Complete second half of elementary school high-speed wireless network, as well as any final upgrades necessary in middle and high schools. Complete second year site technology purchases with Measure I Technology Endowment Funds using Best Practices-Best Prices site planning tool as modified based upon experiences in 2015-2016. Evaluate planning tool and technology acquisition process for modifications in 2017-2018. Continue evaluation and	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted General, Measure I Bond and Bond Endowment, Redevelopment Pass Through Funds, Classified Salary and Benefits, Instructional Materials, Equipment and Capital Outlay. 2000-2999: Classified Personnel Salaries Locally Defined \$7,453,182

<p>modifications to Measure I funded Tech Services expansion and support to school sites.</p>			
<p>1F: Support teacher collaboration around student data. All sites will provide teachers with blocks of time for collaboration. Provide site-based PD on data analysis and teacher collaboration best practices. All sites will compare current practices to research-based best practices and make modifications as indicated for 2017-2018.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs. Potential for additional funding TBD.</p>
<p>1G: Continue to provide properly maintained, clean and safe school facilities. Complete annual school site inspection process using FIT tool. Complete second year Measure I facility projects. Complete Measure I Facilities Master Plan for stakeholder feedback and revision. Projects include, but are not limited to upgrades and new purchases for: parking lot asphalt, kitchen equipment, HVAC, flooring, roofing, locker room facilities, technology infrastructure, campus security, building demolition, storm drainage, lighting retrofits, room renovations, outdoor furniture, slope stabilization, PAC renovations, SBAC Labs, and other miscellaneous site improvements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted General, Measure I Bond, Redevelopment Pass Through, Developer Donation Funds Classified Salary and Benefits, Contracts and Services and Capital Outlay. 0001-0999: Unrestricted: Locally Defined General Funds \$19,732,997</p>
<p>1H: Create an Independent Home Study Program (IHS).</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$134,608</p>
<p>1I: Create an 8th grade at Century.</p>	<p>Middle Schools High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$44,500</p>

		(Specify)	
<p>1J: Explore innovative program options such as a Dual Immersion Program.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted General Fund 1000-1999: Certificated Personnel Salaries General Funds \$5,000</p>
<p>1K: Provide high quality CTE pathway opportunities.</p>	<p>Middle Schools High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted General Fund 1000-1999: Certificated Personnel Salaries \$329,922</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain 100 percent fully credentialed and properly assigned certificated staff; maintain staffing ratios of 21.5:1 K-3 and 30:1 4-12; 100 percent of teachers will attend three days of focused professional development; 100 percent of all students and teachers will have access to standards aligned instructional materials.</p> <p>Increase the passing percentage on Advanced Placement (AP) and International Baccalaureate (IB) exams from the baseline 80.2% to 83.2%; increase the number of middle school and high school students earning 2.5 GPA plus from the baseline 74.5% to 80.5%; increase the number of elementary students in grades 3rd through 5th scoring proficient on District math benchmarks from the baseline 80.6% to 86.6%; increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile from the baseline 50.3% to 56.3%.</p> <p>The Academic Performance Index (API) is not currently available but metrics will be included when determined by the state. The Early Assessment Program (EAP) is now part of the California Assessment of Student Progress and Performance (CAASPP). With the change to the EAP assessment and expectations, the 2014-15 EAP data provided a new baseline. The percent of students scoring ready for college level work will increase from the baseline of 29.1% in English Language Arts to 31.1%, while the baseline of 28.1% in Mathematics will increase to 30.1%</p> <p>All District schools will maintain or exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A: Continue to provide effective, properly assigned teachers in all classrooms.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal and SELPA Funds, 1000-1999: Certificated Personnel Salaries Federal Funds \$96,434,120
1B: Continue to maintain low student/teacher ratios in all schools and classrooms. K-3 (21.5:1), 4-12 (30.0:1)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Funds \$83,124,307

<p>1C: Provide professional development on state standards, technology and instructional best practices. Provide all teachers with 18 hours of PD. Continue to evaluate PD delivery model as well as future PD subject areas using results of teacher PD survey. Develop plan modifications for 2018-2019.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salary and Benefits, Instructional Materials, Contracts and Services. 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials Federal Funds \$2,852,228</p>
<p>1D: Continue to provide students and staff with appropriate texts and instructional materials.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General Fund, textbooks and instructional materials. 4000-4999: Books And Supplies General Funds \$3,279,821</p>
<p>1E: Integrate technology into classroom instruction to improve learning. Complete any final additions or modifications to the high-speed wireless network. Complete third year site technology purchases with Measure I Technology Endowment Funds using Best Practices-Best Prices site planning tool and acquisition processes as modified based upon experiences in 2015-2016 and 2016-2017. Continue evaluation and modifications to Measure I funded Tech Services expansion and support to school sites.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted General, Measure I Bond and Bond Endowment, Redevelopment Pass Through Funds, Classified Salary and Benefits, Instructional Materials, Equipment and Capital Outlay. 2000-2999: Classified Personnel Salaries Locally Defined \$8,961,940</p>
<p>1F: Support teacher collaboration around student data. All sites will provide teachers with blocks of time for collaboration. Sites will implement any modifications to plans and practices yearly. Provide site-based PD on data analysis and teacher collaboration best practices.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries General Funds \$292,020</p>
<p>1G: Continue to provide properly maintained, clean and safe school facilities. Complete annual school site inspection process using FIT tool. Complete third year</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Unrestricted General, Measure I Bond, Redevelopment Pass Through, Developer Donation Funds, Classified Salary and</p>

<p>Measure I facility projects. Projects include, but are not limited to upgrades and new purchases for: parking lot asphalt, kitchen equipment, HVAC, flooring, roofing, locker room facilities, technology infrastructure, campus security, building demolition, storm drainage, lighting retrofits, room renovations, outdoor furniture, slope stabilization, PAC renovations, SBAC Labs, and other miscellaneous site improvements.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Benefits, Contracts and Services and Capital Outlay. \$21,811,813</p>
<p>1H: Implement an Independent Home Study Program (IHS).</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General Fund 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$128,608</p>
<p>1I: Implement an 8th grade at Century.</p>	<p>Middle Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General Fund, Measure I Bond 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$44,500</p>
<p>1J: Begin implementation of innovative program options such as a Dual Immersion Program.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General Fund 5000-5999: Services And Other Operating Expenditures General Funds \$27,500</p>
<p>1K: Provide high quality CTE pathway opportunities.</p>	<p>Middle Schools High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>General Fund 1000-1999: Certificated Personnel Salaries General Funds \$334,350</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Maintain 100 percent fully credentialed and properly assigned certificated staff; maintain staffing ratios of 21.5:1 K-3 and 30:1 4-12; 100 percent of teachers will attend three days of focused professional development; 100 percent of all students and teachers will have access to standards aligned instructional materials.</p> <p>Increase the passing percentage on Advanced Placement (AP) and International Baccalaureate (IB) exams from the baseline 80.2% to 84.2%; increase the number of middle school and high school students earning 2.5 GPA plus from the baseline 74.5% to 82.5%; increase the number of elementary students in grades 3rd through 5th scoring proficient on district math benchmarks from the baseline 80.6% to 88.6%; increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile from the baseline 50.3% to 58.3%.</p> <p>The Academic Performance Index (API) is not currently available but metrics will be included when determined by the state. The Early Assessment Program (EAP) is now part of the California Assessment of Student Progress and Performance (CAASPP). With the change to the EAP assessment and expectations, the 2014-2015 EAP data provided a new baseline. The percent of students scoring ready for college level work will increase from the baseline of 29.1% in English Language Arts to 32.1%, while the baseline of 28.1% in Mathematics will increase to 31.1%.</p> <p>All District schools will maintain or exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A: Continue to provide effective, properly assigned teachers in all classrooms.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal and SELPA Funds. 1000-1999: Certificated Personnel Salaries General Funds \$97,658,736
1B: Continue to maintain low student/teacher ratios in all schools and classrooms, K-3 (21.5:1), 4-12 (30.0:1).	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Unrestricted General Fund 1000-1999: Certificated Personnel Salaries General Funds \$83,993,345

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1C: Provide professional development on state standards, technology and instructional best practices. Provide all teachers with 18 hours of PD. Continue to evaluate PD delivery model as well as future PD subject areas using results of teacher PD survey. Develop plan modifications for 2019-2020.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salary and Benefits, Instructional Materials, Contracts and Services. 1000-1999: Certificated Personnel Salaries General Funds \$2,884,922
1D: Continue to provide students and staff with appropriate texts and instructional materials.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund, Textbooks and Instructional Materials. 4000-4999: Books And Supplies General Funds \$1,200,000
1E: Integrate technology into classroom instruction to improve learning. Complete any final additions or modifications to the high-speed wireless network. Complete third year site technology purchases with Measure I Technology Endowment Funds using Best Practices-Best Prices site planning tool and acquisition processes as modified based upon experiences in 2015-2016 and 2016-2017. Continue evaluation and modifications to Measure I funded Tech Services expansion and support to school sites.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted General, Measure I Bond and Bond Endowment, Redevelopment Pass Through Funds, Classified Salary and Benefits, Instructional Materials, Equipment and Capital Outlay. 2000-2999: Classified Personnel Salaries General Funds \$5,995,888
1F: Support teacher collaboration around student data. All sites will provide teachers with blocks of time for collaboration. Sites will implement any modifications to plans and practices yearly. Provide site-based PD on data analysis and teacher collaboration best practices.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Funds \$294,637

		(Specify)	
1G: Continue to provide properly maintained, clean and safe school facilities. Complete annual school site inspection process using FIT tool. Complete fourth-year Measure I facility projects. Projects include, but are not limited to upgrades and new purchases for: parking lot asphalt, kitchen equipment, HVAC, flooring, roofing, locker room facilities, technology infrastructure, campus security, building demolition, storm drainage, lighting retrofits, room renovations, outdoor furniture, slope stabilization, PAC renovations, SBAC Labs, and other miscellaneous site improvements.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted General, Measure I Bond, Redevelopment Pass Through, Developer Donation Funds, Classified Salary and Benefits, Contracts and Services and Capital Outlay. 2000-2999: Classified Personnel Salaries General Funds \$21,973,045
1H: Increase the Independent Home Study Program (IHS) caseload.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$123,600
1I Expand the 8th grade at Century and explore adding 7th grade.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$10,500
1J: Full implementation of innovative program options such as a Dual Immersion Program and increase program per community demand.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$226,321

1K Provide high quality CTE pathway opportunities.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries General Funds \$339,583
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GOAL 2:	Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Targeted and effective intervention programs to meet the unique needs of each student. Higher academic achievement for identified populations of students scoring below grade level standards. More effective programs to address instructional needs of English Learners. Effective programs to assist school sites in dealing with student social/emotional needs. Effective programs to provide students with academic acceleration and enrichment.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Refinement of District framework for academic intervention; more consistent academic intervention programs across the District; Research and development of site-based programs to address student social/emotional needs; integration of opportunities for academic acceleration/enrichment into intervention programs.

Increase the percentage of graduating seniors completing A-G requirements from the baseline 50.3% to 54.3%.

Increase the percentage of high school students enrolled in College Prep (CP) or higher courses from the baseline of 92.6% to 96.6%; increase the percentage of high school students enrolled in Advanced Placement (AP), Honors and International Baccalaureate (IB) classes from the baseline of 43.0% to 45.0%; increase the percent of middle school students enrolled in college prep or higher courses from the baseline of 90.2% to 92.2%; increase the percent of middle school students enrolled in Honors classes from the baseline of 38.8% to 40.8%; increase the number of English Learner students making one year's growth on the CELDT from the baseline of 41.4% to 45.4%; increase the number of English Learner students scoring proficient on the CELDT from the baseline of 46.7% to 50.7%; increase the number of English Learner students being reclassified to fluent English proficient from the baseline of 13.3% to 15.3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A: Provide focused academic intervention for any student below grade level standards in English Language Arts and Math.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$5,542,894

		_ Other Subgroups: (Specify)	
2B: Implement consistent academic intervention programs across schools using a District framework. School sites will implement revised academic intervention programs based upon the planning decisions made in 2015-2016.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Certificated Salaries 1000-1999: Certificated Personnel Salaries \$7,784
2C: Provide opportunities for academic enrichment and acceleration in intervention programs. School sites will implement programs developed in 2015-2016 to provide identified students with academic acceleration and enrichment activities as a component of the site academic intervention program.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$78,033
2D: Develop and implement social/emotional intervention programs at all schools. District staff will provide sites with PD and specific frameworks and approaches for addressing student social-emotional issues. The District will deploy a social-emotional crisis intervention team to assist school sites dealing with acute student social emotional issues.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$629,507
2E: Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students to intervene and support their academic success.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Unrestricted and Restricted General, Federal Funds Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$3,493,962

2F: Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8th grade students will receive additional assistance in their freshmen year to ensure a successful transition.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal, SELPA Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$554,289
2G: Students will be identified and encouraged to enroll in AP/Honors/IB classes, Once enrolled, they will be monitored and offered academic support.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General 1000-1999: Certificated Personnel Salaries \$106,527
2H: Students in middle schools will be identified and encouraged to enroll in Honors classes. Once enrolled, they will be monitored and offered academic support.	Middle Schools High Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Unrestricted and Restricted General Funds Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries General Funds \$110,858
2I: EL students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$705,854
2J: EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for re-designation.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Unrestricted and Restricted General Funds Certificated Salaries and Benefits, Textbooks and Instructional Materials

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$311,691
2K: Parents of targeted students will be provided with information on academic and social/emotional intervention programs provided at the school site. Parents will be provided with written notice when their children are enrolled in an intervention program including information on the reasons for intervention, the nature of the intervention program being provided and the dates and times of the intervention program. Tier 2 or Tier 3.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No new funding required.

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Refinement of District framework for academic intervention; more consistent academic intervention programs across the District; research and development of site-based programs to address student social/emotional needs; integration of opportunities for academic acceleration/enrichment into intervention programs. Increase the percentage of graduating seniors completing A-G requirements from the baseline 50.3% to 56.3%. Increase the percentage of high school students enrolled in College Prep (CP) or higher courses from the baseline of 92.6% to 98.6%; increase the percentage of high school students enrolled in Advanced Placement (AP), Honors and International Baccalaureate (IB) classes from the baseline of 43.0% to 46.0%; increase the percent of middle school students enrolled in college prep or higher courses from the baseline of 90.2% to 94.2%; increase the percent of middle school students enrolled in Honors classes from the baseline of 38.8% to 41.8%; increase the number of English Learner students making one year's growth on the CELDT from the baseline of 41.4% to 47.4%; increase the number of English Learner students scoring proficient on the CELDT from the baseline of 46.7% to 52.7%; increase the number of English Learner students being reclassified to fluent English proficient from the baseline of 13.3% to 16.3%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A: Provide focused academic intervention for any student below grade level standards in English Language Arts and Math.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials \$5,739,265
2B: Implement consistent academic intervention programs across schools using a District framework. School sites will evaluate academic intervention programs based upon the planning decisions made in 2015-2016 and implemented in 2016-2017 and revise as indicated for 2018-2019.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs. The development of the progress monitoring and training tools will be complete.
2C: Provide opportunities for academic enrichment and acceleration in intervention programs. School sites will evaluate programs developed in 2015-2016 and implemented in 2016-2017 to provide identified students with academic acceleration and enrichment activities as a component of the site academic intervention program, and make revisions as necessary for following years.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$72,577
2D: Develop and implement social/emotional intervention programs at all schools. The District will continue to provide school sites with PD on successful approaches to address student social-emotional issues. School sites will evaluate and revise as necessary their specific frameworks and approaches for addressing student social-emotional issues. The District evaluate the effectiveness of the social-emotional crisis intervention team assisting school sites with acute student social emotional issues and make revisions to the program as indicated.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$642,754
2E: Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students to intervene and support their academic success.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$3,637,656

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	
2F: Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8th grade students will receive additional assistance in their freshmen year to ensure a successful transition.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$573,926
2G: Students will be identified and encouraged to enroll in AP/Honors/IB classes. Once enrolled, they will be monitored and offered academic support.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$114,785
2H: Students in middle schools will be identified and encouraged to enroll in Honors classes. Once enrolled, they will be monitored and offered academic support.	Middle Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$114,785
2I : EL students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$733,408

<p>2J: EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for re-designation.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$332,061</p>
<p>2K: Parents of targeted students will be provided with information on academic and social/emotional intervention programs provided at the school site. Parents will be provided with written notice when their children are enrolled in an intervention program including information on the reasons for intervention, the nature of the intervention program being provided and the dates and times of the intervention program. Tier 2 or Tier 3.</p>	<p>High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No new funding required.</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Refinement of District framework for academic intervention; more consistent academic intervention programs across the District; research and development of site-based programs to address student social/emotional needs; integration of opportunities for academic acceleration/enrichment into intervention programs.</p> <p>Increase the percentage of graduating seniors completing A-G requirements from the baseline 50.3% to 58.3%.</p> <p>Increase the percentage of high school students enrolled in College Prep (CP) or higher courses from the baseline of 92.6% to 100%; increase the percentage of high school students enrolled in Advanced Placement (AP), Honors and International Baccalaureate (IB) classes from the baseline of 43.0% to 47.0%; increase the percent of middle school students enrolled in college prep or higher courses from the baseline of 90.2% to 95.2%; increase the percent of middle school students enrolled in Honors classes from the baseline of 38.8% to 42.8%; increase the number of English Learner students making one year's growth on the CELDT from the baseline of 41.4% to 49.4%; increase the number of English Learner students scoring proficient on the CELDT from the baseline of 46.7% to 54.7%; increase the number of English Learner students being reclassified to fluent English proficient from the baseline of 13.3% to 17.3%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2A: Provide focused academic intervention for any student below grade level standards in English Language Arts and Math.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999:</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$5,739,265
2B: Implement consistent academic intervention programs across schools using a District framework. School sites will evaluate academic intervention programs based upon the planning decisions made in 2015-2016 and implemented in 2016-2017 and revise as indicated for 2018-2019.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs. The development of the progress monitoring and training tools complete.
2C: Provide opportunities for academic enrichment and acceleration in intervention programs. School sites will evaluate programs developed in 2015-2016 and implemented in 2016-2017 to provide identified students with academic acceleration and enrichment activities as a component of the site academic intervention program, and make revisions as necessary for following years.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$72,577
2D: Develop and implement social/emotional intervention programs at all schools. The District will continue to provide school sites with PD on successful approaches to address student social-emotional issues. School sites will evaluate and revise as necessary their specific frameworks and approaches for addressing student social-emotional issues. The District evaluate the effectiveness of the social-emotional crisis intervention team assisting school sites with acute student social emotional issues and make revisions to the program as indicated.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$642,754
2E: Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students to intervene and support their academic success.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$3,637,656

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	
2F: Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8th grade students will receive additional assistance in their freshmen year to ensure a successful transition.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$573,926
2G: Students will be identified and encouraged to enroll in AP/Honors/IB classes, Once enrolled, they will be monitored and offered academic support.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$114,785
2H: Students in middle schools will be identified and encouraged to enroll in Honors classes. Once enrolled, they will be monitored and offered academic support.	Middle Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$114,785
2I: EL students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$733,408

		(Specify)	
<p>2J: EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for re-designation.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$322,061</p>
<p>2K: Parents of targeted students will be provided with information on academic and social/emotional intervention programs provided at the school site. Parents will be provided with written notice when their children are enrolled in an intervention program including information on the reasons for intervention, the nature of the intervention program being provided and the dates and times of the intervention program. Tier 2 or Tier 3.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No new funding required.</p>

GOAL 3:	Develop high-quality activities that engage students with their schools.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Increase student engagement and provide multiple opportunities for students to participate in high quality student activities programs to increase their engagement with the school, enrich their school experience, improve their academic achievement and social/emotional wellness.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: The number of high school students participating in at least one student activity program will increase from the baseline of 59.7% to 63.7%; the number of 11th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 73% to 74%; the number of 7th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 75% to 76%; high school seniors will maintain or increase the current 97% high school graduation rate; students in grades 9-12 will maintain the less than 1% annual dropout rate; students in grades 7 and 8 will maintain the 0% dropout rate. The percent of students meeting at least 5 of the Physical Fitness Test (PFT) standards will increase from the 2014-2015 baseline by 1% from 62.1% to 63.1%. Maintain the less than 3% suspension rate district-wide; and maintain the less than 0.5% expulsion rate. Maintain the greater than 90% actual attendance rate; and maintain the less than 1% chronic absentee rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A: Recruit and retain high quality, effective activities staff.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund 1000-1999: Certificated Personnel Salaries \$3,226,154
3B: Consider using 2016-2017 LCFF growth funds or other funding to provide sites with additional funding to support student activities program costs and reduce parent fund-raising demands.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Unrestricted and Restricted General Fund 0000: Unrestricted \$425,516

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3C: District and school site staff will work with activities program directors and booster club officers to research options to lower program costs and reduce fundraising demands without significantly lower activities program quality.	Middle Schools High Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	No additional costs.
3D: Increase school engagement and activities participation for targeted students. Targeted students who are not participating in at least one activities program will be identified, counseled and assisted in joining and participating in activities programs.	Middle Schools High Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities	No additional costs.
3E: Increase parent engagement of targeted students. Parents of targeted students will be provided with information on the various activities programs offered at the school, assisted in getting their children enrolled and participating in activities programs, and provided with information on how they can support their children and volunteer in support of the activities programs.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities	Unrestricted and General Funds 5900: Communications \$26,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: The number of high school students participating in at least one student activity program will increase from the baseline of 59.7% to 65.7%; the number of 11th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 73% to 75%; the number of 7th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 75% to 77%; high school seniors will maintain or increase the current 97% high school graduation rate; students in grades 9-12 will maintain the less than 1% annual dropout rate; students in grades 7 and 8 will maintain the 0% dropout rate. The percent of students meeting at least 5 of the Physical Fitness Test (PFT) standards will increase from the 2014-2015 baseline by 1% from 62.1% to 64.1%. Maintain the less than 3% suspension rate district-wide; and maintain the less than 0.5% expulsion rate. Maintain the greater than 90% actual attendance rate; and maintain the less than 1% chronic absentee rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A: Recruit and retain high quality, effective activities staff.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund 1000-1999: Certificated Personnel Salaries General Funds \$3,351,883
3B: Consider using 2017-2018 LCFF growth funds or other identified funds to provide sites with additional funding to support student activities program costs and reduce parent fund-raising demands.	Middle Schools High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted and Restricted General Fund 0000: Unrestricted \$426,357
3C: District and school site staff will work with activities program directors and booster club officers to research options and implement lower program costs and reduce fundraising demands without significantly lower activities program quality.	Middle Schools High Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	No additional costs.

<p>3D: Increase school engagement and activities participation for targeted students. Targeted students who are not participating in at least one activities program will be identified, counseled and assisted in joining and participating in activities programs.</p>	<p>Middle Schools High Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>	<p>No additional costs.</p>
<p>3E: Increase parent engagement of targeted students. Parents of targeted students will be provided with information on the various activities programs offered at the school, assisted in getting their children enrolled and participating in activities programs, and provided with information on how they can support their children and volunteer in support of the activities programs.</p>	<p>Middle Schools High Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>Unrestricted and General Fund 5900: Communications \$26,000</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>The number of high school students participating in at least one student activity program will increase from the baseline of 59.7% to 67.7%; the number of 11th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 73% to 75%; the number of 7th grade students reporting opportunities for meaningful participation in their schools will increase from the baseline of 75% to 77%; high school seniors will maintain or increase the current 97% high school graduation rate; students in grades 9-12 will maintain the less than 1% annual dropout rate; students in grades 7 and 8 will maintain the 0% dropout rate. The percent of students meeting at least 5 of the Physical Fitness Test (PFT) standards will increase from the 2014-2015 baseline by 1% from 62.1% to 65.1%. Maintain the less than 3% suspension rate district-wide; and maintain the less than 0.5% expulsion rate. Maintain the greater than 90% actual attendance rate; and maintain the less than 1% chronic absentee rate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A: Recruit and retain high quality, effective activities staff.</p>	<p>Middle Schools High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General Fund 1000-1999: Certificated Personnel Salaries \$426,357</p>

<p>3B: Consider using 2018-2019 LCFF growth funds or other identified funds to provide sites with additional funding to support student activities program costs and reduce parent fund-raising demands.</p>	<p>Middle Schools High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs. Potential funds TBD 0000: Unrestricted \$426,357</p>
<p>3C: District and school site staff will work with activities program directors and booster club officers to research options and implement lower program costs and reduce fundraising demands without significantly lower activities program quality.</p>	<p>Middle Schools High Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>No additional costs.</p>
<p>3D: Increase school engagement and activities participation for targeted students. Targeted students who are not participating in at least one activities program will be identified, counseled and assisted in joining and participating in activities programs.</p>	<p>Middle Schools High Schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>No additional costs.</p>
<p>3E: Increase parent engagement of targeted students. Parents of targeted students will be provided with information on the various activities programs offered at the school, assisted in getting their children enrolled and participating in activities programs, and provided with information on how they can support their children and volunteer in support of the activities programs.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Unrestricted and Restricted General Fund 5900: Communications \$25,000</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?

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Improve Learning for All Students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain 100 percent fully credentialed and properly assigned certificated staff; maintain staffing ratios of 21.5:1 K-3 and 30:1 4-12; 100 percent of teachers will attend three days of focused professional development; 100 percent of all students and teachers will have access to standards aligned instructional materials.</p> <p>Increase the passing rate on the CAHSEE by 1 percent (if the test is administered in 2015-2016); increase the passing percentage on Advanced Placement (AP) and International Baccalaureate (IB) exams by 1 percent; increase the number of middle school and high school students earning 2.5 GPA plus by 2 percent; increase the number of elementary students in grades 3rd through 5th scoring proficient on District math benchmarks by 2 percent; increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile by 2 percent.</p> <p>The Academic Performance Index (API) is not currently available but metrics will be included when determined by the state. The Early Assessment Program (EAP) is now part of the California Assessment of Student Progress and Performance (CAASPP). Current EAP results indicate 34.5 % of 11th grade ELA students are ready for college level work, while 16.4% of 11th grade Math students are ready. The metric reporting may change once 2015 SMARTER Balanced Assessment Consortium (SBAC) scores are received.</p> <p>All District schools will maintain or exceed District standards for</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>During the 2015-2016 school year, 861 of 861 teachers were fully credentialed and properly assigned.</p> <p>Staffing ratios of 21.5:1 K-3 and 30:1 4-12 were maintained throughout the 2015-2016 school year.</p> <p>10% of Common Core State Standards (CCSS) aligned textbooks and materials were purchased and used in classrooms. A total of 75% of core academic courses are using Common Core aligned materials. During the 2015-2016 school year, the district piloted new Common Core aligned materials for Mathematics in grades Kindergarten through 8th grade and is purchasing them for full implementation 2016-2017.</p> <p>The CAHSEE was not administered during the 2015-2016 school year, so no results are reported.</p> <p>The AP exam pass rate increased from 78.5% in 2013-2014 to 78.9% in 2014-2015.</p> <p>The percent of middle school students earning a 2.5 or higher cumulative GPA increased from 82.1% in 2013-2014 to 82.3% in 2014-2015.</p> <p>The percent of high school students earning a 2.5 or higher cumulative GPA decreased from 78.1% in 2013-2014 to 77.4% in 2014-2015. This was due to all high schools scaling back the number of below college-prep courses offered to increase student enrollment in college prep or higher courses.</p>

<p>scores on the annual Facilities Inspection Tool (FIT) process.</p>	<p>The percent of grades 3/4/5 students scoring proficient or higher on the trimester 1 math benchmark decreased from 67.75% in 2014 to 57.22% in 2015. This was due to a number of teachers piloting new curriculum and the changes in the type of assessment being administered to students.</p> <p>The percent of grades 3/4/5 students scoring at or above grade-level on the SRI Reading Lexile test during trimester 1 increased from 60.8% in 2014-2015 to 62% in 2015-2016. This increase was due to the continued efforts on focused intervention in Reading by teachers at the elementary level.</p> <p>The percent of students in grades 3-8 and 11 that scored Standard Met or Standard Exceeded on the 2015 SBAC exams was 63.6% in ELA and 57.0% in Math.</p> <p>The percent of students considered ready for college level work per the EAP in ELA was 29.1% in 2014-2015. The percent of students considered ready for college level work per the EAP in Mathematics was 28.1% in 2014-2015. The changes in the assessment and performance expectations due to the transition from CST to SBAC warranted the creation of a new baseline, based on 2014-2015 data.</p> <p>All District schools maintained or exceeded standards for scores on the annual Facilities Inspection Tool (FIT) process.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1A: Continue to provide highly qualified, properly assigned teachers in all classrooms.</p>	<p>Unrestricted and Restricted General, Federal and SELPA Funds, Certificated Salary and Benefits. 1000-1999: Certificated Personnel Salaries \$95,240,173</p>	<p>The District employed 887 teachers in 2015-2016. All teachers were highly qualified and appropriately assigned.</p>	<p>Unrestricted and Restricted General, Federal and SELPA Funds, Certificated Salary and Benefits. 1000-1999: Certificated Personnel Salaries \$89,815,185</p>
<p>Scope of Service: All</p>		<p>Scope of Service: All</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1B: Continue to maintain low student/teacher ratios in all schools and classrooms. K-3 (21.5:1), 4-12 (30.0:1)</p>	<p>Unrestricted and Restricted General, Federal and SELPA Funds, Certificated Salary and Benefits. 1000-1999: Certificated Personnel Salaries General Funds \$82,289,698</p>	<p>Teacher staffing ratios were maintained at K-3 (21.5:1), 4-12 (30.0:1)</p>	<p>Unrestricted and Restricted General, Federal and SELPA Funds, Certificated Salary and Benefits. 1000-1999: Certificated Personnel Salaries General Funds \$77,521,226</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1C: Provide professional development on State Standards, technology and instructional best practices. Provide all teachers with three days of PD, and implement site-based PD model using school site instructional coaches.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salary and Benefits, Instructional Materials, Contracts and Services. 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$1,731,565</p>	<p>All certificated teachers were provided with three days of professional development on State Standards, instructional technology and instructional best practices. Professional development was implement using a site-based PD model and school site instructional coaches. Teacher Instructional Coaches also provided after school professional development. Additional professional develop was provided for classified instructional staff.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salary and Benefits, Instructional Materials, Contracts and Services. 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$1,636,076</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1D: Continue to provide students and staff with appropriate texts and instructional materials.</p>	<p>Unrestricted and Restricted General Fund, Textbooks and Instructional Materials. 4000-4999: Books And Supplies \$400,000</p>	<p>All student were provided with standards-aligned textbooks and curriculum materials in all academic subject areas. Teacher in grades K-8 piloted math curriculum and an expenditure was made in June to purchase new state-standards aligned materials for the 2016-2017 school year. See 1G</p>	<p>Unrestricted and Restricted General Fund, Textbooks and Instructional Materials. 4000-4999: Books And Supplies \$400,000</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>1E: Integrate technology into classroom instruction to improve learning. Complete first half of elementary school high-speed wireless network. Complete first year site technology purchases with Measure I Technology Endowment Funds using Best Practices-Best Prices site planning tool. Evaluate planning tool and technology acquisition process for modifications in 2016-2017. Implement Measure I funded Tech Services expansion and support to school sites and evaluate for modification in 2016-2017.</p>	<p>Unrestricted General, Measure I Bond and Bond Endowment, Redevelopment Pass Through Funds, Classified Salary and Benefits, Instructional Materials, Equipment and Capital Outlay. \$7,225,150</p>	<p>High-speed wireless networks were installed in all schools with the final group of elementary schools receiving their installation in summer 2016. Sites purchased instruction technology using a Measure I Technology Endowment Funds using the Measure I Menu of devices. Teachers received professional development on use of instructional technology and site Teacher Leaders were trained to provide site support.</p>	<p>Unrestricted General, Measure I Bond and Bond Endowment, Redevelopment Pass Through Funds, Classified Salary and Benefits, Instructional Materials, Equipment and Capital Outlay. \$6,322,197</p>

<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1F: Support teacher collaboration around student data. All sites will provide teachers with blocks of time for collaboration. Two additional elementary schools will move to banked time schedule. Consider using 2015-2016 LCFF growth funds to support a universal elementary school banked time program in 2016-2017. Provide site-based PD on data analysis and teacher collaboration best practices.</p>	<p>No additional costs.</p>	<p>Support teacher collaboration around student data. All sites will provide teachers with blocks of time for collaboration. Two additional elementary schools will move to banked time schedule. Consider using 2015-2016 LCFF growth funds to support a universal elementary school banked time program in 2016-2017. Provide site-based PD on data analysis and teacher collaboration best practices.</p>	<p>No additional funding.</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1G: Implement transition to State Standards aligned instructional materials and practices. Pilot CCSS math materials, review K-12 core literature selections, review secondary English Language Arts and History/Social Science materials in</p>	<p>Unrestricted and Restricted General Fund, Textbooks and Instructional General Funds \$475,532</p>	<p>Grades K-8 piloted math materials and chose materials for implementation K-8 for the 2016-2017 school year. Grades 6-12 reviewed core literature selections and recommendations for new core literature titles and increasing the recreational reading list were presented</p>	<p>Unrestricted and Restricted General Fund, Textbooks and Instructional General Funds \$1,936,855</p>

<p>2015-2016. Review high school AP/IB CCSS aligned materials as needed.</p>		<p>to the board. Secondary teachers in grades 6-12 chose two publishers to pilot for the 2016-2017 school year. History/Social Science material review and adoption are being postponed until the release of the new state framework and publisher have materials ready that align with state standards. High school AP/IB reviewed materials for updated courses. Additional subjects with outdated texts reviewed new materials and digital components for adoption and purchase.</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1H: Continue to provide properly maintained, clean and safe school facilities. Complete annual school site inspection process using FIT tool. Complete first year Measure I facility projects. Identify scope of work for second year Measure I facility projects. Develop draft Facilities Master Plan for stakeholder feedback and revision.</p>	<p>Unrestricted General, Measure I Bond, Redevelopment Pass Through, Developer Donation Funds, Classified Salary and Benefits, Contracts and Services and Capital Outlay. \$19,732,997</p>	<p>Facilities continue to be properly maintained, clean and safe. Annual school site inspection occurred, meeting with site principal regarding site facilities. The FIT tool was utilized for inspection. All first year Measure I facility projects were completed and a plan with the identified scope of work for second year Measure I facility projects was developed. Projects include, but are not limited to upgrades and new purchases for: parking lot asphalt, kitchen equipment, HVAC, flooring, roofing, locker room facilities, technology infrastructure, campus security, building demolition, storm drainage, lighting retrofits, room renovations, outdoor furniture, slope</p>	<p>Unrestricted General, Measure I Bond, Redevelopment Pass Through, Developer Donation Funds, Classified Salary and Benefits, Contracts and Services and Capital Outlay. \$15,469,256</p>

		<p>stabilization, PAC renovations, SBAC Labs, and other miscellaneous site improvements. The Facilities Master Plan and stakeholder feedback is in process. The facilities condition assessment has been completed and project prioritization and master scheduling will be complete in Spring/Summer 2017.</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-2017, the District will focus on increasing the capacity of district staff with professional development in the areas of English Language Arts, English Language Development (ELD), instructional technology, Math, Next Generation Science Standards (NGSS) and Multi-Tiered System of Supports (MTSS). All certificated staff and paraprofessionals will receive specific training and the district professional development program will remain at the site, with Teacher Leaders providing site-based Professional Development (PD) from a Trainer-of-Trainers model. The district will move forward with piloting English Language Arts for grades 6-12. District led Professional Learning Community (PLC) will be included in the professional development model for the upcoming year. Three Teachers on Special Assignment (TOSA) will support school sites in the areas of instructional technology, ELD and best practices for all subject focus areas. Two additional TOSAs will provide sites with support for invention and fully included students. Increased data analysis and progress monitoring will occur for targeted students with the addition of calendared, data-focused meetings. Second year Measure I facility modernization projects will continue using data from the annual Facilities Inspection Tool (FIT). A master plan for Measure I Endowment and Facilities will be finalized with stakeholder input, alongside of the Technology Committee and the creation of a updated district vision and District Technology Plan.</p>		

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Maximize Student Potential through Effective Intervention.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Refinement of District framework for academic intervention; more consistent academic intervention programs across the District; research and development of site-based programs to address student social/emotional needs; Integration of opportunities for academic acceleration/enrichment into intervention programs.</p> <p>Increase the percentage of high school students enrolled in college prep or higher courses by 2 percent; increase the percentage of high school students enrolled in AP, Honors and IB classes by 1 percent; increase the percent of middle school students enrolled in college prep or higher courses by 2 percent; increase the percent of middle school students enrolled in Honors classes by 1 percent; increase the number of English Learner students making one year's growth on the CELDT by 2 percent; Increase the number of English Learner students scoring proficient on the CELDT by 2 percent; increase the number of English Learner students being reclassified by 1 percent.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The percent of 12th grade students completing A-G requirements increased from 53.2% in 2013-14 to 57.2% in 2014-2015.</p> <p>The percent of middle school students enrolled in college prep or higher courses increased from 90.2% in 2013-14 to 93.6% in 2014-2015.</p> <p>The percent of middle school students enrolled in honors courses increased from 38.3% in 2013-14 to 42.8% in 2014-2015.</p> <p>The percent of high school students enrolled in college prep or higher courses increased from 92.3% in 2013-14 to 93.8% in 2014-2015.</p> <p>The percent of high school students enrolled in Honors, Advanced Placement, and International Baccalaureate courses increased from 43.0% in 2013-2014 to 44.1% in 2014-2015.</p> <p>The percent of English Learner students making one year's growth on the CELDT decreased from 48.7% in 2013-2014 to 40.7% in 2014-2015. This was due to an influx of newcomers and unaccompanied minors, and the recent elementary ELA adoption.</p> <p>The percent of English Learner students scoring proficient on the CELDT increased from 38.9% in 2013-2014 to 41.5% in 2014-2015.</p>

	<p>The percent of English Learner students reclassified to Fluent English Proficient decreased from 18.5% in 2013-2014 to 17.3% in 2014-2015. This was due to the change in RFEP requirements.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2A: Provide focused academic intervention for any student below grade level standards in English Language Arts and Math.</p>	<p>Unrestricted and Restricted General, Federal Funds. Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$5,326,346</p>	<p>School sites were provided with Supplemental Grant per student block grants of \$10 per student for all enrollment and \$40 per student for targeted student enrollment, in addition to other State and Federal categorical funds to support structure, research-based academic intervention programs for all students scoring below grade level standards in English Language Arts and Mathematics. School sites implemented interventions during the MTSS blocks of time as well as before/after school. This funding category is allocated to the school sites, which are allowed to have a carry-over therefore the estimated actual expenditure is lower..</p>	<p>Unrestricted and Restricted General, Federal Funds. Certificated and Classified Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$48,469,363</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2B: Implement consistent academic intervention programs across schools using a District framework. A</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and</p>	<p>August 2015 site Teacher Leaders received training on the the district intervention framework which was</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and</p>

<p>committee will complete academic intervention frameworks, K-5, 6-8, and 9-12. School sites will compare frameworks to existing intervention programs and make revisions in 2015-2016 and plans for additional program improvements in 2016-2017</p>	<p>Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$20,000</p>	<p>developed by a committee of stakeholders for K-5, 6-8, and 9-12. Teacher Leaders trained site staff and school sites compared the frameworks to their existing intervention programs. Programmatic revisions were made in 2015-2016 and plans for additional program improvements in 2016-2017. School sites implemented interventions during the MTSS blocks of time during the school day as well as before/after school. Each site created and submitted a MTSS plan for their students to the district for program oversight.</p>	<p>Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$78,033</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2C: Provide opportunities for academic enrichment and acceleration in intervention programs. A committee will investigate research-based programs to provide students with academic acceleration and enrichment during the school day. School sites will develop programs to provide identified students with academic acceleration and enrichment activities as a component of the site academic intervention program.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$20,000</p>	<p>Staff reviewed student data, current research and district/site practices for course access and academic enrichment and acceleration within intervention programs. At the elementary level, student instructional blocks, or LEAD time was created to support students with enrichment opportunities. Curriculum focus and materials were purchased with site level funds. At the secondary level, course access and master schedules were reviewed. School sites developed programs to provide identified students with academic acceleration and enrichment activities as a component of</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$17,592</p>

		<p>the site academic intervention program. Boost Camp was created as a summer opportunity for acceleration for students to have access to accelerated math course at the middle school.</p>	
<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2D: Develop and implement social/emotional intervention programs at all schools. A committee will study research-based programs to improve school site responses to student social-emotional issues. District staff will identify existing resources and organize a program to provide social-emotional crisis intervention assistance to school sites. Consider using 2015-16 LCFF growth funds to support creating up to 5.0 FTE additional elementary counselor positions in 2015-16 or 2016-17.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials General Funds \$20,000</p>	<p>The CHAMPS approach was implemented at all schools grades K-8 and an additional leader training was held for CHAMPS site leaders.. Two Behaviorists (BCBA) trained certificated and classified staff in August 2015. District staff identified existing resources and determined that based on a needs assessment, a Mental Health Coordinator will be put in place for the 2016-2017 school year to provide social-emotional crisis intervention assistance to school sites and oversee behavioral staff. 2.4 additional elementary counseling positions have been created for the 2016-2017 school year.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$18,672</p>
<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>2E: Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students to intervene and support their academic success.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$3,195,808</p>	<p>At the time of enrollment, and at least once annually, school site administrators convened meetings with appropriate teachers, support staff, parents and foster youth guardians to determine specific academic and social/emotional support needs. English learners, redesignated English proficient, students with disabilities, foster and homeless students were provided with available school interventions, enrichment and accelerated learning programs as outlined by their individual learning plans or Individual Education Plans (IEP). This funding category is allocated to the school site, which are allowed to have a carry-over therefore the estimated actual expenditure is lower.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$3,161,617</p>
<p>Scope of Service All</p> <hr/> <p>_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>		<p>Scope of Service All</p> <hr/> <p>_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	
<p>2F: The ongoing educational progress of all identified special education students will be monitored, and any additional needed services will be included in the annual review of their Individual Education Plan (IEP).</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$16,903,338</p>	<p>All identified special education students were provided with quality educational support services as defined in their Individual Education Plans.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$16,511,189</p>

<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	
<p>2G: District staff will participate in the annual review of students placed in programs through the Ventura County Special Education Local Planning Authority to insure their needs are being met.</p>	<p>Unrestricted and Restricted General, Federal, SELPA Funds, Contracts and Services and Excess Cost Transfers 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$2,562,000</p>	<p>Identified special education students whose educational needs could not be met by district programs and services were provided with specialized programs through the Ventura County Special Education Local Planning Authority. The estimated actual is lower than budgeted because it does not include the excess costs billed at the end of the school year. Estimated Actual is anticipated to be closer to original budgeted amount.</p>	<p>Unrestricted and Restricted General, Federal, SELPA Funds, Contracts and Services and Excess Cost Transfers 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$1,470,729</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	
<p>2H: Students in grades 7 through 10 will be identified who are at risk of not passing the CAHSEE and provided additional targeted academic instruction and intervention to meet their needs. This sub-goal will be deleted if the CAHSEE is not</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries General Funds \$678,761</p>	<p>Sections originally placed on master schedules for CAHSEE were utilized to provide targeted interventions and academic support for all students that were at-risk as defined by multiple measures.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries \$576,779</p>

administered in 2015-16								
<table border="1"> <tr> <td>Scope of Service</td> <td>Middle Schools High Schools</td> </tr> </table>	Scope of Service	Middle Schools High Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>Middle Schools High Schools</td> </tr> </table>	Scope of Service	Middle Schools High Schools		
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<p>2I: Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8th grade students will receive additional assistance in their freshmen year to insure a successful transition.</p>		<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries \$532,635</p>	<p>Targeted students scoring below 2.5 GPA were identified by school site staff at each semester and provided targeted intervention programs and academic support. Students were monitored for improvement and/or the need for additional support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries \$479,033</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Middle Schools High Schools</td> </tr> </table>	Scope of Service	Middle Schools High Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>Middle Schools High Schools</td> </tr> </table>	Scope of Service	Middle Schools High Schools		
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<p>2J: Students will be identified and encouraged to enroll in AP/Honors/IB classes. Once enrolled, they will be monitored and offered academic support.</p>		<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries General Funds \$106,527</p>	<p>Targeted students were identified by school site staff and encouraged to take Advanced Placement/International Baccalaureate classes. Targeted students were provided with additional academic support. Students were monitored for success and /or the need</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries \$95,807</p>				

		for additional support. The number of AP exams taken by targeted students increased by 29%.	
<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2K: Students who should be enrolled in and complete A-G requirements will be counseled and enrolled in these classes. Once enrolled they will be monitored and offered academic support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries General Funds \$106,527</p>	<p>School site staffs identified targeted students who should be enrolled in, and completing A-G requirements. Targeted students were provided with additional academic support and were monitored for success and/or the need for additional support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 1000-1999: Certificated Personnel Salaries General Funds \$95,807</p>
<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2L: Students will be identified and encouraged to enroll in Honors classes. Once enrolled, enrolled they will be monitored and offered academic support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and</p>	<p>School site staff identified targeted students who should be enrolled in Honors level classes. Targeted students were provided with additional academic support and were monitored for success and/or the need for additional support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials</p>

	Instructional Materials \$106,527		\$95,807
<p>Scope of Service Middle Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Middle Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2M: Students in grades 3-5 who score below proficient on Math benchmark exams will be offered academic support and intervention in before or after school programs or during the school day.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$2,113,851</p>	<p>School site staffs identified targeted students in grades 3rd through 5th who scored below proficient on math benchmark exams or were in danger of scoring below proficient and they were provided with targeted intervention and academic support, and monitored for success and/or the need for additional support.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$1,950,711</p>
<p>Scope of Service Elementary Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Elementary Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2N: Students in grades 3-5 who score below grade level on SRI Reading lexile will be offered academic support and intervention in before or after school programs or during the school day.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits,</p>	<p>School site staffs identified targeted students in grades 3rd through 5th who scored below grade level on the Reading SRI Lexile or were in danger of scoring below grade level were provided with targeted intervention and academic support, and monitored for success and/or the need for additional</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999:</p>

	4000-4999: Textbooks and Instructional Materials \$2,113,851	support	Textbooks and Instructional Materials \$1,950,711								
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Scope of Service	Elementary Schools										
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2O: EL students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials	Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$684,921	School sites provided English Learners with a minimum of 120 minutes of ELD instruction per week using approved materials. School sites provide District staff with schedules and other evidence of daily ELD instruction. Site staffs were provided with professional development to improve ELD instruction.	Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$676,327								
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	All	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	All	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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Scope of Service	All										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
2P: EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for redesignation.	Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and	Students scoring at level 4 or 5 on the CELDT were provided with academic support to improve their eligibility for redesignation. Student performance on academic measures was monitored for success and/or the need for additional support.	Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified								

	Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$266,317		Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$239,517
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2Q: At the time of enrollment, and at least once annually, principals and/or co-administrators will convene meetings with appropriate teachers, counselors and foster youth guardians to determine specific academic and social/emotional needs of foster students and provide appropriate services.</p>	<p>No additional costs.</p>	<p>Principals and/or co-administrators convened meetings with appropriate teachers, counselors and foster youth guardians to determine specific academic and social/emotional needs of foster students and provide appropriate services.</p>	<p>No additional costs.</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2R: Parents of targeted students will be provided with information on academic and social/emotional intervention programs provided at the school site. Parents will be provided with written notice when their children</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and</p>	<p>Parents of targeted students will be provided with information on academic and social/emotional intervention programs provided at the school site. Parents are provided with written notice when their children are enrolled in an</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated Salaries and Benefits, Textbooks and Instructional Materials 0000-0999: Unrestricted and Restricted General, 1000-2999: Certificated and Classified</p>

<p>are enrolled in an intervention program, including information on the reasons for intervention, the nature of the intervention program being provided, and the dates and times of the intervention program.</p>	<p>Classified Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$26,000</p>	<p>intervention program, including information on the reasons for intervention, the nature of the intervention program being provided, and the dates and times of the intervention program.</p>	<p>Salaries and Benefits, 4000-4999: Textbooks and Instructional Materials \$26,000</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In 2015-2016, the District Multi-Tiered Systems of Support (MTSS) handbook was distributed to staff and trainings were held for full implementation. School sites will be asked to compare their current academic intervention programs to the frameworks and make adjustments as necessary to ensure more consistent academic interventions programs across the District. For 2016-2017, administrators will meet monthly and during individual coaching to evaluate progress monitoring data. PD will be provided for data analysis. An Instructional Technology Teacher on Special Assignment (TOSA) has been added to provide professional development and direct support to site staffs for lesson design and interventions in coordination with the Coordinator of Instructional Technology and Assessment, who also provides professional development and direct support to site staffs for analyzing student data. School sites will review progress monitoring data for intervention programs and continue to include parents and guardians in the process. District stakeholder groups consistently identified academic and social emotional interventions programs as a top priority. School site grants were doubled in 2015-2016 to support site intervention programs. LCAP Survey and Greenprint results indicated the need for additional support for social-emotional needs therefore in 2016-2017, 2.4 additional elementary counselors are being placed at elementary sites overseen by a Mental Health Coordinator who will also support sites with two Behaviorists. School site CHAMPS Leaders will receive an additional day of Trainer-of-Trainer PD and support their sites with additional CHAMPS PD in 2016-2017. Parent education will continue to supported by school sites and the District.</p>		

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Engage Students through Quality Student Activities.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>The number of high school students participating in at least one student activity program will increase by 2 percent; the number of 11th grade students reporting opportunities for meaningful participation in their schools will increase by 1 percent; the number of 7th grade students reporting opportunities for meaningful participation in their schools will increase by 1 percent; high school seniors will maintain or increase the current 97% high school graduation rate.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The percent of high school students participating in at least one co-curricular activity decreased from 61.4% in 2013-2014 to 58.2% in 2014-2015. This was likely due to students wanting to participate in additional activities that were not currently offered. Since this time, new athletic options have been added for students.</p> <p>The percentage of 11th grade students reporting opportunities for meaningful participation decreased from 73% in 2011-2012 to 70% in 2013-2014. This metric is measured by the biannual California Healthy Kids Survey (CHKS) and additional data will be available in the fall of 2016.</p> <p>High school seniors maintained the 97% high school graduation rate, and grades 9-12 maintained the less than 1% annual dropout rate.</p> <p>Students in grades 7 and 8 maintained a 0% dropout rate, and a 100% promotion rate.</p> <p>Students in grades TK-12 maintained the less than 3% suspension rate, and the less than 0.5% expulsion rate.</p> <p>The less than 1% chronic absentee rate was maintained during 2015-16. The greater than 90% attendance rate was maintained.</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
3A: Recruit and retain high quality, highly qualified activities staff.		Unrestricted and Restricted General Funds 1000-1999: Certificated Personnel Salaries General Funds \$3,121,356	
Actual costs for recruiting and retaining high quality, highly qualified activities staff are part of the general fund budget for Goal 1, subgoal 1A.		Unrestricted and Restricted General Funds 1000-1999: Certificated Personnel Salaries General Funds \$1,239,420	
Scope of Service	Middle Schools High Schools	Scope of Service	Middle Schools High Schools
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3B: Consider using 2015-2016 LCFF growth funds to provide sites with additional funding to support student activities program costs and reduce parent fund-raising demands.		No additional costs. Potential additional funding TBD.	
Consideration for additional funds to support school sites with student activities program costs in order to reduce parent fund-raising demands is ongoing.		No additional costs. Potential additional funding TBD.	
Scope of Service	Middle Schools High Schools	Scope of Service	Middle Schools High Schools
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3C: District and school site staff will work with activities program directors and booster club officers to research		No additional costs.	
District and school site staff have worked with site administrators with activities program directors and booster		No additional costs.	

<p>options to lower program costs and reduce fundraising demands without significantly lowering activities program quality.</p>		<p>club officers to review current policies and practices, and reviewing current activities. This ongoing process for 2016-2017 will include the continued research of options to lower program costs and reduce fundraising demands without significantly lowering activities program quality. Subgoals 3A and 3B will be combined in 2016-2017.</p>	
<p>Scope of Service Middle Schools High Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Middle Schools High Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3D: Increase school engagement and activities participation for targeted students. Targeted students who are not participating in at least one activities program will be identified, counseled and assisted in joining and participating in activities programs.</p>	<p>No additional costs.</p>	<p>Targeted students who are not participating in at least one activities program have been identified, counseled and assisted in joining and participating in activities programs. New programs have been created for 2016-2017.</p>	<p>No additional costs.</p>
<p>Scope of Service Middle Schools High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>		<p>Scope of Service Middle Schools High Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>	

<p>3E: Increase parent engagement of targeted students. Parents of targeted students will be provided with information on the various activities programs offered at the school, assisted in getting their children enrolled and participating in activities programs and provided with information on how they can support their children and volunteer in support of the activities programs.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits \$26,000</p>	<p>Five additional parent nights were led by the district and attendance at site parent nights indicated a portion of parents of targeted students are participating. This is an area for more growth.</p>	<p>Unrestricted and Restricted General, Federal Funds, Certificated and Classified Salaries and Benefits \$26,000</p>								
<table border="1"> <tr> <td data-bbox="100 483 243 574">Scope of Service</td> <td data-bbox="243 483 569 574">Middle Schools High Schools</td> </tr> <tr> <td colspan="2" data-bbox="100 574 569 889"> <p>----- All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p> </td> </tr> </table>	Scope of Service	Middle Schools High Schools	<p>----- All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>			<table border="1"> <tr> <td data-bbox="1031 483 1182 574">Scope of Service</td> <td data-bbox="1182 483 1514 574">Middle Schools High Schools</td> </tr> <tr> <td colspan="2" data-bbox="1031 574 1514 889"> <p>----- All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p> </td> </tr> </table>	Scope of Service	Middle Schools High Schools	<p>----- All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>		
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Scope of Service	Middle Schools High Schools										
<p>----- All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 3 estimated costs for 2015-2016 school year projected for recruitment and retention were not actualized in Goal 3 expenditures. Several factors including overestimated fiscal impact, delayed recruitment/program approvals and significant actualized expenditures subsumed in Goal 1 personnel costs account for the incongruities in anticipated Goal 3 expenditures. Going forward for 2016-2017, additional costs will be incurred, but estimated costs will not equal the 2014-2015 estimated expenditures. Additional expenditures are anticipated with the addition of three new sports: Field Hockey, Stunt Cheer and Sand Volleyball. It is anticipated that these offerings will help address high school student engagement outcomes and have associated costs with recruitment and hiring.</p>										

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:	\$5,439,100
<p>Conejo Valley Unified School District is using Supplemental Grants to implement and support academic and social-emotional intervention programs and services at all school sites which is focused primarily on unduplicated students who need the intervention programs. The District has developed research-based, best instructional practices frameworks and models to guide site development of academic and social emotional programs and services for unduplicated pupils, and transferring the majority of Supplemental Grant funds directly to school sites as per-student block grants to fund these monitored programs. The District believes the use of researched-based intervention programs to support the academic and social-emotional development of unduplicated pupils is the most effective use of these funds. Details include:</p> <ul style="list-style-type: none"> • Former State EIA-LEP categorical funds, now designated as Supplemental Grant funds are being used to provide programs and services to English Learner students. This includes a District level EL Coordinator and Teacher on Special Assignment-EL that provide PD to school staffs on the District EL Master Plan and ELD instructional best practices, as well as coordination and guidance in the development of academic intervention and ELD programs. These funds are also utilized to employ paraprofessionals at the site to assist teachers with the implementation of intervention programs, to employ EL Facilitators that conduct parent engagement programs, and direct per-student block grants to support intervention programs. Data is monitored at the district level and administrators meet monthly to measure growth. These actions support Goal 1 and Goal 2 of the LCAP plan. • Former State Hourly Supplemental Program, School Improvement Program and Targeted Instructional Block Grant categorical funds, now designated as Supplement Grant funds, as well as LCFF Supplemental Grant growth funds in 2014-15 and 2015-16 are being used to provide per student block grants directly to school sites to support academic and social-emotional intervention programs. • Former State At-Risk Counseling categorical funds, now designated as Supplemental Grant funds, are being used to continue to support 4.0 FTE high school counselors who work with parents and students in grades 8-12 who are identified as at-risk by assessments and multiple measures, and/or are completing graduation requirements, directing them to appropriate academic intervention and support programs and monitoring their progress toward graduation. These funds, as well as 2014-15 and 2015-16 LCFF growth funds are being used to support the District’s Breakthrough Program that provides comprehensive intervention support services to identified secondary students and their parents as an alternative to suspension and expulsion. <p>References: Hill, L.E., Weston, M., Hayes, J.M. (2014). Reclassification of English Learner Students. Public Policy Institute of California. Retrieved from: http://www.livebinders.com/media/get/MTA3OTYyODI= Mattos, M., Austin Buffum, Chris Weber. (2008) Pyramid response to intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree RTI Action Network (2016). Developing a Plan. Retrieved from: http://www.rtinetwork.org/getstarted/develop/developingplan Zwiers, Jeff, Susan O'Hara, and Robert Pritchard. (2014) Common Core Standards in Diverse Classrooms. Essential Practices for Developing Academic Language and Disciplinary Literacy. Portland, ME: Stenhouse.</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.

3.74	%
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In 2015-16, a total of approximately \$700,000 in new LCFF Base and Supplemental Grant growth funds was allocated to increase per student, block grants provided directly to school sites to support site academic and social-emotional intervention programs, as well as to provide permanent funding for the District's Breakthrough Program, an alternative to suspension and expulsion. This additional funding has increase programs and services, principally directed towards unduplicated students, and for targeted students far in excess of the Conejo Valley Unified School District Minimum Proportionality Percentage of 3.74%. The District believes that any student that requires academic and/or social emotional intervention or support should be provided with services, while the focus of supplemental of funds is targeting unduplicated students. Based upon Spring 2015 District SBAC assessment results, approximately 90% of all English learner students and 64% of all low Income students required academic intervention in English Language Arts, while approximately 29% of non-targeted students required intervention in English Language Arts. 88% of all English Learner students and 74% of all Low Income students required academic intervention in Mathematics, per the 2015 SBAC assessment, whereas approximately 48% of non-targeted students required intervention. The District does not have this data for the foster student subgroup. The overwhelming majority of the increased intervention services in 2015-16 is focused on targeted students and additional data analysis will be completed with the SBAC 2016 scores.

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).