

**Introduction:**

**LEA: Santa Paula Unified School District (SPUSD)    Contact Alfonso Gamino, Superintendent, [agamino@santapaulaunified.org](mailto:agamino@santapaulaunified.org) (805) 933-8802**

**LCAP Year: 2015-2016**

Santa Paula Unified School District is comprised of a culturally diverse population of students in grades kindergarten through 12<sup>th</sup> grade, with 94 percent of the total students being of Hispanic/Latino origin and 83.4 percent who are socioeconomically disadvantaged. The community of Santa Paula has a large number of economically disadvantaged families. According to the 2010 Census, the Median Household Income in Santa Paula is \$41,650 compared to a Ventura median household income of approximate \$62,000. Of the 8300 households within the Santa Paula Unified School District, over 15% of the population is below the federal poverty line, including 20% of those residents under the age of 18. The percentage of students that receive Free and reduced lunch ranges between 77% and 95%, depending on the school system and account for approximately 87% of students district wide. Our student enrollment includes 46.6% qualifying for English Language Learner support and 7% qualifying for Migrant Education Services. In November of 2012, the community of Santa Paula voted for the unification of the Santa Paula Union High School District (SPUHSD) and the Santa Paula Elementary School District (SPESD). This unification took place on July 1, 2013.

A total of 98% of our teachers are highly qualified as per the California Commission on Teacher Credentialing. All of our English, Math, English Language Development (ELD) and science teachers have participated in broad based professional development in the Common Core Standards during the 2012-13 and 2014-15 school years. The district started implementing Common Core Standards beginning in the fall of 2014-2015.

All of our Title I schools have an active School Site Council which meet on a regular basis to discuss progress towards the school's academic goals. Beginning in the fall of 2014, the Parent Institute for Quality Education (PIQE) started a parent leadership and engagement institute at our school district with the goal of increasing our parent empowerment and involvement at school sites and the district in general.

Santa Paula Unified School District data for 2013-2014 is depicted on the table below. Since the 2013-2014 school year was the year of the implementation of the Smart Balanced Assessment Consortium (SBAC) there are no English Language Arts and/or Mathematics data to include.

**District-Wide Achievement Data  
California High School Exit Exam and English Language Proficiency**

	<b>2012-13 Proficiency</b>	<b>2013-14 Proficiency</b>
<b>CAHSEE MATH</b>	46%	47%
<b>CASHSEE ELA</b>	40%	44%
<b>ELL AMAO 1</b>	65%	63%
<b>ELL AMAO 2</b>	24%	26%
<b>% Attaining English Language Proficiency</b>	59%	62%
<b>Graduates Meeting UC or CSU Requirement</b>	35%	40%

**Standardized Assessment Data for SPSHS**

	<b>ELA % PASSED</b>			<b>MATH % PASSED</b>		
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
<b>SPHS % of Students Passing Rate on 10<sup>th</sup> Grade CAHSEE</b>	80%	72%	83%	82%	79%	84%

**Santa Paula Unified / Suspension Data / Truancy Rates**

	<b>2012-2013</b>			<b>2013-2014</b>		
	<b>Students Suspended</b>	<b>Suspension Rate</b>	<b>Truancy Rate</b>	<b>Students Suspended</b>	<b>Suspension Rate</b>	<b>Truancy Rate</b>
<b>Santa Paula Union High School</b>	155	8.6%	31% (average)	N/A	N/A	N/A
<b>Santa Paula Elementary District</b>	96	2.4%	16.5% (average)	N/A	N/A	N/A
<b>Santa Paula Unified School District</b>	N/A	N/A	N/A	317	5.5%	37.1%

The Santa Paula Unified School District has developed a Long-Range Master Facilities Plan designed to address the District's current and future facility needs. During our last inspection in September of 2013, all schools were rated “good” which is the highest rating.

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

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each school site, 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 Local Education Plan (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><b>#1 Stakeholder Meetings:</b></p> <p>The SPUSD District administration began the process on December 15, 2014 with the LCAP District Advisory Committee of Stakeholders, this committee included parents, teachers, students, administrators, and community organizations. At these meetings the focus was to provide the committee with information and updates on the LCAP funds, review district data, review community input and establish priorities for the 2015-16 plan. The LCAP District Advisory Committee was made up of 28 members. Each member received an invitation by e-mail, letter and a follow up phone call to the meeting. Translators were provided for Spanish-speaking parents at the LCAP meetings. The different meetings and opportunities allowed for parents, students, staff and community to share information, school data and have discussions regarding the State and District LCAP priorities. The LCAP District Advisory Committee meetings were continued on: January 26, March 23, April 27 and May 18, 2015.</p> <p>Meetings were attended by 28 members including parents from District English Learner Advisory Committee (DELAC), Migrant PAC, and School Site Council, students were represented by two high school students, certificated staff was represented by three teachers representing grades levels of K-5, 6-8, and 9-12, California State Employees Association (CSEA) classified employees, administrators, community members, technology personnel, Maintenance and Operations personnel, Finance.</p>	<p><i>The initial input received from all stakeholders identified the following major focus areas for the LCAP:</i></p> <ol style="list-style-type: none"> <li>1. Continue to address Student Achievement by focusing on Professional Development, Professional Learning Communities for collaboration, and school sponsored intervention programs (Result of student achievement programs and input from parents, students, staff, and community members).</li> <li>2. Expand course access through dual enrollment program with community college, increased electives, enrichment programs; increased A-G and A/P courses; expand P.E. offerings. Work towards smaller class sizes and a dual immersion program (Result of student achievement data and input from parents, students, staff, and community members). Santa Paula High School is working with Regional Occupational Program (ROP) at Ventura County Office of Education (VCOE) to add nine new elective classes to the Master Schedule.</li> <li>3. Continue to Increase student engagement by providing credit recovery programs; increased recreational offerings during the school day and after school, expanded library hours/study areas for after school and community access (Results of students, staff, and community members). A summer school program will continue to be implemented at Santa Paula Union High</li> </ol>

	<p>School (SPUHS) for 600 students. A Credit Recovery Program was increased to provide services to students at Santa Paula and Renaissance High School. All stakeholders agreed that credit recovery and Response to Intervention efforts should continue at both middle school and high school.</p> <ol style="list-style-type: none"><li>4. Continue to improve parent involvement through parent education programs, provide staff to bridge the connection between home and school, and provide a welcoming environment at school sites (Result of student achievement data and input from parents, students, staff, and community members). Santa Paula implemented a Parent Institute for Quality Education (PIQE) Program, 668 parents successfully completed the program. Three English Language Development (ELD) Adult classes were offered to district parents and had over 94 parents registered for the classes.</li><li>5. Continue to align curriculum to the new Common Core State Standards; provide professional development and technology resources (Result of student achievement data and input from parents, students, staff, and community members). SPUSD staff had opportunities to attend professional development sessions presented by VCOE. The District administrative team also attended a series of professional development sessions focused on Common Core.</li><li>6. Continue to maintain facilities in good condition, increase level of staffing to support custodial, maintenance and clerical support at school sites (Result of student achievement data and input from parents, students, staff, and community members).</li></ol>
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Involvement Process	Impact on LCAP
<p><b>#2 Outreach to School Communities:</b></p> <p>In March 2015, a series of meetings were scheduled with various community and school organizations. Parent meetings (conducted in English and Spanish) were advertised with flyers sent home with all students, by US Mail and via our telephone notification software, Ed. Connect. Parents were encouraged to attend meetings, learn about the new funding, and were given the opportunity for input.</p> <p>Meetings were also held with representatives from CSEA and the Latino Town Hall Service Group. The Santa Paula Federation of Teachers was also invited to participate. The teacher’s bargaining unit opted to have three teachers, one elementary, one middle and one High School represent the SPFT at the LCAP Committee Meetings, and to be briefed by them at their Executive Board Meetings.</p> <p>As per request of the Governing Board at the February 18, 2015 Regular Board Meeting, the Superintendent contacted the site administration at Isbell Middle School, Santa Paula High School and Renaissance High School to schedule Special Meetings with students. The dates were scheduled for February 24, 2015 at the High School and February 25, 2015 at the Middle School. Renaissance High School students attended the high school Special Board Meeting with the Governing Board. Site Administration sent out flyers and made announcements via the school sites intercom system inviting students to attend.</p> <p>Students were provided with an engagement protocol that elicited input on three major questions:</p> <ol style="list-style-type: none"> <li>1. Ideas to improve student attendance</li> <li>2. Ideas and strategies to assist students to do better in school and graduate from High School</li> <li>3. Programs and services students would like to see implemented to improve student learning.</li> </ol> <p>Students were divided in small groups, encouraged and supported to discuss the themes and write down their thoughts. Each small group selected a “spokesperson” who summarized the group thoughts. All ideas were written down and shared first with the student body the Board of Education and then with the LCAP committee.</p> <p>Stakeholder input meetings were held with the schools and community on following dates and times:</p> <p>Santa Paula High School/Renaissance High School - February 24, 2015  Isbell Middle School - February 25,2015  DELAC/Migrant Education PAC Meeting - March 12, 2015  District Parent Advisory Committee (DPAC) - March 25, 2015  CSEA Representatives - March 27, 2015  Latino Town Hall Representatives - April 9, 2015</p>	



Involvement Process	Impact on LCAP
<p><b>#4 Resources Used in the Process to Help Educate Stakeholder and Develop Plan:</b>  The following materials, resources, and data collections were used to help educate and determine the focus priorities:</p> <ul style="list-style-type: none"> <li>• SPUSD developed PowerPoint presentations regarding LCAP and Local Control Funding Formula (LCFF)</li> <li>• Handouts on the State Priority Areas, how LCFF works, as well as various articles and templates on LCFF and District LCAP Presentations on: <ul style="list-style-type: none"> <li>○ District Adequate Yearly Progress (AYP) scores in Math and English Language Arts</li> <li>○ District CAHSEE Results</li> <li>○ College and Career Readiness/Graduates with UC/CSU Required Courses</li> <li>○ Annual Measurable Achievement Objectives (AMAO) ( English Learners ) Results</li> <li>○ Advanced Placement Results</li> <li>○ Early Assessment Program (EAP) Results</li> <li>○ School Suspension, Expulsion, and Truancy Rates</li> <li>○ Middle and High School Dropout Rates</li> <li>○ Budget estimates of District LCFF funding</li> <li>○ District Board Policies</li> </ul> </li> </ul> <p>Other Documents including:</p> <ul style="list-style-type: none"> <li>• List of Priorities from stakeholders</li> <li>• LCAP 3 Year Plan by Goals</li> <li>• LCAP Data Report Prepared by VCOE</li> </ul>	

Involvement Process	Impact on LCAP
<p><b>#5. Meetings with specific stakeholders:</b>  The district met with the following stakeholders to ensure their participation and input was included in the LCAP planning process: Title 1 Parents/Guardians, Migrant Education Parents/Guardians, Foster Youth/Social Service Workers, District English Language Advisory Committee, CSEA Union members, and Santa Paula Federation of Teachers (SPFT) Union Members were also invited. Upon completion of the draft, we reviewed the plan with the above stated stakeholders.</p>	

Involvement Process	Impact on LCAP
<p><b>#6. Public Hearings:</b>            Upon completion of the LCAP and prior to the adoption of the plan, all groups were given an opportunity to comment during Public Hearings and other public meetings (District English Learner Advisory Committee (DELAC), School Site Council, parent involvement meetings.)            -Public Hearing, June 17, 2015</p>	<p>After developing the draft LCAP, public hearings were held (see #6) and stakeholder groups were consulted (see #5). The following input was received and considered prior to the adoption of the final LCAP document:</p> <p>Revised Priorities – Steps and Actions</p> <p>After additional discussions and feedback from stakeholders, parent groups, and public hearings, some changes were made to the LCAP. Input received from parents, students, community organizations and employee bargaining units pointed out to the need of bringing Reading Intervention Specialists as a priority for year 1 and consider moving the Family Outreach Specialists to year 2. All stakeholder groups expressed support for a district-wide goal to have every child reading successfully by the end of third grade. The addition of reading intervention teachers is seen as a critical step to achieve this goal. PAC and DELAC input, as well as, community stakeholders comments raised the issue of the need to support enrichment and extra-curricular activities for students in grades K-12. The district listened to their concerns and allocated more funds to the music, sports, and athletic club activities both within and outside of the typical school day. The District also added a summer enrichment program which emphasizes science, computers, music and art as diverse learning activities. The DELAC and PAC parent groups, representatives from the Chamber of Commerce, and the Santa Paula City Council, strongly supported the funding of two School Resource Officers and this action was also prioritized as a year 1 expenditure. Parent groups, stakeholders and employee units placed a significant emphasis on the development of a Long Range Facilities Master Plan (LRFMP) and suggested that the LCAP Basic Services goals</p>

be closely articulated with the LRFMP; community input indicated that given the age of the SPUSD facilities which contributes to extremely warm classroom temperatures, a series of Heat Mitigation strategies should be incorporated on the LCAP. This issue brought about the additional allocation of significant funds for heat mitigation strategies in Year 1, tied our long range facilities planning. Finally, the community encouraged the district to form a Citizen's Advisory Committee to provide greater accountability to the implementation of the LCAP. As a result of the extensive needs assessment process, data review and goal development with input from PAC, DELAC, community stakeholders and employee groups, the goals and actions *delineated* in the Santa Paula Unified School District's LCAP are intended to expand programs and services to improve educational outcomes for our English Language Learners, and our socially and economically disadvantaged students. The district is placing human and financial resources to assure a high quality educational program geared to producing students that are ready for college and careers.

Involvement Process	Impact on LCAP
#7. <u>Date for the Superintendent's Written Response to the LCAP Committee</u> June 4, 2015	There were no written questions on behalf of the LCAP Committee

Involvement Process	Impact on LCAP
# 8. <u>LCAP Board Approval Date</u> : June 24, 2015	
<p><b>Annual Update:</b>  <b>LCAP Advisory Committee:</b> Meetings were scheduled with the Stakeholder committee beginning in December 2014 (see Involvement process above for all dates). At the first meeting the committee reviewed the LCFF formula, District Budget, Budget Calendar, and the 2014/15 actions and services implemented as of that meeting. Handouts provided updated information on planned expenditures, and expenditures to date.</p> <p>In January the LCAP Advisory Committee reviewed updated data from Standardized tests, CAHSEE, Graduation, Career Technology Education (CTE), California English Language Development Test (CELDT), AP Exams, Early Assessment Program, Suspensions, Expulsions, Truancy, Dropout rates, and School Climate surveys.</p> <p>At the March meeting, the Advisory Committee reviewed the services and actions in the current year LCAP, and provided feedback on which services and actions they felt were important to continue.</p> <p>The April meeting focused on prioritizing the goals, actions and services to continue, and new ones to add into the 2015/16 plan.</p> <p>At various meetings in March, April and May other stakeholder groups were engaged in a similar review of current year actions and services and asked for input on what they viewed as successful. Stakeholders also provided input to the addition of actions and services for the 2015/16 plan. These meetings (see involvement process above) included outreach to school sites, Middle School and High School students, community groups, DELAC/Migrant ED Parent Advisory Committee, CSEA and Latino Town Hall, a community based organization.</p>	<p><b>Annual Update:</b>  Stakeholders represented on the LCAP Advisory Committee represent a wide array of Employees, Management, Community, Students and Parents. Feedback on actions and services provided to date in the 2014/15 LCAP have been well received, and appreciated as benefiting the students of Santa Paula Unified School District.</p> <p>After review of the data presented in January significant support for the following was noted:</p> <ul style="list-style-type: none"> <li>- Reading Specialist for K-3 are making a difference, but we need to provide reading intervention support for students in grades 3-5 that still need help.</li> <li>- Data shows a need in Math, developing teaching skills with coaches, intervention programs, professional development</li> <li>- increasing technology continued to be an important theme</li> <li>- Extending the library hours has been successful, and feedback was to consider additional time</li> <li>- In the area of Parent Involvement the PIQE has been extremely successful and the District exceeded the goal. Input was to continue this program.</li> <li>- Additional need was to provide parents opportunities to learn strategies to support their children in reading and math.</li> </ul>

<p>District Leadership engaged in a review and provided input. The Governing Board received an update in November of Actions and Services implemented to date, and received updates at regular scheduled Budget Reviews (1st Interim, 2nd Interim).</p>	<p>Other groups asked for the following changes:</p> <p>DELAC/PAC:</p> <ul style="list-style-type: none"> <li>- eliminate lunch time PE support or use these funds differently</li> <li>- Don't modernize library spaces, uses funds for increased programs, labs, tutoring.</li> </ul> <p>Student Groups:</p> <ul style="list-style-type: none"> <li>- Support for what has been done, just would like more of many things: tutoring, counselors, technology, electives, funding for athletics, speakers on careers, college.</li> </ul>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multi-year 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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

**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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the school sites 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 district wide, school wide, countywide, or charter wide.

**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 re-designated 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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 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 school sites, 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?



## LCAP Year 1: 2015-2016

_GOAL:	#1 All students read at grade level, focusing first on K-5 and then any other students needing additional support	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____		
Identified Need :	Students in K-5 require additional time and support to master reading skills and standards. Teachers K-5 need support to provide intervention activities. (Tier I during universal access; Tier II during RtI)			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All teachers TK-5, and those teaching ELA and Reading 6-12 will participate in professional development in ELA/ELD. Teachers TK-5 and 6-12 reading and ELD teachers will receive coaching support. Reading intervention specialist K-5 will support students to increase the number of students reading at grade level by 5%. AMAO 2 will improve 3% from 58% in 2014-15 to 61% in 2015-16 Reclassification of English Learners will increase by 2% from 12.1% in 2014-15 to 14.1% in 2015-16 AP Pass Rate will increase by 1% from 36% in 2013-14 to 37% 2014-15 (current data not yet available) and to 38% in 2015-16 EAP and API are not available			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment. New math adoption will include professional development.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$50,000 Certificated Salaries & Benefits Restricted \$100,000 One Time Funds \$100,000
	Continue extended library hours for homework and access to technology resources: 2 additional hours, 1 hour open after school	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$100,000 Classified Salaries & Benefits Books & Supplies
	Retain intervention during School day; implementation of RtI Tiers II and III for struggling students by retaining 1.4 PE Teachers, K-5 and adding 1 FTE to Glen City School.	K-5	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$175,000 Certificated Salaries & Benefits
	Retain Reading Intervention Specialists focusing on K-2.	K-2	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$627,000 Certificated Salaries & Benefits

**Goal #1 - All Students Read at Grade Level by Grade 3 2015-2016 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain additional TK and K Bilingual Instructional Assistants FTE 3.0 TK, *7.125 FTE (for 65 days, limited Term)	TK, K	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$133,000 (TK) \$66,000 (K) Classified Salaries & Benefits
Addition of 4 FTE Reading Specialists 1 at Glen City (K-2); 3 FTE divided among the other K-5 schools (3-5). A total of 10 specialists.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$400,000 Certificated Salaries & Benefits

<b>GOAL:</b>	<b>#2 Provide Enrichment Opportunities and Course Access</b>	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 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local : Specify _____
		<b>2015-2016</b>

<b>Identified Need :</b>	To increase the opportunities for students to participate in the areas of academics, extra curriculum and leadership.				
<b>Goal Applies to:</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Schools:</b></td> <td>All schools</td> </tr> <tr> <td style="width: 15%;"><b>Applicable Pupil Subgroups:</b></td> <td>All students</td> </tr> </table>	<b>Schools:</b>	All schools	<b>Applicable Pupil Subgroups:</b>	All students
<b>Schools:</b>	All schools				
<b>Applicable Pupil Subgroups:</b>	All students				

**LCAP Year 1: 2015-2016**

<b>Expected Annual Measurable Outcomes:</b>	By June 2016, the district will have implemented at least four enrichment sessions at each elementary site, one enrichment session at Isbell Middle School, and expanded opportunities at SPHS/RHS to allow students to participate in college and careers, leadership and extracurricular activities to enrich their education.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Dual Enrollment Program, Ventura College	9-12	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	No cost
Continue electives offered at Middle School and High Schools, by retaining 1 FTE HS, 1 FTE MS (YR 2)	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$140,000 Certificated Salaries & Benefits
Continue opportunities for Enrichment through contracted services including After School and Summer Enrichment STAR Nova.	K-8	<input checked="" type="checkbox"/> _ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Unrestricted \$200,000 Services & Other Operating Expenditures
Add an AP Psychology Class for 2015-2016. Support costs of AP Exams.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$32,000 Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the CTE offerings and courses at High School (provide training, curriculum development, materials).	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Responsibilities for Career Exploration activities will be shared by academic counselors. District will provide training and materials to support career exploration.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$7,000 Books & Supplies Services & Other Operating Expenditures
Increase support for recreational/elective activities during school/lunch time; add Resource Services Specialist-PE to organize/supervise sports and recreational activities	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$51,000 Classified Salary & Benefits
Retain increase Band Instruction; vocal music year 2 will require the use of a stipend at the middle school.	6-8	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$30,000 Certificated Salary & Benefits
Continue to promote Youth Leadership Activities with community support at High Schools and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Continue to Support AVID program: program fee, training, prep period for District Director.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$65,000 Certificated Salary & Benefits Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand career pathways through VC Innovates at Santa Paula High School	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	VC Innovates Grant \$75,000 Books & Supplies Services & Other Operating Expenditures
The District will fund all transportation services for athletics, music, and chorus. Provide funds to support new band uniforms for middle and high school.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$120,000 Services & Other Operating Expenditures Restricted \$50,000 Books & Supplies
Increase Athletic Director by .33 FTE to 1 FTE Position. Add to 16-17	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$41,000 Certificated Salaries & Benefits
Implement "Summer Matters" Enrichment Program which includes collaboration with community based agencies such as Boys & Girls Club, City Recreation and Blanchard Library. Enrichment courses and activities will be expanded K-12 to include college readiness courses.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$350,000 Certificated Salaries & Benefits Classified Salaries & Benefits Books & Supplies Services & Other Operating Expenditures

**Goal #2 - Provide Enrichment Opportunities and Course Access 2015-2016 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Assistant Superintendent of Educational Services will develop a committee to plan and implement a GATE Program for 2016-2017. Update assessment instrument for GATE eligibility; fund teacher extra-hour duties as needed to support the implementation.</p>	<p>3-5</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  \$7,500  Certificated  Salaries &amp; Benefits</p>
<p>Upgrade existing facilities to add Science Labs for use in teaching NGSS.</p>	<p>Isbell Middle  RHS</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  \$250,000  Capital Projects</p>

<b>GOAL:</b>	<b>#3 Increase Parent Involvement/Student Engagement</b>	Related State and/or Local Priorities: 1 _ 2_ 3 <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** There are language, socio-economic and cultural barriers that interfere with the ability of parents in our community to fully and actively participate in their children’s education. Parents are requesting support with translators at Parent Conferences, ESL classes at their child’s school site and the continuation of the PIQE program at all school sites.

**Goal Applies to:** Schools: All sites  
 Applicable Pupil Subgroups: All subgroups

**LCAP Year 1: 2015-2016**

**Expected Annual Measurable Outcomes:** By June of 2016, there will be 450 new parents district-wide who will complete the PIQE certification; District will implement Level 2 PIQE to create a cadre of Parent Leaders at each site. Family engagement specialists/school counselors will outreach to families and provide evidence based “Triple P” parenting programs at all school sites. There will be 2 series of Triple P seminars for K-5 parents, as well as Teen Triple P seminars at Middle and High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue PIQE Program: add another session of PIQE level two, Parent Leadership, at all schools.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures
Continue efforts to increase communications with parents/guardians using a variety of methods.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$10,000 Services & Other Operating Expenditures
Continue to provide increased opportunities for parent/guardian participation in school and District programs. Provide funding for translators at Parent/Teacher conferences, childcare at parent evening events.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$10,000 Classified Salaries & Benefits

Goal #3 - Increase Parent Involvement/Student Engagement 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue counseling support and connections to community - based agencies. Assess and serve the needs of Foster Youth, ELL and low-income students. Train 2 FTE School Counselor/Family Engagement Specialists K-12 on parent outreach strategies.	K-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Unrestricted \$5,000 Books & Supplies Services & Other Operating Expenditures
Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent-home-family connections.	9-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Unrestricted \$131,000 Certificated Salaries & Benefits
Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home-family connections.	Glen City	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Unrestricted \$121,000 Certificated Salaries & Benefits
Retain increased clerical support in school offices to meet clerical needs, provide for coverage, and respond to parent's needs.	K-8	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Unrestricted \$96,000 Classified Salaries & Benefits
Continue services of School Resource Officers at SPS and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Unrestricted \$60,000 Services & Other Operating Expenditures



**Goal #3 - Increase Parent Involvement/Student Engagement 2015-2016 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	<i>Budgeted Expenditures</i>
Retain District Safety Coordinator, provide supply budget for training	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$100,000 Classified Salaries & Benefits Restricted \$50,000 Books & Supplies Services & Other Operating Expenditures
Partnership with Ventura County Adult Education Consortium to provide ESL classes and adult education offerings on or before January 1, 2016. ELD Literacy Adult Classes will be funded for the school year.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$20,000 Certificated/ Classified Salaries & Benefits Books & Supplies
Modifications/modernizations to accommodate library changes that support innovative library spaces/literacy centers.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$650,000 Capital Outlay

GOAL:	<b>#4 Implement Common Core, Next Generation Science Standards (NGSS), ELD</b> <b>2015-2016</b>		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 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Teachers require professional development in new CCSS, NGSS and ELD standards in order to implement them. Teachers and students require materials and tools for implementation.		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	All teachers will participate in professional development. Instructional materials will be purchased. Technology resources will be provided/purchased.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$50,000 Books & Supplies Restricted \$100,000 Books & Supplies \$100,000 One Time Funds Services and Other Operating Expenses
Purchase instructional materials and equipment to support common core.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$200,000 Books & Supplies Restricted \$400,000 One Time Funds Books & Supplies
Develop Curriculum Maps for ELA, Math and ELD.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$16,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue upgrades to Infrastructure to support increased technology needs - combination of unrestricted and restricted (common core) funding and potential funding from ERATE.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$50,000 Restricted \$700,000 E-Rate Funding Services & Other Operating Expenditures
Continue efforts to increase computer / student ratio, and implement District-funded 5 year replacement plan.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$600,000 Books & Supplies
Fund mini-grants to support use of innovative technology for teaching and learning. Projects that support ELL's to receive additional consideration.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$400,000 One Time Funds Certificated Salary & Benefits Books & Supplies Services & Other Operating Expenditures
Retain increased Technology Department staffing to support District.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$139,000 Classified Salaries & Benefits
Retain Technology/Professional Development Teacher to support teaching staff in how to use technology resources	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$105,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Preparatory Period at Middle School for preparation and implementation of common core.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$540,000 Certificated Salaries & Benefits
Hire 2 FTE Common Core Coordinators to support implementation of Common Core standards in ELA, ELD, Math, Science and Social Studies.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$200,000 Certificated Salaries & Benefits
Purchase Achieve3000 Reading Software for 6-12 students needing reading support.	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$24,000 Restricted \$6,000 Special Ed. Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#5 Increase Graduation Rates and Reduce Suspensions &amp; Expulsions 2015-2016</b>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Continue to increase A-G completion rates at Santa Paula High School; continue to increase graduation rates by 1% per year; reduce suspension rates by at least 5% per year at both High Schools and Middle School.
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<b>Goal Applies to:</b>	<b>Schools:</b> Santa Paula High School, Renaissance High School (RHS) and Isbell Middle School
	<b>Applicable Pupil Subgroups:</b> All subgroups

**LCAP Year 1: 2015-2016**

<b>Expected Annual Measurable Outcomes:</b>	The district will continue to increase graduation rates by 1% per year from 84.8% in 2013-14 to 85.8% in 2014-15 (current data not available) and 86.8% in 2015-16 Santa Paula High School will continue to increase A-G completion rates by 3% per year from 31.9% in 2013-14 to 34.9% in 2014-15 (current data not available) to 37.9% in 2015-16 Maintain attendance rate at 95% or better Chronic absenteeism will be reduced by .5% from .08% in 2014-15 to 0.75% in 2015-16 Middle school drop-out rate will reduce by .5% from 0.9 % in 2014-15 to 0.85% in 2015-16 High school drop-out rate will reduce from 5.1% in 2014-15 to 4.9% in 2015-16
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue services through Cyber-High for credit recovery; implement afterschool remedial program for academically at-risk students.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$15,000 Services & Other Operating Expenditures
Continue to use and implement alternatives for Suspensions and Expulsions; train staff in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures

Continue implementation of "CHAMPS" (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at Santa Paula High School and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups (Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures
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Goal #5 - Increase Graduation Rates and Reduce Suspensions & Expulsions 2015-2016 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide school based substance abuse intervention utilizing a mentoring program and/or "Brief Intervention" at Santa Paula High School. Expand the based substance abuse program to include Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)	Unrestricted \$15,000 Services & Other Operating Expenditures
.4 FTE Response to Intervention (Rtl) Coordinator at SPSHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$30,000 Certificated Salaries & Benefits
Retain 5 FTE counseling positions and add 5 FTE school counselors: 1.0 High School, 1.0 Middle School, .5 each K-5 site.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$750,000 Certificated Salaries & Benefits
Increase college and career exploration including CTE Pathway Development, field-trips and speakers. Selected services to be provided by VC Innovates Grant.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	VC Innovates \$5,000 Services & Other Operating Expenditures
Purchase Insight to Behavior Program/Behavior Planning for at-risk students.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Unrestricted \$20,000 Services & Other Operating Expenditures
.5 FTE School Psychologist K-5 to address the need for behavior support services and assessments K-5.	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$57,000 Certificated Salaries & Benefits
Supplement funding with Ventura County Office of Education to maintain current Cal-Safe Program which supports teen-age parents and their babies.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$75,000 Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#6 Create a Welcoming &amp; Efficient School Climate for Staff, Students, Parents and Public</b>	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ <b>2015-2016</b> Local : Specify: <u>Improve Physical Climate</u>
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**Identified Need :** Increase services to staff, parents and students. Improve school facilities and maintain in good condition

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

**LCAP Year 1: 2015-2016**

**Expected Annual Measurable Outcomes:** A client satisfaction survey will be available to staff, parents, students and public. At the end of the 2015-2016 school year, the ratings will show a higher degree of satisfaction with services and facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TBD Certificated Salaries & Benefits Classified Salaries & Benefits
Retain custodial support at sites, as needed.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$53,000 Classified Salaries & Benefits
Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$275,000 Other Outgo



**Create a Welcoming & Efficient School Climate for Staff, Students, Parents and Public 2015-2016 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit Nutrition Specialist to enhance nutrition services and provide nutrition education.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$75,000 Classified Salaries & Benefits
Retain maintenance staff to support ongoing maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Restricted \$79,000 Classified Salaries & Benefits Routine Restricted Maintenance
Continue implementation strategies and facilities modifications for improving conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$150,000 Services & Other Operating Expenditures Capital Outlay
Increase 2.5 FTE for Health Specialist services K-5 to provide health coverage throughout the regular school day.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$165,000 Classified Salary & Benefits
Continue to work with City of Santa Paula to improve traffic conditions. Implement a Traffic Safety Education awareness.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$3,000 Books & Supplies

**LCAP Year: 2016-2017**

<b>__GOAL:</b>	<b>#1 All students read at grade level, focusing first on K-5 and then any other students needing additional support</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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<b>Identified Need :</b>	Students in K-5 require additional time and support to master reading skills and standards. Teachers K-5 need support to provide intervention activities. (Tier I during universal access; Tier II during RtI)
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	All teachers TK-5, and those teaching ELA and Reading 6-12 will participate in professional development in ELA/ELD. Teachers TK-5 and 6-12 reading and ELD teachers will receive coaching support. Reading intervention specialist K-5 will support students to increase the number of students reading at grade level by 5%. AMAO 2 will improve 3% from 61% in 2015-16 to 64% in 2016-17 Reclassification of English Learners will increase by 2% from 14.1% in 2015-16 to 16.1% in 2016-17 AP Pass Rate will increase by 1% from 38% in 2015-16 to 39% in 2016-17 EAP and API are not available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment. New math adoption will include professional development.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___	Unrestricted \$50,000 Certificated Salaries & Benefits Restricted \$100,000 One Time Funds
Continue extended Library Hours for homework and access to technology resources, 2 additional hours, 1 hour open after school.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___	Unrestricted \$80,000 Classified Salaries & Benefits
Retain intervention during School day; implementation of RtI Tiers II and III for struggling students by retaining 1.4 PE Teachers, K-5 and 1 FTE at Glen City School.	K-5	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___	Unrestricted \$180,250 Certificated Salaries & Benefits
Retain Reading Intervention Specialists focusing on K-2	K-2	<input checked="" type="checkbox"/> ALL ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___	Unrestricted \$646,000 Certificated Salaries & Benefits

Goal #1 - All Students Read at Grade Level by Grade 3 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain TK and K Bilingual Instructional Assistants FTE 3.0 TK, *7.125 FTE (for 65 days, limited Term)	TK, K	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$137,000 (TK) \$68,000 (K) Classified Salaries & Benefits
Retain 4 FTE Reading Specialists 1 at Glen City (K-2); 3 FTE divided among the other K-5 schools (3-5). A total of 10 specialists.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$412,000 Certificated Salaries & Benefits

<b>GOAL:</b>	<b>#2 Provide Enrichment Opportunities and Course Access</b>	<b>2016-2017</b>	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 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local : Specify _____
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<b>Identified Need :</b>	To increase the opportunities for students to participate in the areas of academics, extra curriculum and leadership.				
<b>Goal Applies to:</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Schools:</b></td> <td>All schools</td> </tr> <tr> <td style="width: 15%;"><b>Applicable Pupil Subgroups:</b></td> <td>All students</td> </tr> </table>	<b>Schools:</b>	All schools	<b>Applicable Pupil Subgroups:</b>	All students
<b>Schools:</b>	All schools				
<b>Applicable Pupil Subgroups:</b>	All students				

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	By June 2017, the district will have implemented at least four enrichment sessions at each elementary site, two enrichment sessions at Isbell Middle School, and expanded opportunities at SPHS/RHS to allow students to participate in college and careers, leadership and extracurricular activities to enrich their education.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Dual Enrollment Program, Ventura College	9-12	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	No cost
Continue the # of electives offered at Middle School and High Schools, by retaining 1 FTE HS, 1 FTE MS (YR 3)	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$145,000 Certificated Salaries & Benefits
Continue opportunities for Enrichment thru contracted services including After School Enrichment STAR Nova.	K-8	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$200,000 Services & Other Operating Expenditures
Support AP Classes for 2016-2017. Support costs of AP Exams, materials & supplies.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$32,000 Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the CTE offerings and courses at High School (provide training, curriculum development, materials)	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Responsibilities for Career Exploration activities will continue to be shared by academic counselors. District will provide training and materials to support career exploration.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$7,000 Books & Supplies Services & Other Operating Expenditures
Continue support for recreational/elective activities during school/lunch time; add Resource Services Specialist-PE to organize/supervise sports and recreational activities	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$53,000 Classified Salary & Benefits
Retain Band Instruction and vocal music instruction at the middle school which will require the use of a stipend.	6-8	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$31,000 Certificated Salary & Benefits
Continue to promote Youth Leadership Activities with community support at High Schools and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Continue to Support AVID program: Program fee, Training, Prep Period for District Director.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$67,000 Books & Supplies Services & Other Operating Expenditures
Expand career pathways through VC Innovates at Santa Paula High School	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	VC Innovates Grant \$75,000 Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will fund all transportation: services for athletics, music, and chorus. Provide funds to support band instruments for middle and high school.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$120,000 Services & Other Operating Expenditures Restricted \$50,000 Books & Supplies
Retain Athletic Director position at 1 FTE.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$42,500 Certificated Salaries & Benefits
Continue "Summer Matters" Enrichment Program which includes collaboration with community based agencies such as: Boys & Girls Club, City Recreation and Blanchard Library. Enrichment courses and activities will include the K-12 level college readiness courses.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$400,000 Certificated Salaries & Benefits Classified Salaries & Benefits Books & Supplies Services & Other Operating Expenditures
The Assistant Superintendent will oversee the implementation of the GATE Program for grades 3-5 in 2016-17. A team of teachers will assist with the implementation of the GATE Program and the administration of the GATE assessment to potential GATE students.	3-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Certificated Salaries & Benefits
Continue to support Science Labs for use in teaching NGSS. Materials, supplies & textbooks.	IMS RHS SPHS	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$250,000 Books & Supplies

<b>GOAL:</b>	<b>#3 Increase Parent Involvement/Student Engagement</b>	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** There are language, socio-economic and cultural barriers that interfere with the ability of parents in our community to fully and actively participate in their children’s education. Parents are requesting support with translators at Parent Conferences, ESL classes at their child’s school site and the continuation of the PIQE program at all school sites.

**Goal Applies to:** Schools: All sites  
 Applicable Pupil Subgroups: All subgroups

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** By June of 2016, there will be 450 new parents district-wide who will complete the PIQE certification; District will implement Level 2 PIQE to create a cadre of Parent Leaders at each site. Family engagement specialists/school counselors will outreach to families and provide evidence based “Triple P” parenting programs at all school sites. There will be 2 series of Triple P seminars for K-5 parents, as well as Teen Triple P seminars at Middle and High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue PIQE Program and Parent Leadership classes at all schools.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures
Continue efforts to increase Communications with Parents/guardians using a variety of methods.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$10,000 Services & Other Operating Expenditures
Continue to provide increased opportunities for parent/guardian participation in School and District programs. Funding to pay for translators at Parent/Teacher conferences, childcare at parent evening events.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$10,000 Classified Salaries & Benefits

Goal #3 - Increase Parent Involvement/Student Engagement 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue counseling support and connections to community based agencies. Assess and serve the needs of Foster Youth, ELL and low-income students. Use 2 FTE School Counselor/Family Engagement Specialists K-12 for parent outreach strategies.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$5,000 Books & Supplies Services & Other Operating Expenditures
Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent- home - family connections.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$137,000 Certificated Salaries & Benefits
Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home -family connections.	Glen City	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	Unrestricted \$126,000 Certificated Salaries & Benefits
Retain increased clerical support in school offices to meet needs, provide for coverage, and respond to parents' needs.	K-8	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$71,000 Classified Salaries & Benefits
Continue services of School Resource Officers at SPS and Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$175,000 Services & Other Operating Expenditures



**Goal #3 - Increase Parent Involvement/Student Engagement 2016-2017 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	<i>Budgeted Expenditures</i>
Retain District Safety Coordinator, supply budget for training	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$106,000 Classified Salaries & Benefits Restricted \$50,000 Books & Supplies Services & Other Operating Expenditures
Continue Partnership with Ventura County Adult Education Consortium to provide ESL classes and adult education offerings on or before January 1, 2016. ELD Adult classes will be funded for the school year.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$20,000 Certificated/ Classified Salaries & Benefits
Continue Modifications/modernizations to accommodate library changes to support innovative library spaces/literacy centers.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$650,000 Capital Outlay

<b>GOAL:</b>	<b>#4 Implement Common Core, Next Generation Science Standards (NGSS), ELD</b>	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 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
<b>2016-2017</b>		

**Identified Need :** Teachers require professional development in new CCSS, NGSS and ELD standards in order to implement them. Teachers and students require materials and tools for implementation.

**Goal Applies to:** Schools: \_\_\_\_\_  
 Applicable Pupil Subgroups: \_\_\_\_\_

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** All teachers will participate in professional development. Instructional materials will be purchased. Technology resources will be provided/purchased.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Unrestricted \$50,000 Books & Supplies Restricted \$100,000
Purchase instructional materials and equipment to support common core	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Unrestricted \$200,000 Books & Supplies
Refine Curriculum Maps for ELA, Math, ELD and NGSS.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Unrestricted \$16,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue upgrades to Infrastructure to support increased technology needs - combination of unrestricted and restricted (common core) funding and potential funding from ERATE	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$100,00 Operating Expenditures
Continue efforts to Increase computer / student ratio, and implement District funded 5 year replenishment plan	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$750,000 Books & Supplies
Fund mini-grants to support uses of innovative technology for teaching and learning. Projects that support ELL's will receive additional consideration.	K-12	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$400,000 Certificated Salary & Benefits Books & Supplies Services & Other Operating Expenditures
Retain increased Technology department staffing to support District and increase staff by 1 FTE to support wireless devices.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$210,000 Classified Salaries & Benefits
Retain Technology /Professional Development Teacher to support teaching staff how to use technology resources	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$107,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Preparatory Period at Middle School for preparation and implementation of common core.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$540,000 Certificated Salaries & Benefits
Retain 2 FTE Common Core Coordinators to support implementation of Common Core standards in ELA, ELD, Math, Science and Social Studies.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$210,000 Certificated Salaries & Benefits
Renew Achieve3000 Reading Software Purchase for 6-12	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$24,000 Restricted \$6,000 Special Education Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#5 Increase Graduation Rates and Reduce Suspensions &amp; Expulsions</b> <b>2016-2017</b>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_☒ 6_☒ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Continue to increase A-G completion rates at Santa Paula High School; continue to increase graduation rates by 1% per year; reduce suspension rates by at least 5% per year at both High Schools and Middle School.
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<b>Goal Applies to:</b>	<b>Schools:</b> Santa Paula High School, Renaissance High School (RHS) and Isbell Middle School
	<b>Applicable Pupil Subgroups:</b> All subgroups

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	The district will continue to increase graduation rates by 1% per year from 86.8% in 2015-16 to 87.6% in 2016-17 Santa Paula High School will continue to increase A-G completion rates by 3% per year from 37.9% in 2015-16 to 40.9% in 2016-17 Maintain attendance rate at 95% or better Chronic absenteeism will be reduced by .5% from 0.75% in 2015-16 to 0.70% in 2016-17 Middle school drop-out rate will reduce by .5% from 0.85% in 2015-16 to 0.8% in 2016-17 High school rate will reduce from 4.9% in 2015-16 to 4.7% in 2016-17
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue services through Cyber-High for credit recovery; implement afterschool remedial program for academically at-risk students.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$15,000 Services & Other Operating Expenditures
Continue to use and implement alternatives for Suspensions and Expulsions; train staff in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures
Continue implementation of "Champs" (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at Santa Paula High School and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures

Goal #5 - Increase Graduation Rates and Reduce Suspensions & Expulsions 2016-2017 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide school based substance abuse intervention utilizing a mentoring program and/or "Brief Intervention"	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups(Specify)	Unrestricted \$15,000 Services & Other Operating Expenditures
Retain .4 FTE Response to Intervention (RtI) Coordinator at SPHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$32,000 Certificated Salaries & Benefits
Retain 5 FTE counseling positions and 5 FTE school counselors; 1.0 High School, 1.0 Middle School, .5 each K-5 site.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$775,000 Certificated Salaries & Benefits
Maintain college and career exploration including CTE Pathway Development, field-trips and speakers. Selected services to be provided by VC Innovates Grant.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	VC Innovates \$5,000 Services & Other Operating Expenditures
Insight to Behavior Program/Behavior Planning for At-Risk Students	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Unrestricted \$20,000 Services & Other Operating Expenditures
Retain .5 FTE School Psychologist K-5 to address the need for behavior support services and assessments K-5.	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$60,000 Certificated Salaries & Benefits
Supplement funding from Ventura County Office of Education to maintain current Cal-Safe Program for support of teen-age parents and their babies.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$150,000 Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#6 Create a Welcoming &amp; Efficient School Climate for Staff, Students, Parents and Public</b>	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify: <u>Improve Physical Climate</u>
		<b>2016-2017</b>

**Identified Need :** Increase services to staff, parents and students. Improve school facilities and maintain in good condition

**Goal Applies to:** Schools: All schools  
 Applicable Pupil Subgroups: All students

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** A client satisfaction survey will be available to staff, parents, students and public. At the end of the 2015-2016 school year, the ratings will show a higher degree of satisfaction with services and facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TBD Certificated Salaries & Benefits Classified Salaries & Benefits
Retain custodial support at sites, as needed. Increase by 1.0 FTE to support additional hours at understaffed sites.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$100,000 Classified Salaries & Benefits
Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$310,000 Other Outgo

**Create a Welcoming & Efficient School Climate for Staff, Students, Parents and Public 2016-2017 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Nutrition Specialist to enhance nutrition services and provide nutrition education.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$78,000 Classified Salaries & Benefits
Retain Maintenance staff to support ongoing maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Restricted \$81,000 Classified Salaries & Benefits Routine Restricted Maintenance
Continue implementation strategies and facilities modifications for improving conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$500,000 Services & Other Operating Expenditures Capital Outlay
Retain 4.5 FTE for Health Specialist services K-5 to provide health coverage during the regular school day.	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$170,000 Classified Salary & Benefits
Continue to work with City of Santa Paula to improve traffic conditions. Implement a Traffic Safety Education awareness.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$3,000 Books & Supplies



**LCAP Year: 2017-2018**

<b>GOAL:</b>	<b>#1 All students read at grade level, focusing first on K-5 and then any other students needing additional support</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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<b>Identified Need :</b>	Students in K-5 require additional time and support to master reading skills and standards. Teachers K-5 need support to provide intervention activities. (Tier I during universal access; Tier II during RtI)
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	All teachers TK-5, and those teaching ELA and Reading 6-12 will participate in professional development in ELA/ELD. Teachers TK-5 and 6-12 reading and ELD teachers will receive coaching support. Reading intervention specialist K-5 will support students to increase the number of students reading at grade level by 5%. AMAO 2 will improve 3% from 64% in 2016-17 to 67% in 2017-18 Reclassification of English Learners will increase by 2% from 16.1% in 2016-17 to 18.1% in 2017-18 AP Pass Rate will increase by 1% from 39% in 2016-17 to 40% in 2017-18 EAP and API are not available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment. New math adoption will include professional development.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$50,000 Certificated Salaries & Benefits Restricted \$100,000 One Time Funds
Continue extended Library Hours for homework and access to technology resources, 2 additional hours, 1 hour open after school.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$85,000 Classified Salaries & Benefits
Retain intervention during School day; implementation of RtI Tiers II and III for struggling students by retaining 1.4 PE Teachers, K-5 and 1 FTE at Glen City School.	K-5	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$185,000 Certificated Salaries & Benefits
Retain Reading Intervention Specialists focusing on K-2	K-2	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Unrestricted \$675,000 Certificated Salaries & Benefits

Goal #1 - All Students Read at Grade Level by Grade 3 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain TK and K Bilingual Instructional Assistants FTE 3.0 TK, *7.125 FTE (for 65 days, limited Term)	TK, K	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$140,000 (TK) \$70,000 (K) Classified Salaries & Benefits
Retain 4 FTE Reading Specialists 1 at Glen City (K-2); 3 FTE divided among the other K-5 schools (3-5). A total of 10 specialists.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$420,000 Certificated Salaries & Benefits

<b>GOAL:</b>	<b>#2 Provide Enrichment Opportunities and Course Access</b>	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 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local : Specify _____
		<b>2017-2018</b>

<b>Identified Need :</b>	To increase the opportunities for students to participate in the areas of academics, extra curriculum and leadership.
<b>Goal Applies to:</b>	Schools: _____
	Applicable Pupil Subgroups: _____

**LCAP Year 3: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	By June 2018, the district will have implemented at least four enrichment sessions at each elementary site, three enrichment sessions at Isbell Middle School, and expanded opportunities at SPSHS/RHS to allow students to participate in college and careers, leadership and extracurricular activities to enrich their education.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Dual Enrollment Program, Ventura College	9-12	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	No cost
Continue the # of electives offered at Middle School and High Schools, by retaining 1 FTE HS, 1 FTE MS (YR 3)	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$150,000 Certificated Salaries & Benefits
Continue opportunities for Enrichment thru contracted services including After School Enrichment STAR Nova.	K-8	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$200,000 Services & Other Operating Expenditures
Support costs of AP Exams and materials.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$32,000 Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support the CTE offerings and courses at High School (provide training, curriculum development, materials)	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Responsibilities for Career Exploration activities will continue to be shared by academic counselors. District will provide training and materials to support career exploration.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$7,000 Books & Supplies Services & Other Operating Expenditures
Continue support for recreational/elective activities during school/lunch time; add Resource Services Specialist-PE to organize/supervise sports and recreational activities	K-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$55,000 Classified Salary & Benefits
Retain Band Instruction and vocal music instruction at the middle school which will require the use of a stipend.	6-8	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$32,000 Certificated Salary & Benefits
Continue to promote Youth Leadership Activities with community support at High Schools and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures
Continue to Support AVID program: Program fee, Training, Prep Period for District Director.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$70,000 Books & Supplies Services & Other Operating Expenditures
Support career pathways at Santa Paula High School	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	\$100,000 Books & Supplies Services & Other Operating Expenditures

Goal #2 - Provide Enrichment Opportunities and Course Access 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will fund all transportation: services for athletics, music, and chorus. Provide funds to support band instrument replacement for middle and high school.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$120,000 Services & Other Operating Expenditures Restricted \$50,000 Books & Supplies
Retain Athletic Director position at 1 FTE.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$45,000 Certificated Salaries & Benefits
Continue "Summer Matters" Enrichment Program which includes collaboration with community based agencies such as: Boys & Girls Club, City Recreation and Blanchard Library. Enrichment courses and activities will include the K-12 level college readiness courses.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$400,000 Certificated Salaries & Benefits Classified Salaries & Benefits Books & Supplies Services & Other Operating Expenditures
The Assistant Superintendent will oversee the implementation of the GATE Program for grades 3-5 in 2016-17. A team of teachers will assist with the implementation of the GATE Program and the administration of the GATE assessment to potential GATE students.	3-5	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$20,000 Certificated Salaries & Benefits
Continue to support Science Labs for use in teaching NGSS with materials and supplies.	IMS RHS	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$250,000 Books & Supplies

<b>GOAL:</b>	<b>#3 Increase Parent Involvement/Student Engagement</b>	Related State and/or Local Priorities: 1_ 2_ 3 <input checked="" type="checkbox"/> 4_ 5_ <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7_ 8 <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____
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**2017-2018**

**Identified Need :** There are language, socio-economic and cultural barriers that interfere with the ability of parents in our community to fully and actively participate in their children’s education. Parents are requesting support with translators at Parent Conferences, ESL classes at their child’s school site and the continuation of the PIQE program at all school sites.

**Goal Applies to:** Schools: All sites  
 Applicable Pupil Subgroups: All subgroups

**LCAP Year 3: 2017-2018**

**Expected Annual Measurable Outcomes:** By June of 2016, there will be 450 new parents district-wide who will complete the PIQE certification; District will implement Level 2 PIQE to create a cadre of Parent Leaders at each site. Family engagement specialists/school counselors will outreach to families and provide evidence based “Triple P” parenting programs at all school sites. There will be 2 series of Triple P seminars for K-5 parents, as well as Teen Triple P seminars at Middle and High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue PIQE Program and Parent Leadership classes at all schools.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures
Continue efforts to increase Communications with Parents/guardians using a variety of methods.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Unrestricted \$10,000 Services & Other Operating Expenditures
Continue to provide increased opportunities for parent/guardian participation in School and District programs. Funding to pay for translators at Parent/Teacher conferences, childcare at parent evening events.	K-12	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Unrestricted \$10,000 Classified Salaries & Benefits

**Goal #3 - Increase Parent Involvement/Student Engagement 2017-2018 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue counseling support and connections to community based agencies. Assess and serve the needs of Foster Youth, ELL and low-income students. Use 2 FTE School Counselor/Family Engagement Specialists K-12 for parent outreach strategies.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted \$5,000 Books & Supplies Services & Other Operating Expenditures
Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent- home - family connections.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted \$140,000 Certificated Salaries & Benefits
Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home -family connections.	Glen City	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$130,000 Certificated Salaries & Benefits
Retain increased clerical support in school offices to meet needs, provide for coverage, and respond to parents' needs.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$73,000 Classified Salaries & Benefits
Continue services of School Resource Officers at SPSHS and Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted \$175,000 Services & Other Operating Expenditures

**Goal #3 - Increase Parent Involvement/Student Engagement 2017-2018 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	<i>Budgeted Expenditures</i>
Retain District Safety Coordinator, supply budget for training	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$108,000 Classified Salaries & Benefits Restricted \$50,000 Books & Supplies Services & Other Operating Expenditures
Continue Partnership with Ventura County Adult Education Consortium to provide ESL classes and adult education offerings on or before January 1, 2016. ELD Adult classes will be funded for the school year.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$20,000 Certificated/ Classified Salaries & Benefits
Continue Modifications/modernizations to accommodate library changes to support innovative library spaces/literacy centers.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$650,000 Capital Outlay



GOAL:	<b>#4 Implement Common Core, Next Generation Science Standards (NGSS), ELD</b> <b>2017-2018</b>		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 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Teachers require professional development in new CCSS, NGSS and ELD standards in order to implement them. Teachers and students require materials and tools for implementation.			
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students			
<b>LCAP Year 3: 2017-2018</b>				
Expected Annual Measurable Outcomes:	All teachers will participate in professional development. Instructional materials will be purchased. Technology resources will be provided/purchased.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$50,000 Books & Supplies Restricted \$100,000
	Purchase instructional materials and equipment to support Common Core, NGSS, ELD	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$200,000 Books & Supplies
	Refine Curriculum Maps for ELA, Math, ELD and NGSS.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$16,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue upgrades to Infrastructure to support increased technology needs - combination of unrestricted and restricted (common core) funding and potential funding from ERATE	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$100,000 Services & Other Operating Expenditures
Continue efforts to Increase computer / student ratio, and implement District funded 5 year replenishment plan	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$750,000 Books & Supplies
Fund mini-grants to support uses of innovative technology for teaching and learning. Projects that support ELL's will receive additional consideration.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> __Other Subgroups:(Specify)	Unrestricted \$400,000 Certificated Salary & Benefits Books & Supplies Services & Other Operating Expenditures
Retain increased Technology department staffing to support District	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$225,000 Classified Salaries & Benefits
Retain Technology /Professional Development Teacher to support teaching staff how to use technology resources	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$110,000 Certificated Salaries & Benefits

Goal #4 - Implement Common Core, Next Generation Science Standards (NGSS), ELD 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Preparatory Period at Middle School for preparation and implementation of common core.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$560,000 Certificated Salaries & Benefits
Retain 2 FTE Common Core Coordinators to support implementation of Common Core standards in ELA, ELD, Math, Science and Social Studies.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$225,000 Certificated Salaries & Benefits
Renew Achieve3000 Reading Software Purchase for 6-12	6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Unrestricted \$24,000 Restricted \$6,000 Special Education Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#5 Increase Graduation Rates and Reduce Suspensions &amp; Expulsions</b> <b>2017-2018</b>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Continue to increase A-G completion rates at Santa Paula High School; continue to increase graduation rates by 1% per year; reduce suspension rates by at least 5% per year at both High Schools and Middle School.
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<b>Goal Applies to:</b>	<b>Schools:</b> Santa Paula High School, Renaissance High School (RHS) and Isbell Middle School
	<b>Applicable Pupil Subgroups:</b> All subgroups

**LCAP Year 3: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	The district will continue to increase graduation rates by 1% per year from 87.6% in 2016-17 to 88.6 in 2017-18 Santa Paula High School will continue to increase A-G completion rates by 3% per year from 40.9% in 2016-17 to 43.9% in 2017-18 Maintain attendance rate at 95% or better Chronic absenteeism will be reduced by .5% from 0.70% in 2016-17 to 0.65% in 2017-18 Middle school drop-out rate will reduce by .5% from 0.8% in 2016-17 to 0.75% in 2017-18 High school rate will reduce from 4.7% in 2016-17 to 4.5% in 2017-18
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue services through Cyber-High for credit recovery; implement afterschool remedial program for academically at-risk students.	9-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	Unrestricted \$15,000 Services & Other Operating Expenditures
Continue to use and implement alternatives for Suspensions and Expulsions; train staff in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.	6-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures
Continue implementation of "Champs" (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at Santa Paula High School and Isbell Middle School.	6-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups Specify)	Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures

Goal #5 - Increase Graduation Rates and Reduce Suspensions & Expulsions 2017-2018 (continued)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide school based substance abuse intervention utilizing a mentoring program and/or "Brief Intervention"	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups@Specify)	Unrestricted \$15,000 Services & Other Operating Expenditures
Retain .4 FTE Response to Intervention (RtI) Coordinator at SPSHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$35,000 Certificated Salaries & Benefits
Retain 5 FTE counseling positions and 5 FTE school counselors; 1.0 High School, 1.0 Middle School, .5 each K-5 site.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$800,000 Certificated Salaries & Benefits
Maintain college and career exploration including CTE Pathway Development, field-trips and speakers. Selected services to be provided by VC Innovates Grant.	6-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	\$25,000 Services & Other Operating Expenditures
Insight to Behavior Program/Behavior Planning for At-Risk Students	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Unrestricted \$20,000 Services & Other Operating Expenditures
Retain .5 FTE School Psychologist K-5 to address the need for behavior support services and assessments K-5.	K-5	<input checked="" type="checkbox"/> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$65,000 Certificated Salaries & Benefits
Supplement funding from Ventura County Office of Education to maintain current Cal-Safe Program for support of teen-age parents and their babies.	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Unrestricted \$175,000 Services & Other Operating Expenditures

<b>GOAL:</b>	<b>#6 Create a Welcoming &amp; Efficient School Climate for Staff, Students, Parents and Public</b>	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify: <u>Improve Physical Climate</u>
		<b>2017-2018</b>

**Identified Need :** Increase services to staff, parents and students. Improve school facilities and maintain in good condition

**Goal Applies to:** Schools: All schools  
 Applicable Pupil Subgroups: All students

**LCAP Year 3: 2017-2018**

**Expected Annual Measurable Outcomes:** A client satisfaction survey will be available to staff, parents, students and public. At the end of the 2015-2016 school year, the ratings will show a higher degree of satisfaction with services and facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TBD Certificated Salaries & Benefits Classified Salaries & Benefits
Retain custodial support at sites, as needed. Increase by 1.0 FTE Floating Custodian	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$150,000 Classified Salaries & Benefits
Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted \$335,000 Other Outgo

**Create a Welcoming & Efficient School Climate for Staff, Students, Parents and Public 2017-2018 (continued)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain Nutrition Specialist to enhance nutrition services and provide nutrition education.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$80,000 Classified Salaries & Benefits
Retain Maintenance staff to support ongoing maintenance needs.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Restricted \$85,000 Classified Salaries & Benefits Routine Restricted Maintenance
Continue implementation strategies and facilities modifications for improving conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$500,000 Services & Other Operating Expenditures Capital Outlay
Retain 4.5 FTE for Health Specialist services K-5 to provide health coverage during the regular school day.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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 \$175,000 Classified Salary & Benefits
Continue to work with City of Santa Paula to improve traffic conditions. Implement a Traffic Safety Education awareness.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted \$3,000 Books & Supplies

## 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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?



Original GOAL from prior year LCAP:	<b>Goal 1: Pupil Achievement</b>		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Improve CAHSEE by 3% in ELA & Math Improve CELDT AMAO 2 by 4% Baseline proficiency data from CAASPP Maintain EL RFEP Rate	Actual Annual Measurable Outcomes:	CAHSEE in ELA increased by 11%; Math increased by 5% CELDT AMAO 2 increased by 2% Baseline proficiency data from CAASPP: n/a Maintained EL RFEP Rate at 18%
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for all staff, through Professional Learning Communities in technology, content, and formative assessment. (Release time, substitutes, contracted trainers and professional development opportunities.)	Restricted Federal: \$75,000 Restricted Federal: \$200,000 Restricted State: \$100,000	100% of teachers in the District participated in professional development on Common Core State Standards. Training/information was provided by principals, trainers/consultants and teacher leaders. Areas for training included English Language Arts and Literacy, English Language Development, Mathematics, History/Social Science and Science.	Substitute Teachers \$70,657 Restricted Professional Dev. \$23,184 Restricted State Professional Dev. \$218,411 Restricted Fed. Certificate Salaries & Benefits Services & Other Operating Expenses
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Pupil Achievement 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Extended library hours for homework and access to technology resources	Unrestricted Budget \$115,000	Hours for library staff were extended by at least 1 hour after school and 1 additional hour during the day. During the additional hours of service after school, a minimum of 600 students and 400 parents visited libraries at K-5 and 6-8 schools. The high school served over 400 students per month.	Unrestricted Budget \$73,385 Classified Salaries & Benefits
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Modifications /Modernization to accommodate library changes to support innovative library spaces Long Range Facilities Master Plan (LRFMP)		Plans developed for first project, multi-media resource center submitted for plan review. Project scheduled for construction Summer 2015	Restricted \$80,000 Developer Fee Services & Operating Expenses
Scope of service: Glen City Elementary		Scope of service: Glen City Elementary	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Glen City School</u>		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Glen City School</u>	
Instructional Assistants for Transitional Kinder and Kindergarten	Unrestricted \$193,850	Instructional Assistants were assigned to all kindergarten classes from the beginning of the school year through the end of first trimester. Instructional Assistants were assigned to each for the four TK classes for the entire school year. IA's assisted K teachers with transition into Kindergarten routines. TK IA's supported teachers in developing skills needed for successful transition to Kindergarten.	TK: \$125,323 K: \$63,726 Classified Salaries & Benefits
Scope of service: TK and K		Scope of service: TK and K	
__All		__ALL	
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: TK and K		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> _Other Subgroups:(Specify) TK and K	

Pupil Achievement 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Add Reading Intervention Specialist focus for K-3		Unrestricted \$600,000	Reading Intervention Specialists provided direct support to teachers and students. Teachers were provided with modeling and instructional strategies for use during Universal Access. Students received direct services based on their needs as evidenced by assessment tools and teacher recommendation. Approximately 471 students were served for Tier II Intervention. The average growth was one reading level. Some students required more than one session of direct services in order to show growth. The District's focus was to provide services to the highest need, which was K-2, based on assessments.
Scope of service: K-3			Scope of service: K-2
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>K-3</u>			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>K-2</u>

Pupil Achievement 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Intervention during school day; implementation of Response to Intervention (RtI) Tiers II and III for struggling students	Unrestricted \$102,083	Hired 1.33 FTE PE Teachers to allow teachers at grades 1-5 to support struggling students while their own students were out at PE. Assistance was focused in ELA & Math.	Unrestricted \$88,508 Certificate Salaries & Benefits
Scope of service: K-5		Scope of service: K-5	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify )	
Implement the <b>Datawise</b> program for assessments, and train staff on how to use the program		A district Technology and Professional Development Coordinator was hired to provide training to all district staff. The new Datawise program was implemented during the fall of 2014. The administrators and teaching staff used the program to align their assessments to the Common Core Standards. The Counseling department used the Datawise Program to determine EL students placement in academic classes.	No additional costs.
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The addition of Reading Intervention Specialist for grades 3-5 will be added to support intermediate grade students. One FTE Reading Intervention Specialist K-2 and one FTE PE Teacher will be added to Glen City to serve the large student population. An online reading intervention program, Achieve3000 was recommended for middle school and high school to assist struggling students.
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Original GOAL from prior year LCAP:	<b>Goal 2: Course Access</b>		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase in the participation rate in CTE courses from 30% to 32% Increase the A-G completion rate from 31.5% to 32.5% Increase the # of A/P exams taken from 18% to 20% Increase passing rate of 5 <sup>th</sup> graders on PFT from 27% to 30% Increase passing rate for 7 <sup>th</sup> graders on PFT from 55% to 57% Increase passing rate for 9 <sup>th</sup> graders on PFT from 56% to 57% Grades K-6 access to broad course of study as per ED 51210; grades 7-12 access to broad course of study as per EC 51210	Actual Annual Measurable Outcomes:	Participation rate for students in career and technical education courses increased by 1% from 29% in 2011-2012 to 30% in 2012-2013. A-G completion rate, expansion in access to A-G courses increased from 31.5% to 35.1% Advanced Placement (AP) Exams taken increased from 18% to 19% The passing rate of 5 <sup>th</sup> graders on the PFT increased from 27% to 40% The passing rate of 7 <sup>th</sup> graders on the PFT increased from 55% to 65% The passing rate of 9 <sup>th</sup> graders on the PFT increased from 56% to 61% Grades K-6 access to broad course of study as per ED 51210; grades 7-12 access to broad course of study as per EC 51210 was continued.

<b>Course Access 2014-2015 (continued)</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a dual enrollment program with Ventura College	\$0	Courses were offered at Santa Paula High School first and second semesters. <b>Fall Semester 2014</b> Elementary Spanish I= 31 students; Intro to Criminal Justice= 28 students; Child Growth and Development= 36 students <b>Spring Semester 2015</b> Introduction to Business - 32 students; Health and Wellness - 23 students; Elementary Spanish II - 25 students	\$0
Scope of service:	9-12	Scope of service:	9-12
<input checked="" type="checkbox"/> __ ALL		<input checked="" type="checkbox"/> __ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)	
Expand Band Instruction	Unrestricted \$33,000	K-5 Music teacher position increased to 1.00 FTE (increase of .33 FTE). Increased hours allowed for: *flexible opportunities for make-up band classes (needed due to student absences, testing, assemblies, etc.) *explore opportunities for intervention and extra assistance time for all band students *increased designated focus on full band literature for advanced 5th grade band students *increased instruction on producing characteristic tone due to scheduling homogeneous instrument groups *increased time for student assessment	Unrestricted \$24,337 Certificated Salaries & Benefits
Scope of service:	K-5	Scope of service:	K-5
<input checked="" type="checkbox"/> __ ALL		<input checked="" type="checkbox"/> __ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)	

<b>Course Access 2014-2015 (continued)</b>			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the # of electives offered at middle school and high schools.	Unrestricted Budget \$150,000	An Art teacher was added at Santa Paula High School and a Spanish teacher was added to the middle school.	Unrestricted Budget \$188,611
Scope of service: 6-12		Scope of service: 6-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Certificated Salaries & Benefits
Add opportunities for enrichment	Unrestricted Budget \$200,000	STAR Education offered four sessions of enrichment classes at all elementary sites and two sessions at the middle school. Elementary sites offered a different class each day for five days each week. Isbell had a rock band class that met after school. Four family Science Nights were scheduled throughout the year.	Unrestricted Budget \$176,799 Services & Operating Expenses
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	

Course Access 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the Advanced Placement course offerings	Unrestricted Budget \$20,000	New AP courses were offered in Fall: Music Theory, Environmental Science, US History and Art Studio. Teachers received training during the summer, books and other materials were supplied.	Unrestricted Budget & Lottery \$19,786 Books & Supplies Services & Other Operating Expenditures, Certificated Salaries & Benefits
Scope of service: 9-12		Scope of service: 9-12	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	



Course Access 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the CTE offerings and courses at Santa Paula High School.	Unrestricted Budget \$20,000	Increased the CTE offerings and courses at high schools through Ventura County (VC) Innovates Grant. Purchased materials and supplies for an Introductory Patient Care Pathway. Funded career exploration field trips for freshman students.	\$10,000 Materials and supplies, Services & Other Operating Expenses (Funding: Grant)
Scope of service: 9-12		Scope of service: 9-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	
Potential facilities modifications to support Pathways, Academies & Academic Strands	Not included in the 2014-2015 LCAP	Was included in the 2014-2015 LCAP for consideration in 2015-2016.	No Expenditures Allocated
Scope of service: All Schools		Scope of service: All Schools	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	

Course Access 2014-2015 (continued)			
Create Pathways, Academies and Academic Strands		Unrestricted Budget \$10,000	Long Range Facilities Master Plan approved April 15, 2015. Planning in progress for new programs at Santa Paula High School beginning in 2015/16. Restricted Developer Fees \$10,000 Service & Other Operating Expenses
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A GATE Committee will be established to develop and implement a 3-5 GATE Program, a Summer School and Enrichment in collaboration with community based organizations and city recreation department will be offered in 2015-2016. Continued expansion of AP Courses at Santa Paula High School. The Youth Leadership Program will be expanded to include middle school students. Vocal music will be offered at middle school using a site stipend. Although the 2014-2015 plan references Facilities Modifications- the plan was to consider modifications in 2015/16. Facilities modifications included in the 2015-16 plan will focus on creating Literacy centers.	

Original GOAL from prior year LCAP:	<b>Goal 3: Pupil Engagement</b>		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All schools		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Reduce drop-out rates, increase graduation rates and attendance rates. Increase the Graduation rate from 84.3% to 85% Decrease HS drop-out rate from 6.3% to 6.1% Decrease truancy rate from 25% to 24% API and EAP not Available	Actual Annual Measurable Outcomes:	Graduation rate increased from 84.3% to 85.1% HS dropout rate decreased from 6.3% to 5.1%. Established MS drop-out rate for 2015-16 Truancy base rate for the Unified District is 37.1%. API and EAP not Available
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase support of credit recovery program	Unrestricted Budget \$5,000	The District purchased a district-wide license for unlimited course access for a credit recovery program.	Restricted \$14,172 Services & Other Operating Expenses
Scope of service:	9-12	Scope of service:	9-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Increase support for recreational/elective activities during school/lunch time; add Resource Services Specialist-PE to organize/supervise sports and recreational activities	Unrestricted Budget \$70,000	Recruiting efforts began in the spring of 2015 and are ongoing to recruit these positions. Three sites have hired their specialist.	Unrestricted \$21,902 Classified Salaries & Benefits
Scope of service:	K-8	Scope of service:	K-8
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	

Pupil Engagement 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide technology resources available in expanded library hours	Unrestricted Budget: \$20,000	District purchased desktop computers and printers for libraries.	Unrestricted \$12,000 Books & Supplies
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide career exploration activities led by school counselors	Unrestricted Budget: \$1,000	Provided career Exploration and "College and Career Clubs" software at Isbell Middle School. Used an "Elective Wheel" to provide career exploration activities to Middle School students as well as a variety of electives.	Unrestricted \$3,500 Services & Other Operating Expenses
Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Increase family support services by increasing Outreach Specialist FTE focusing on student absenteeism, support for Foster and Homeless Youth, family outreach, and student connectedness	Not included in 2014/15 Budget for LCAP	Was included in the 2014-2015 LCAP for consideration in 2015-2016.	No Expenditures allocated in 2014/15
Scope of service: All Schools		Scope of service: All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	

Pupil Engagement 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Increase funding support for transportation/supplies/equipment/ athletics, music and chorus		Unrestricted \$50,000 Restricted \$50,000	District provided support for High School and Middle school sports teams to attend competitions. District obtained a \$ 18,000 grant from Mr. Opus Foundation for the middle school band and provided \$35,000 to the SPHS band for instruments. The middle school chorus and band received funding for transportation.  Unrestricted Transportation \$48,689 Instrument \$51,146 Grant Funded \$18,000 Services & Other Operations, Books & Supplies
Scope of service:	6-12		Scope of service: 6-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		District will continue with the combination of actions and services formulated for this goal. District will also strengthen College and Career Exploration activities by increasing counseling services at Santa Paula High School and at Isbell Middle School. Santa Paula High School will have a 0.40 Teacher on Special Assignment to facilitate the implementation of Positive Behavior Interventions and Academic Support (PBIS). Assistant Principals hired for Santa Paula High School and Glen City Elementary have greatly benefited student and parent engagement. Both Assistant Principal positions will be continued in 2015-2016. Although the 2014-2015 plan references adding Outreach Specialist in 2015-2016, the LCAP committee felt that school counselors should be increased and given training in family outreach duties. School counselors will receive training on Family Engagement strategies to strengthen home school communication. New band uniforms will be supported for middle and high school marching bands. A "Summer Matters" enrichment program which includes collaboration with community based agencies such as Boys & Girls Club, the City Recreation Department and Blanchard Library will be implemented. Enrichment courses and activities will be expanded at the K-12 level to include college readiness courses.	

Original GOAL from prior year LCAP:	<b>Goal 4: Parent Involvement</b>		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ Priority #3 _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase opportunities and type of activities to increase parental involvement in our schools	Actual Annual Measurable Outcomes:	Approximately 686 parents completed the PIQE training during 2014-15. There was greater participation of parents in school activities.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the Parent Institute for Quality Education (PIQE) program	Unrestricted Budget \$25,000	District implemented PIQE program at all school sites and 686 parents received a Certificate of Completion from PIQE. The District also provided staff to provide childcare.	Unrestricted Budget \$70,500 Services & Other Operating Expenses
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
Increase # of communications with parents/guardians and use a variety of methods of communicating with parents and community	Unrestricted Budget: \$10,000	By adding a Public Information Officer, the District has increased its visibility in the community, produced a quarterly District newsletter and created social media sites. A planned upgrade to the District website is in progress. Translators were hired for Parent-Teacher Conferences,	Unrestricted Budget: \$10,000 Classified Salaries & Benefits Services & Other Operating Exp.
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

Parent Involvement 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Provide increased opportunities for parent/guardian participation in school and district programs		Unrestricted \$10,000	Parents attended many activities District Wide; parents participated in Triple P parent seminars at the K-5 schools; parents attended Family Game Nights at both SPUHS and Isbell Middle Schools. Family Science nights were well attended by school site parents. Translators and childcare services were provided at school site and district meetings.
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
			Unrestricted \$10,000 Classified Salaries & Benefits

<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>The District will continue to provide translators/bilingual personnel to be available at parent meetings, workshops and teacher conferences. In partnership with the Ventura County Adult Education Consortium, parents will have opportunities to enroll in a variety of adult education courses. Due to the overwhelming response from parents interested in attending the PIQE Program, we exceeded the number of parents enrolled and graduated, exceeding our estimated cost. Due to the success of the PIQE Program, the District will continue to offer the first level and add a second level leadership course.</p>
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Original GOAL from prior year LCAP:	<b>Goal 5: School Climate</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase student support services, decrease out of school suspension, and improve overall school climate and parent satisfaction with school services.	Actual Annual Measurable Outcomes:	School counselors provided a variety of support services which improved overall school climate; Out of school suspensions decreased from 6.75% to 5.0% from 2013-2014 to 2014-2015. Expulsions decreased from .5% to 4.7%.	
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase counseling support and connections to community based agencies		Unrestricted Budget \$365,000	The District hired 1 FTE high school counselor, 1 FTE middle school counselor and 3 FTE elementary school counselors for the K-5 schools. In addition counseling services from a variety of community based organizations including, Clinicas del Camino Real, City Impact and counseling staff from Cal Lutheran served over 450 students.	Unrestricted Budget \$346,392 Certificated Salaries & Benefits
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	



School Climate 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Provide alternatives for suspensions and expulsions and train staff in positive behavior support and Restorative Justice practices		Unrestricted Budget \$10,000 (Potential safety credits funding)	The District hired a Restorative Justice consultant who trained administrators and teachers at the High School. The consultant also trained the Leadership Team and school counselors at Isbell Middle School. Other alternatives to suspensions included the use of a First Offenders Program, which is a substance abuse 12 week substance abuse education program for "First Offenders"
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Add School Resource Officers		Unrestricted Budget \$175,000(Potential Grant funding)	The District obtained a COPS Federal grant in collaboration with the Santa Paula Police Dept. and assigned one School Resource Officer for the middle school and one for the high school.
Scope of service:	6-12		Scope of service: 6-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____

School Climate 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire one additional Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsions and increase school safety	Unrestricted Budget \$120,000	Hired one additional Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsions and increase school safety.	Unrestricted Budget \$122,848 Certificate Salaries
Scope of service: 9-12		Scope of service: 9-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups:(Specify)	
Hire Assistant Principal for Glen City Elementary to support larger student enrollment	Unrestricted Budget \$100,000	Hired Assistant Principal for Glen City Elementary to support larger student enrollment	Unrestricted \$115,172 Certificated Salaries & Benefits
Scope of service: K-5 @ Glen City School		Scope of service: K-5 @ Glen City School	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups:		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups:(Specify)	

School Climate 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Add District Safety Coordinator to train on Restorative Justice practices and other safety programs; provide professional development for all staff on safety drills, disaster plans, crisis events, active shooter, etc.		Position funding: Unrestricted Budget \$80,000 Training Budget: Unrestricted Budget \$20,000	Added a District Safety Coordinator in August 2014 who has worked with all sites on safety plans, drills, and communication plans to address emergency situations. Training have been conducted on CPR, Automated External Defibrillator (AED), and Epi-pens. Position runs a District Safety Committee.
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Implement CHAMPS as a school wide positive support program		Unrestricted Budget \$10,000	District implemented "CHAMPS" and other Positive Behavior Support practices at both Middle and High School. This school-wide practice reduced disciplinary referrals to the office by 20%. All new teachers received CHAMPS training through their induction program.
Scope of service:	6-12		Scope of service: 6 -12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____

School Climate 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Promote youth Leadership activities with community support		Unrestricted Budget \$10,000	Santa Paula High School Students attended a variety of career exploration and youth leadership activities. A Youth Leadership Conference in collaboration with Latino Town Hall was attended by approximately 100 students. At the middle school, the ASB Advisor facilitated Friday Night Live, Youth Leadership activities associated with Red Ribbon Week and substance use prevention.
Scope of service:	6-12		Scope of service: 6-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)
Develop and maintain a school based substance abuse intervention program for "First Offenders" as an alternative to suspension/expulsion		Unrestricted Budget \$15,000 (potential funding also from Tobacco-Use Prevention Education (TUPE) grant program)	Due to the higher need at the High School a "first offenders" program was implemented in 2014/15 at SPHS as an alternative to suspensions. Approximately 32 students attended the Palmer Drug Abuse Prevention Program due to substance abuse issues at school. Tobacco/Substance Use intervention education was provided to Middle School Students. A first offenders program is in the planning process for Middle school students.
Scope of service:	6-8		Scope of service: 9-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)
			Unrestricted Budget \$6,249 Services & Other Operating Expenditures

School Climate 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Increase the number of hours for locker room attendant at middle school to cover school day		Unrestricted Budget \$53,000	Increased 2 positions at middle school to cover school day to full time. Unrestricted Budget \$45,007 Classified Salaries & Benefits
Scope of service:	6-8		Scope of service: 6-8
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will increase the budget for youth leadership activities for middle school students; increase the Health Specialist positions for K-5 school sites; train staff on Positive Behavior Support Strategies and provide parent nutrition education programs. The following services will also be added to improve school climate:</p> <ul style="list-style-type: none"> <li>• 2 FTE Counselors/Family Engagement Specialist K-12 for parent outreach</li> <li>• A partnership with Ventura County Adult Education Consortium to provide ESL classes and adult education offerings.</li> <li>• Insight to Behavior Program/Behavior Planning for at-risk students</li> <li>• A .5 FTE Psychologist for grades K-5.</li> <li>• Substance Abuse Program to be implemented at Middle School</li> </ul>
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Original GOAL from prior year LCAP:	<b>Goal 6: Implementation of Common Core State Standards</b>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	% of teachers who have participated in professional development on CCSS # of computers per student Provide wireless access at all sites Student standards aligned instructional materials	Actual Annual Measurable Outcomes:	100% of teachers participated in professional development on CCSS 690 desktops, monitors and laptops were added in (390 were funded by LCAP) Wireless access was established at all sites. Teachers piloted CCSS math materials for purchase.		
<b>LCAP Year: 2014-2015</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide professional development to staff on Common Core State Standards (CCSS)		Refer to Pupil Achievement	100% of teachers in the District participated in professional development on Common Core State Standards. Training/information was provided by principals, trainers/consultants and teacher leaders. Areas for training included English Language Arts and Literacy, English Language Development, Mathematics, History/Social Science and Science.		Refer to Pupil Achievement
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

Implementation of Common Core State Standards 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase instructional materials to support CCSS	Up to \$400,000 funded by Common Core State funds	The Common Core Mathematics Leadership Team piloted the Math Expressions curriculum, one of the CCSS math programs that has been endorsed by the state for elementary schools. The team piloted the program for three months, and also piloted My Math, another state endorsed program. The team will select one of the programs for purchase in spring for implementation in the 2015-16 school year.	\$590,277 funded by Common Core State funds Lottery & Unrestricted Books & Supplies
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Add Teacher on Special Assignment (TOSA) for coaching in the areas of ELD, ELA and math	Not included in 2014-2015 LCAP	It was included in 2014-2015 LCAP for consideration in 2015-2016. However, the committee recommended the addition of 2 Common Core Coordinators K-12, instead of a TOSA	No expenditures allocated
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Add additional teaching personnel for coaching in the areas of ELD, ELA	Not included in 2014-2015 LCAP	It was included in 2014-2015 LCAP for consideration in 2015-2016. However, the committee recommended the addition of 2 Common Core Coordinators 9-12	No expenditures allocated
Scope of service: 9-12		Scope of service: 9-12	
<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Implementation of Common Core State Standards 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Develop Curriculum Maps for ELA, Math and ELD		Unrestricted Budget \$16,000	Curriculum maps for mathematics were launched at the beginning of the school year. Teachers are working from these maps currently at all three levels of instructions: elementary, middle school, and high school. Isbell and the high school have worked on aligning their curriculum with the CCSS standards and have mapped the content. The elementary CCSS ELA team completed the instructional sequences that are aligned to the unit maps for Treasures.  Restricted \$22,800 Certificated Salaries & Benefits, Services & Other Operating Expenditures
Scope of service:	K-5		Scope of service: K-5
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:



Implementation of Common Core State Standards 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Establish a course lead for implementing Math 1		\$0	Santa Paula High School has selected a Math I course lead to support teachers in the implementation of common core mathematics.
Scope of service:	9-12		Scope of service: 9-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)_____
Upgrade infrastructure to support increased technology needs		Estimated total costs: \$875,000 (Unrestricted Budget \$750,000 from E-rate General Fund and LCFF) (Restricted \$125,000 From Common Core, Microsoft Voucher K-12)	The project at Santa Paula High School has been completed. Projects at elementary, middle school and the District Office are completed. The project has delivered wireless access at all sites, and increased the capacity of the network to handle high network speeds from the internet. Wireless projects at Grace Thille, McKeveatt, Santa Paula High School supported SBAC testing and new Science and Technology Building.
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
			Restricted \$444,000 Common Core/Microsoft Unrestricted \$287,000 Materials & Supplies, Services & Operating Expenditures

Implementation of Common Core State Standards 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase computer/student ratio, and implement district funded 5 year replenishment plan	Unrestricted Budget \$500,000	Upgraded technology and replaced technology throughout the District. Desktops, printers and wireless devices have been supplied for testing and classroom needs. Mobil carts, headphones and carts have been added where needed.	Unrestricted \$530,000 Books & Supplies
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Increase technology department staffing to support district	Unrestricted Budget \$130,000	2 FTE Hardware Technicians were hired. Processing turnaround time is now within 24 hours or less for most technology work orders.	Unrestricted Budget \$116,060 Classified Salaries & Benefits
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Add Technology /Professional Development Teacher to support teaching staff how to use technology resources	Unrestricted Budget \$100,000	Added Technology /Professional Development Teacher who supported teachers in the use of classroom technology tools, Datawise, Accelerated Reader, SBAC and other technology resources.	Unrestricted Budget \$99,198 Certificated Salaries & Benefits
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	

Implementation of Common Core State Standards 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Support AVID program	Unrestricted Budget \$48,000	Funds provided have assisted with the program fee for Isbell Middle School and Santa Paula High School to participate in AVID; salary for tutors, one period for the AVID Coordinator for the District, study trips for students and conference fees for teachers at Isbell Middle School and Santa Paula High School.	Unrestricted Budget \$66,011 Certificated Salaries & Benefits Books & Supplies Other Operating Expenditures
Scope of service: 6-12		Scope of service: 6-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Implement a preparatory period at middle school to prepare for implementing CCSS	Unrestricted Budget \$585,000	Each teacher at the middle school received a preparatory period to prepare CCSS lessons.	Unrestricted Budget \$479,177 Certificated Salaries & Benefits
Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2 FTE Common Core Coordinators will be hired to support implementation of Common Core, instead of using teachers on special assignment in the areas of ELD, ELA and math (as projected in the 2014/15 LCAP) Professional development will include a focus on Common Core English Language Arts / English Language Development. Next Generation Science Standards will be incorporated at the awareness level K-5 and at the implementation level 6-12. Avid expenditures were higher than budgeted to cover the necessary fees and a District Coordinator (1 period). Technology expenditures were higher than budgeted to support the needs of schools without computer labs by purchasing additional laptops and carts. The E-rate project came in under the original budget by \$144,000.		

Original GOAL from prior year LCAP:	<b>Goal 7: Basic Services</b>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain good ratings on facility inspections. Increase maintenance and custodial support. Retain 98% Highly Qualified Teachers. Increase participation in School Nutrition Program.	Actual Annual Measurable Outcomes:	Received a "good" rating on all inspections. Increased maintenance staff by 16.6%. Increased custodial support staff by 5.9%. Moved classified staff and management to the county averages thru a classification study and revised pay chart. Start cell for new teachers moved up 13 ranks to #5 in county. Achieved 98.1% HQ Teachers. Participation in lunch has increased by 1%, breakfast by 2% (as of March 2015)	
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Make progress towards paying competitive salaries (County Average) to attract highly qualified staff to District and make efforts to maintain low student to teacher class ratios , considering district facilities, English Language Learners Foster Youth, Low Income	TBD	Made progress in paying competitive salaries. Classified salaries moved to county averages due to classification study. Starting teacher pay moved to 5 <sup>th</sup> in county with new salary schedule	\$1,600,000 Certificated & Classified Salaries & Benefits	
Scope of service:	K-12	Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income 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 <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Increase clerical support in school offices to meet needs when key office staff is absent.	Unrestricted Budget \$60,000	Increased part time clerical support positions in school offices to 6 hours to cover school day. Provided additional substitute coverage when key office clerical are absent	Unrestricted \$67,172 Classified Salaries & Benefits	
Scope of service:	K-5	Scope of service:	K-5	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____		

Basic Services 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Increase custodial support at sites by 10 hours District Wide		Unrestricted Budget \$56,630	Unrestricted \$36,767 Classified Salaries & Benefits
Scope of service:	K-5		Scope of service: K-5
ALL			ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Selected Elementary Sites</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Glen City Elem., Blanchard Elem., and Barbara Webster Elem.</u>
Budget Routine Restricted Maintenance at a minimum of 3% of expenditures by 2015/16 (required by Ed Code)		Unrestricted Budget \$344,000	Unrestricted \$282,500 Other Outgo
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

Basic Services 2014-2015 (continued)			
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Transfer .05% of expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs	Unrestricted Budget \$62,415	Transferred .05% of Expenditures in General Fund to the Deferred Maintenance fund	Unrestricted \$255,000 Other Outgo
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Add 1 Maintenance staff FTE to support ongoing maintenance needs	Routine Restricted Maintenance: \$70,000	1.0 FTE added to maintenance staff to support ongoing maintenance needs. Improved response time to workorders.	Routine Restricted Maintenance: \$69,000 Classified Salaries & Benefits
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

Basic Services 2014-2015 (continued)			
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Add Nutrition Support staff to enhance nutrition services		Unrestricted Budget \$75,000	Position created, approved, and advertised. Insufficient qualified applications received to fill position. Recruiting is ongoing until filled. Unrestricted Budget \$0
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
Implement strategies and facilities modifications for improving conditions in school settings during periods of extreme weather		\$500,000 Other Capitol Funds	Projects implemented to add ceiling fans to test classrooms, new improved window coverings, and replacement windows implemented in 2014/15. Restricted \$90,000 Services & Other Operating Expenditures Capital Outlay
Scope of service:	K-12		Scope of service: K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Retain additional staff, continue efforts to hire a Nutritional Specialist to add Nutritional Education, increase hours to the Health Specialist positions to provide daily coverage. Continue to search for and implement modifications to facilities to improve classroom environment during periods where temperatures exceed 90°. Continue to work with City of Santa Paula to improve traffic conditions. Implement a Traffic Safety Education awareness.		

### **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:	\$9,943,792.00
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For the 2015-16 school year, The Santa Paula Unified School District will receive approximately \$9,943,792 in Local Control Funding Formula funds based on the unduplicated number and concentration of socio-economically disadvantaged students, English Language Learners, and foster youth attending the district in grades TK-12th.

A great majority of the students attending the Santa Paula Unified School District belong to the subgroups of English Language Learners (46.6%) and socio-economically disadvantaged (83.4%). Although the school district serves foster youth, homeless students (9.3%) and migrant education students (7%), they represent a small percentage of our total student population. Based on our student demographic composition, the SPUSD has chosen to allocate the LCAP funding on a District-Wide basis. Our actions, services and funds will be targeting our English Language Learners, low income socio-economically disadvantaged, foster youth and students with disabilities.

In achieving both State and District goals, we will use a significant amount of funds for professional development in the Common Core State Standards, technology equipment and infrastructure enhancements, instructional materials, and student support services for our at risk student population. The district recognizes that maintaining high expectations for all students requires an ongoing effort towards improvements in curriculum and instruction, technology, ongoing assessment and leadership support systems. To maintain the progress we have achieved academically, we must engage in a continued cycle of effective and high quality professional development to expand our teacher's knowledge of the Common Core Standards and the instructional practices to support its implementation. The District will also use LCAP funds to extend library hours, provide access to technology in the libraries and classrooms, as well as a multi-tiered system of academic and behavioral interventions for all struggling learners. LCAP funds will also support "Innovative Applications of Technology in the Classroom" which will consist of educational grants to our teachers to implement promising technology-based instructional practices.

On its ongoing efforts towards full implementation of the Common Core State Standards as well as in preparation for the Next Generation Science Standards (NGSS), the district will use the increased funding through LCFF/LCAP toward supporting high levels of student achievement at every school site. The District is one of the partners in the Ventura County Innovates grant and it is leveraging these funds to increase our Career Pathways course offerings at the high school level. Support for the CCSS will include the addition of two Common Core Coordinators, one at the K-5 level and the second one for grades 6-12. We will be hiring additional coaching and reading interventions specialists to assure that all of our students achieve higher literacy levels and our English Language Learners continue to progress towards reclassification. District will purchase a K-5 Math adoption, and will support the purchase ELD, ELA and Science materials. Our technology infrastructure will continue to be upgraded to meet the instructional and assessment requirements of the Common Core implementation.

To address the barriers for enrichment opportunities associated with our demographics, the SPUSD has placed significant efforts in increasing opportunities for students to participate in extra-curricular enrichment activities, recreational events, sports and music. Given the fact that unequal summer learning opportunities during the elementary school years may account for about two-thirds of the 9<sup>th</sup> grade achievement gap between lower and higher income youth, SPUSD will be implementing the *Summer Matters Initiative* by collaborating with the Boys and Girls Club of Santa Clara Valley, the City of Santa Paula Recreation Department, the Blanchard Library and the Santa Paula Police Department to blend academic, recreation, sports and community safety activities in accelerating student learning and engagement for youth in our community. The District will also facilitate access to a variety of higher education opportunities, support Youth Development and Leadership activities and expand Career Pathways and Career and Technical Education classes.

As a district in which 94% of our families are of Hispanic origin, we are committed to provide a culturally sensitive and competent learning environment for all of our students and families. Parent engagement and a welcoming school climate have become key components in creating and maintaining a culturally competent and engaging educational program. To that extent, the SPUSD will continue to implement the PIQE program at all school sites and will incorporate the Leadership Institute associated with PIQE for parents who already received their Certificate of Completion last year. . To expand our family support services, and to support students in their efforts toward career exploration and high school graduation, we are committing LCAP funds to maintain school counselors at the middle school, high school and continuation school. We will also expand our counseling program by adding two more bilingual counselors for the middle school and high school, and increase all of our K-5 counselors from part-time to full time positions. It is the District's expectation that these mental health professionals will assist in connecting families and students with needed community services and will provide the academic and social-emotional support services that students need to succeed at school.

Finally, the District will commit funding to improve our facilities to be able to offer modern 21st century classrooms and libraries to better address the academic, social, career and technical, and emotional needs of all students. To that effect, the District will invest \$650,000 to start the process of modernizing all library facilities and establish "Learning Resource/Literacy Centers" which will provide access to Wi-Fi and advanced technology access to students, parents and staff.

- 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.

24.79	%
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The services to English learners, low income pupils and foster youth provided for in this LCAP, meet or exceed the MPP of 24.79%. Specifically, reading intervention specialists, increased counseling services and access to community based agencies for students and their families, AVID, staff development on English Language Development standards, family engagement activities including Parent Institute for Quality Education (PIQE), youth leadership activities designed for unduplicated students, implementation of CHAMPS and Restorative Justice to increase inclusiveness and positive behaviors, translators for parent teacher conferences, instructional assistants for Transitional Kindergarten and Kindergarten classes, extended library hours for increased access of unduplicated students and their families to reading materials and technology, create partnership with Adult Education Consortium to provide English as a Second Language classes to students and their families, all contribute to a wide-reaching program that is principally directed to the needs of our unduplicated students.

## 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).

01-13-15 [California Department of Education]