

Introduction:

LEA: Gustine Unified School District **Contact (Name, Title, Email, Phone Number):** Ronald Estes, Superintendent, restes@gustine.k12.ca.us, (209) 854-3784 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>There was a District-wide Stakeholder meeting held in May 2015 seeking additional input into the 2015 LCAP. Very few stakeholders attended this meeting. An additional meeting was also held in May for other stakeholders including certificated and classified staff. Very few staff members attended this meeting as well. Due to the low turnout of stakeholders at these two meetings, surveys were made available on the District Web Site seeking feedback on the current 5 LCAP Goals. After reviewing the current goal, and proposed action steps for 2015-2016, stakeholders were asked to rate their</p>	<p>Data from the 5 District LCAP Goals Survey helped priorities the five district goals. The survey data showed that not all of the goals were supported by stakeholders at the same level. The survey results in an average of 34 responses, with a range from 38 to 31. Stakeholders showed the strongest level of support for Goal 5: “Engage parents, families and the community to support student success in school” with 87% of stakeholders stating that they were “strongly supportive” of this goal and the remaining 13% stated that they were “somewhat supportive.” Goal 3: “Prepare students to be college and</p>

<p>level of support for each LCAP Goal (Strongly supportive, somewhat supportive, not supportive at all). Stakeholders were also provided the opportunity to submit suggestions in regards to each goal via this survey.</p> <p>The DRAFT LCAP was posted on the Gustine Unified School District website in late-May. In early June a stakeholder meeting was held at the District Office to collect input regarding the DRAFT LCAP. Once again, very few stakeholders attended the meeting. Each of the district’s goals and actions were discussed and input was sought. Stakeholders were asked to write down any additional questions they had regarding the LCAP and submit those to the Superintendent. No questions were submitted.</p>	<p>career ready” come in second with 86% strongly supportive and 14% somewhat supportive. Goal 4 “Create safe and welcoming learning environments where students are connected to their school,” was third highest with 82% strongly supportive and 18% reporting somewhat supportive. Goal 1 “Increase student success in English Language Arts, math, science, social students, and literacy” reported 81% strongly supportive, 16% somewhat supportive, and 2% not supportive at all. Finally, Goal 2: “Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary,” received the least amount of support with 77% strongly supportive, 14% somewhat supportive, and 4% not supportive at all.</p> <p>An average of 26% of responding stakeholders provided additional feedback/suggestions. Some of the suggestions included: continue to education parents on the use of the Aries grading system, provide more opportunities for community and district events for students, offer more classes in applicable career paths, we need more vocational classes, additional counselor at high school has been extremely effective, continued support of the AVID programs, and we need better playground supervision. The suggestions/feedback provided was used to revise the 2015-2016 plan. In some cases, the feedback provided support for continuing the planned actions/services while other feedback shined light on other possible actions and/or areas of concern.</p>
<p>Annual Update:</p> <p>Though-out the year, stakeholders were updated on the progress of the LCAP and also provided feedback on the current LCAP via School Site Council, ELAC/DLAC, District Administrative meetings, and School Board Meetings.</p>	<p>Annual Update:</p> <p>This information was used to refine the 2014-2015 LCAP. For example, Student Events was postponed until the 2015-16 year due to all of the other requirements of teachers such as new Common Core State Standards, implementation of new CCSS aligned curriculum and the implementation of effective instructional strategies to support CCSS. Minor modifications were made to some of the "expected outcomes" and some language was refined. For example, under Goal 1, 1.2 Year 2 "Increase the percent of EL students meeting AMAO 1 to 65%" was modified to state, "Increase the percent of EL students meeting AMAO 1 to 50%." Specific language of "Project-Based Learning" was removed from 3.2. Under 3.3 "Increase EL graduation rates to</p>

5%," was added to 2015-16 and 2016-17.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential</u></p>
<p>Identified Need :</p>	<p>Need: District-wide 58.9 % of students in Grades 3-11 are scoring below proficient in English Language Arts, while 64.7% Socioeconomically Disadvantages, 72% English Learners and 78.6% Students with Disabilities scored below proficient. District-wide 56.8% of students in Grades 3-11 are scoring below proficient in Mathematics, while 61.4% Socioeconomically Disadvantages, 66.1% English Learners and 83% Students with Disabilities scored below proficient.</p> <p>Metrics: <ul style="list-style-type: none"> • Performance standardized test • API • Share of EL that become English Proficient • EL reclassification rate • Implementation of CCSS • Other indicators of student performance in required areas of study. May include performance on other exams. Formula Survey</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA Applicable Pupil Subgroups:</p>	<p>ALL</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>1.1 Performance on SMARTER Balanced Assessment will increase by 5%.</p> <p>API will increase to 750.</p> <p>Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p> <p>Implementation of instructional strategies will be evidenced through classroom observations.</p> <p>1.2 Performance on SMARTER Balanced Assessment will increase by 5%.</p> <p>Increase the percent of EL students that become English proficient to 30% (less than 5 years) and 45% (5 years or more).</p> <p>Increase the percent of EL students meeting AMAO 1 to 50%.</p> <p>1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>\$18,00 Additional Common Core aligned curriculum materials</p> <p>4000-4999: Books And Supplies Locally Defined LCFF</p> <p>\$49,000 Professional development (2 days per teacher)</p> <p>1000-1999: Certificated Personnel Salaries Title II Title II</p> <p>\$15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development</p> <p>1000-1999: Certificated Personnel Salaries Locally Defined</p>

			<p>LCFF</p> <p>\$4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$25,000 Development and training in the area of writing instruction 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p> <p>\$65,500 Reinstate Vice Principal (60%) at elementary level 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.2 Class size reduction</p>	<p>LEA</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>\$291,000 Continued funding of 4 teaching positions 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>-----</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$2,000 Continued support for intervention curriculum 4000-4999: Books And Supplies Locally Defined LCFF <hr/> \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. 4000-4999: Books And Supplies Locally Defined LCFF <hr/> \$4,940 (\$20 per student) Additional intervention funds provided to Romero Elementary. 4000-4999: Books And Supplies Locally Defined LCFF <hr/> \$2,500 Summer Enrichment Program 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$22,050 College & Career Readiness Coordinator (30%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$19,400 MFCC "Foster Youth Coordinator" (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF <hr/> \$18,800 MFCC "Foster Youth Coordinator" Elementary (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide	LEA	_ All OR: _ Low Income pupils	\$7,350 College and Career Readiness Coordinator (10%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF

<p>trainings to support all teachers in the implementation of the CCSS.</p>		<p> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p>1.2 Class size reduction</p>	<p>LEA</p>	<p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education </p>	<p> \$70,000 Special Day Class Teacher 1000-1999: Certificated Personnel Salaries Locally Defined LCFF <hr/> \$9,000 Special Ed Instructional Aide 2000-2999: Classified Personnel Salaries Locally Defined </p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>1.1 Performance on SMARTER Balanced Assessment will increase by 5%.</p> <p>API will increase to 760.</p> <p>Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p> <p>Implementation of writing strategies will be evidenced through classroom observations.</p> <p>1.2 Performance on SMARTER Balanced Assessment will increase by 5%.</p> <p>Increase the percent of EL students that become English proficient to 35% (less than 5 years) and 50% (5 years or more).</p> <p>Increase the percent of EL students meeting AMAO 1 to 60%.</p> <p>1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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>\$18,00 Additional standards aligned curriculum materials 4000-4999: Books And Supplies Locally Defined LCFF</p> <p>\$49,000 Professional development (2 days per teacher) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$15,400 Continued funding of substitute daily rate increase to help ensure there is sufficient classroom coverage to release teachers to attend professional development 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>

			<p>\$4,500 Continued funding of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$15,000 Continued funding of a Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$70,000 Reinstate Vice Principal (60%) at elementary level 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.2 Class size reduction</p>	<p>LEA</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>\$302,000 Continued funding of 4 teaching positions 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>-----</p>

		(Specify)	
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 Continued support for intervention curriculum 4000-4999: Books And Supplies Locally Defined LCFF \$74,520 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. 4000-4999: Books And Supplies Locally Defined LCFF 4,940 (\$20 per student) Additional intervention funds provided to Romero Elementary. 4000-4999: Books And Supplies Locally Defined LCFF \$2,500 Summer Enrichment Program 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$22,875 College & Career Readiness Coordinator (30%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$20,000 MFCC "Foster Youth Coordinator" (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$19,400 MFCC "Foster Youth Coordinator" Elementary (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	\$7,625 College and Career Readiness Coordinator (10%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF

		_ Other Subgroups: (Specify)	
1.2 Class size reduction	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$75,000 Special Day Class Teacher continued 1000-1999: Certificated Personnel Salaries Locally Defined \$10,000 Special Ed Instructional Aide continued 2000-2999: Classified Personnel Salaries Locally Defined

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 790. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of writing strategies will be evidenced through classroom observations.</p> <p>1.2 Performance on SMARTER Balanced Assessment will increase by 5%. Increase the percent of EL students that become English proficient to 40% (less than 5 years) and 55% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 70%.</p> <p>1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	\$18,000 Additional standards aligned curriculum materials 4000-4999: Books And Supplies Locally Defined LCFF \$49,000 Professional development (2 days per teacher) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$15,400 Continued funding of substitute daily rate increase to

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	help ensure there is sufficient classroom coverage to releases teachers to attend professional development 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$4,500 Continued funding of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$15,000 Continued funding of a Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council. 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$80,000 Vice Principal (60%) at elelmentary level 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.2 Class size reduction	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$313,000 Continued funding of 4 teaching positions 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 Continued support for intervention curriculum 4000-4999: Books And Supplies Locally Defined LCFF \$74,520 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may include, not not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. 4000-4999: Books And Supplies Locally Defined LCFF \$4,940 (\$20 per student) Additional intervention funds provided to Romero Elementary 4000-4999: Books And Supplies Locally Defined LCFF \$2,500 Summer Enrichment Program 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$22,875 College and Career Readiness Coordinator (30%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF

<p>the CCSS.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$20,600 MFCC "Foster Youth Coordinator" (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$20,000 MCFF "Foster Youth Coordinator" Elementary (20%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$7,900 College and Career Readiness Coordinator (10%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>1.2 Class size reduction</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>\$80,000 Continue Special Day Class Teacher 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$11,000 Continue Special Ed Aide 2000-2999: Classified Personnel Salaries Locally Defined</p>

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

GOAL 2:	<p>Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _</p> <p>Local : Specify 2. <u>Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.</u> 7. <u>Early identification of student learning and behavioral difficulties contribute to student success.</u> 8. <u>Students and staff respond positively to high expectations and recognition for their accomplishments.</u> 9. <u>Continuous school improvement is necessary to meet the needs of students in a changing economy and society.</u> 11. <u>A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.</u> 15. <u>Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.</u></p>
---------	---	---

Identified Need :	<p>Need:</p> <p>Due to the geographic location of the district, it is often difficult to recruit support staff, teachers, and substitutes.</p> <p>Teachers and support staff need additional training and support to fully implement the rigorous demands of Common Core State Standards.</p> <p>Teachers and support staff also need additional support with specific strategies to support the learning needs of Socioeconomically Disadvantaged, English Learners and Students with Disabilities.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Rate of teacher misassignment • Implementation of CCSS
-------------------	--

	<ul style="list-style-type: none"> • Student access to standards aligned instructional materials
Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>2.1 Maintain 100% NCLB compliant Implementation of instructional strategies will be evidenced through classroom observations.</p> <p>2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$135,000 Continued funding 0000: Unrestricted Locally Defined LCFF (See Goal 1) Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF
2.2 Provide on-going job embedded professional development and support	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(See Goal 1) Maintenance of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate

			<p>professional development. LCFF</p> <hr/> <p>(See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p> <hr/> <p>(See Goal 1) Professional development (2 days per teacher) Title II</p>
<p>2.2 Provide on-going job-embedded professional development and support</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>\$43,700 Reinstated Vice Principal (40%) Special Education Coordinator 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>2,2 Provide on-going job embedded professional development and support</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$2,000 ELD Standards/ Instructional Strategies professional development 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>2.1 Maintain 100% NCLB compliant Implementation of writing strategies will be evidenced through classroom observations.</p> <p>2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$135,000 Continued funding 1000-1999: Certificated Personnel Salaries Locally Defined LCFF (See Goal 1)Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF
2.2 Provide on-going job embedded professional development and support	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(See Goal 1) Continued funding of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF (See Goal 1) Continued funding of Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the

			Curriculum Council LCFF (See Goal 1) Professional development (2 days per teacher) LCFF
2,2 Provide on-going job-embedded professional development and support	LEA	<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) Special Education	\$45,000 Reinstated Vice Principal (40%) Special Education Coordinator, continued 1000-1999: Certificated Personnel Salaries Locally Defined
2.2 Provide on-going job embedded professional development and support	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 ELD Standards/ Instructional Strategies professional development 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	2.1 Maintain 100% NCLB compliant Implementation of writing strategies will be evidenced through classroom observations. 2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$135,000 Continued funding 1000-1999: Certificated Personnel Salaries Locally Defined LCFF (See Goals 1) Continue funding increased substitute daily rate

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF
2.2 Provide on-going job embedded professional development and support	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(See Goal 1) Continued funding of "curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF (See Goal 1) Continued funding of Teacher on Special Assignment "Curriculum council Coordinator" will facilitate and oversee the Curriculum Council. LCFF (See Goal 1) Professional development (2 days per teacher) LCFF
2.2 Provide on-going job embedded professional development and support	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 ELD Standards / Instructional Strategies professional development 5000-5999: Services And Other Operating Expenditures Locally Defined
2,2 Provide on-going job-embedded professional development and support	LEA	<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) Special Education	\$50,000 Reinstate Vice Principal (40%) Special Education Coordinator, continued 1000-1999: Certificated Personnel Salaries Locally Defined LCFF

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

<p>GOAL 3:</p>	<p>Goal 3: Prepare students to be college and career ready.</p>	<p>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 _ COE only: 9 _ 10 _ Local : Specify 3. <u>The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society</u></p>
<p>Identified Need :</p>	<p>Need: Students are not ready for college after graduation, especially English Learners. Graduation rate is 84.8%, however only 65.6% of English Learners graduate. 40.4% of 12th grade graduates are completing all courses required for UC and/or CSU entrance with only 28.1% of males and 40.4% females. 29% of 11th Graders taking the Early Assessment Program in English are “Ready for college/Ready for college-conditional.” 51% of 11th Grades taking the Early Assessment Program in Mathematics are “Ready for college- conditional” with 0% “Ready for college.” Only 45 11th Graders took the Early Assessment Program in Mathematics. 24 of which were Socioeconomically Disadvantaged and only 1 English Learner.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Share of students that are college and career ready • Share of students that pass Advanced Placement exams with 3 or higher • Share of students determined prepared for college by the Early Assessment Program • Implementation of CCSS • Share of students determined prepared for college by the Early Assessment Program • Middle school dropout rates • High school dropout rates • High school graduation rates • Student access and enrollment in all required areas of study 	
<p>Goal Applies to:</p>	<p>Schools: LEA Applicable Pupil Subgroups: ALL</p>	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments.</p> <p>3.2 Incorporation of 21st Century Skills teaching methods will be evidenced through classroom observations.</p> <p>3.3 45% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>70% of students taking Early Assessment Program (EAP) for mathematics will score at the “Ready for College-Conditionally” level or above;above 40% of students taking Early Assessment Program (EAP) for English Language Arts will score at the “Ready for College-Conditionally” level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher to 35%.</p> <p>Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate by 1%.</p> <p>Increase high school graduation rate to 90%.</p> <p>Increase EL graduation rate to 5%.</p> <p>3.4 Increase students’ abilities to use technology effective by 5% as determined by local assessment.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$95,000 Maintenance of current ROP and Agricultural programs. 7000-7439: Other Outgo Locally Defined LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days)

		_ Other Subgroups: (Specify)	per teacher) Title II (See Goal 1)Development and training in the area of writing instruction LCFF
3.3 ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$44,100 Retain College and Career Readiness Coordinator 60% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
3.4 Incorporate technology into the classroom.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments.</p> <p>3.2 Incorporation of 21st Century Skills teaching methods will be evidenced through classroom observations.</p> <p>3.3 50% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>70% of students taking Early Assessment Program (EAP) for mathematics will score at the “Ready for College-Conditionally” level or above;55% of students taking Early Assessment Program (EAP) for English Language Arts will score at the “Ready for College-Conditionally” level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher to 40%.</p> <p>Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate by 1%.</p> <p>Increase high school graduation rate to >90%.</p> <p>Increase EL graduation rates to 5%.</p> <p>3.4 Increase students’ abilities to use technology effective by 5% as determined by local assessment.</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$100,000 Maintenance of current ROP and Agricultural programs 7000-7439: Other Outgo Locally Defined LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days)

		_ Other Subgroups: (Specify)	per teacher) LCFF -----
3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	LEA	<input checked="" type="checkbox"/> All 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)	\$45,750 Continued funding of College and Career Readiness Coordinator (60%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
3.4 Incorporate technology into the classroom.	LEA	<input checked="" type="checkbox"/> All 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)	\$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- 3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments.
- 3.2 Incorporation of 21st Century Skills teaching methods will be evidenced through classroom observations.
- 3.3 60% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.
- 75% of students taking Early Assessment Program (EAP) for mathematics will score at the “Ready for College-Conditionally” level or above;60% of students taking Early Assessment Program (EAP) for English Language Arts will score at the “Ready for College-Conditionally” level or above.
- Increase the percent of students passing Advanced Placement exams with 3 or higher to 50%.
- Maintain middle school dropout rate of <5%.
- Decrease high school dropout rate by 1%.
- Increase high school graduation rate to >90%.
- Increase EL graduation rate to 5%.
- 3.4 Increase students’ abilities to use technology effective by 5% as determined by local assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$105,000 Maintenance of current ROP and Agricultural programs 7000-7439: Other Outgo Locally Defined LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) LCFF

		(Specify)	
3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,350 continued funding of College and Career Readiness Coordinator (60%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF
3.4 Incorporate technology into the classroom	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$90,000 One-on-One Program: Edu-Academy provides 10 classrooms with iPads/tables/laptops for student use. 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF

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

<p>GOAL 4:</p>	<p>Goal 4: Create safe and welcoming learning environments where students are connected to their schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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 4. <u>A safe, nurturing environment is necessary for learning.</u> 10. <u>The diversity of the student population and staff enriches the learning experiences for all students.</u></p>
<p>Identified Need :</p>	<p>Needs: A significant amount of students do not feel deeply connected to their school. 33% of 7th Graders and 42% of 9th Graders reported that they did not feel there was a teacher who really cared about them at their school. District-wide truancy rates were “low” when compared to county and state levels, however one school had a truancy rate of almost 40%.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Facilities in good repair • Chronic absenteeism rates • Student suspension rates • Student expulsion rates • School attendance rates • Other local measures 	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA Applicable Pupil Subgroups: ALL</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- 4.1 Decrease the number of Williams Act findings by 50%.
- 4.2 Decrease chronic absenteeism by 5%.
Decrease the total number of suspensions to less than 90.

Maintain expulsion rates of less than 5 per year.
- 4.3 Increase student participation in "Student Events" by 10%.
- 4.4 Decrease chronic absenteeism by 5%.
Decrease the total number of suspensions to less than 90.

Maintain expulsion rates of less than 5 per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 Provide regular maintenance and repair school facilities. 7000-7439: Other Outgo Locally Defined LCFF
4.2 Provide more regularly available counseling and health services to students	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$77,600 Continued funding for MFCC Counselor (HS/ Middle School) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$23,000 Continued funding for increase Health Clerk time 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$25,500 Continued funding for increase School Nurse 1000-1999: Certificated Personnel Salaries Locally Defined

			<p>LCFF \$75,200 Hire MFCC Counselor (Elementary) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, Etc.</p>	<p>LEA</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>\$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events. 0001-0999: Unrestricted: Locally Defined Locally Defined LCFF</p>
<p>4.4 Provide School Resource Deputy to ensure the safety of students and staff</p>	<p>LEA</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>\$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>4.1 100% Williams Act compliant.</p> <p>4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80.</p> <p>Maintain expulsion rates of less than 5 per year.</p> <p>4.3 Increase student participation in “Student Events” by 10%.</p> <p>4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80.</p> <p>Maintain expulsion rates of less than 5 per year.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 Provide regular maintenance and repair school facilities. 7000-7439: Other Outgo Locally Defined LCFF
4.2 Provide more regularly available counseling and health services to students	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$80,000 Continued funding for MFCC Counselor (HS/ Middle School) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF <hr/> \$24,000 Continued funding for increase Health Clerk time 2000-2999: Classified Personnel Salaries Locally Defined LCFF <hr/> \$27,500 Continued funding for increase School Nurse

			<p>1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$77,600 Continued funding for MFCC Counselor (Elementary) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling bee, Math Olympiad, Science Fair etc.</p>	<p>LEA</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>\$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>4.4 Provide School Resource Deputy to ensure the safety of students and staff.</p>	<p>LEA</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>\$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>4.1 100% Williams Act compliant.</p> <p>4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 70.</p> <p>Maintain expulsion rates of less than 5 per year.</p> <p>4.3 Increase student participation in "Student Events" by 10%.</p> <p>4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 70.</p> <p>Maintain expulsion rates of less than 5 per year.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 Provide regular maintenance and repair school facilities 7000-7439: Other Outgo Locally Defined LCFF
4.2 Provide more regularly available counseling and health services to students.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$82,400 Continued funding for MFCC Counselor (HS/Middle School) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$25,000 Continued funding for increase Health Clerk time 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$29,500 Continued funding for increase School Nurse 1000-1999: Certificated Personnel Salaries Locally Defined LCFF \$80,000 Continued funding for MFCC Counselor (Elementary) 80% 1000-1999: Certificated Personnel Salaries Locally Defined LCFF

<p>4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.</p>	<p>LEA</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>\$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>4.4 Provide School Resource Deputy to ensure the safety of students and staff</p>	<p>LEA</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>\$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>

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

<p>GOAL 5:</p>	<p>Goal 5:Engage parents, families and the community to support student success in school.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>5. Parents/guardians have a right and an obligation to participate in their child’s schooling.</u> <u>6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.</u> 13. <u>The community provides an essential resource to the educational program.</u> <u>14. Effective communication with all stakeholders helps build support for the schools.</u></p>
<p>Identified Need :</p>	<p>Need: A very low percentage of parents attend/participate in school activities.</p> <p>Metrics: <ul style="list-style-type: none"> • Efforts to seek parent input • Promotion of parental participation </p>	
<p>Goal Applies to:</p>	<p>Schools: LEA Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.
	5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF <hr/> (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 Healthy Smiles (3x per year) 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF <hr/> \$400 Parenting Classes 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$5,000 Latino Family Literacy (Elementary) 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF

		English proficient _ Other Subgroups: (Specify)	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. 2000-2999: Classified Personnel Salaries Locally Defined LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.
	5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	<input checked="" type="checkbox"/> All	\$500 Healthy Smiles (3x per year) 5000-5999: Services And

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other Operating Expenditures Locally Defined LCFF \$400 Public/Community Services Fair 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF \$400 Parenting Classes 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF \$5,000 Behavioral Management Parenting Class 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 Latino Family Literacy (Elementary) 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
\$5,000 Latino Family Literacy (Elementary)	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. 2000-2999: Classified Personnel Salaries Locally Defined LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in. 5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No Cost Provide parents training on AERIES so they can monitor their student's academic progress LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 Healthy Smiles (3x per year) 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF \$400 Parenting Classes 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 Latino Family Literacy (Elementary) 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. 2000-2999: Classified Personnel Salaries Locally Defined LCFF

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.</p>		<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential</u></p>
<p>Goal Applies to: Schools: LEA Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Establish baseline performance on SMARTER Balanced Assessment. API will increase from 727 to 738. Common Core aligned curricular materials will be reviewed, piloted, and purchases. All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance. 1.2 Establish baseline performance on SMARTER Balanced Assessment. Increase the percent of EL students that become English proficient from 22.1% (less than 5 years) and 34.8% (5 years or more) to 25% and 40% respectively. Increase the percent of EL students meeting AMAO 1 from 50.3% to 60%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1 Baseline for SBAC will be released after the LCAP approval deadline. Common Core aligned curricular materials were reviewed, piloted, and purchased. Teachers participated in professional development focused on effective instructional strategies which support the implementation of Common Core Standards. 1.2 The percent of EL students that become English proficient decreased from 22.1% (less than 5 years) and 34.8% (5 years or more) to 12.2% and 28.8% respectively. The percent of EL students meeting AMAO 1 decreased from 50.3% to 45.6%. 1.3 Local benchmark baseline data for Transitional Kindergarten(TK) will not be available until after this cohort of TK students enter Kindergarten in the Fall 2015.</p>

--	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.</p>	<p>\$49,000 Professional development (2 days per teacher) focused on the implementation of CCSS LCFF</p> <p>\$15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF</p> <p>\$4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>\$15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF</p>	<p>Teachers attended professional development, district wide provided by outside consultants and the Curriculum Council Coordinator. There were fewer unfilled substitute position on these days due to the increase in substitute pay.</p> <p>Curriculum Council met regularly as a district committee to review and plan the the implementation for Common Core.</p>	<p>\$49,000 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds</p> <p>\$15,400 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$4,500 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p> <p>\$15,000 1000-1999: Certificated Personnel Salaries Locally Defined</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 Class size reduction</p>	<p>\$280,000 4 new teaching positions</p>	<p>Four new teaching positions were added which allowed for smaller class</p>	<p>280,000 1000-1999: Certificated</p>

	LCFF	sizes.	Personnel Salaries Locally Defined LCFF
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten</p>	<p>\$12,000 TK instructional materials LCFF</p>	<p>Instructional materials were purchased and implemented in Transitional Kindergarten classes.</p>	<p>\$12,000 4000-4999: Books And Supplies Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers in the implementation of the CCSS.</p>	<p>\$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF \$13,600 (\$40 per student) As determined by each school site, increase reading and math intervention programs which may include, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF</p>	<p>Each site developed a plan through their School Site Council. During the 2014-2015 school year, all sites purchased CCSS English Language Arts and/or mathematics intervention materials.</p>	<p>\$35,400 CCSS Curriculum/Materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds</p>

	<p>\$1,500 (\$20 per student) Additional intervention funds provided to Romero Elementary. LCFF</p>		
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers in the implementation of the CCSS.</p>	<p>\$21,225 College & Career Readiness Coordinator (30%) LCFF</p>	<p>The College and Career Readiness Coordinator monitor the progress of English Learners to ensure that they were maintaining their level of academic growth during the implementation of the new rigorous Common Core State Standards and curriculum.</p> <p>The College and Career Readiness Coordinator also provided training and support to teachers in regards to supporting English Learners in the classroom during the transition to CCSS.</p>	<p>\$30,230 (30%) 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers in the implementation of the CCSS.</p>	<p>\$7,075 College and Career Readiness Coordinator (10%) LCFF</p>	<p>The College and Career Readiness Coordinator monitor the progress of Redesignated Fluent English Proficient (RFEP) students to ensure that they were maintaining their level of academic success during the implementation of the new rigorous Common Core State Standards and curriculum.</p> <p>The College and Career Readiness Coordinator also provided training and support to teachers in regards to supporting RFEP students in the classroom during the transition to CCSS.</p>	<p>\$9,069 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Much of the baseline data needed to do a full evaluation will not be available until after the LCAP has been adopted. However, based upon the the data currently available, a major concern that arose was the decrease in the amount of students meeting the AMAO targets this past year. The 2015-2016 LCAP will continue to focus on all students with an emphasis on English Learners and Redesignated Fluent English Proficient students. Support will continue in the area of professional development for all teacher in the area of effective instructional strategies to support the implementation of Common Core State Standards (CCSS) and the new CCSS aligned curriculum. The 2015-2016 LCAP will also continue to support the College and Career Coordinator. This was a new position and, as with any new position, there is a learning curve and a refinement process of the position responsibilities.</p> <p>In addition to the continued professional development and purchase of CCSS aligned curriculum for English Language Arts and mathematics, professional development will be provided in the area of writing instruction to better support EL and RFEP students in 2015-2016. Beginning in June 2016, a Summer Enrichment Program will also be instituted with a focus on English Language Arts to provide intensive intervention instruction to the most at-risk students including EL and RFEP students.</p>
---	--

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. 7. Early identification of student learning and behavioral difficulties contribute to student success. 8. Students and staff respond positively to high expectations and recognition for their accomplishments. 9. Continuous school improvement is necessary to meet the needs of students in a changing economy and 11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning. 15. Accountability for the district's programs and operations is shared by the entire educational community , with the ultimate accountability resting with the Board as the basic embodiment of representative government.</u></p>	
<p>Goal Applies to:</p>	<p>Schools: LEA Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Maintain 100% NCLB compliant All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Teachers attended professional development focused on effective instructional strategies which support the implementation of the Common Core State Standards and the new ELD Standards</p>

<p>2.2 Common Core aligned curricular materials will be reviewed, piloted, and purchases.</p>	<p>Common Core aligned materials were reviewed and purchases by each school site.</p>
---	---

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Attract and retain high quality staff.</p>	<p>\$135,000 Increase base salary and provide on-going professional development and support LCFF</p> <p>(See Goal 1) Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF</p>	<p>Base salary was increased, along with an increase in the daily substitute rate of pay on professional development days.</p>	<p>\$135,000 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 Provide on-going job embedded professional development and support.</p>	<p>(See Goal 1) Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF</p> <p>(See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council</p>	<p>A district-wide Curriculum Council was established and was facilitated by the Curriculum Council Coordinator. The team met regularly to review possible curriculum adoptions and develop a plan for implementing the CCSS and new curriculum.</p> <p>Teachers at all school sites were provided with multiple opportunities for on-going professional development related to the implementation of CCSS and effective instructional strategies to</p>	

	<p>LCFF (See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF</p>	<p>support the new curriculum, as well as professional development in the area of ELD.</p>	
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 Provide on-going job embedded professional development support.</p>	<p>\$2,000 ELD Standards/ Instructional Strategies professional development LCFF</p>	<p>Teachers received additional training and support regarding the implementation of the new ELD standards.</p>	<p>\$2,000 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Even with the increase in salary, some positions were difficult/unable to fill. For example, one position was posted twice. It was declined by the top candidate both times. This position will need to be reevaluated next year to ensure that the rate of pay is aligned with the job description, as well as other comparable jobs. It is understood that due to Gustine's geographical location, some positions may always be more challenging to fill than others.</p> <p>The increase in substitute's daily rate on professional development days did seem to reduce the number of unfilled substitute positions on those days which allowed more teachers to attend the professional development on a regular basis. Overall attendance has improved in the district.</p>		

--	--

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Goal 3: Prepare students to be college and career ready.</p>		<p>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</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>3</u>. <u>The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society</u></p>
<p>Goal Applies to: Schools: LEA Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 Establish baseline data to determine the percent of students in ROP and Agricultural programs who then pursue degrees and/or careers in related fields.</p> <p>3.2 Teachers will receive training in Project-Based Learning and the development of 21st Century Skills as evidenced by attendance.</p> <p>3.3 40% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance.</p> <p>60% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;35% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above.</p> <p>Increase the percent of students passing Advanced Placement exams with 3 or higher from 21% to 30%.</p> <p>Maintain middle school dropout rate of <5%.</p> <p>Decrease high school dropout rate to 10%.</p> <p>Increase high school graduation rate to 85%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>3.1 Baseline data was established. Data from 2013-2014 indicate that 13 students who participated in an agricultural program are pursuing additional education or training in a related field, while 12 students are currently employed in a related agricultural occupation.</p> <p>3.2 Teachers attended training on Project-Based Learning and the development of 21st Century Skills.</p> <p>3.3 Current data regarding the percentage of 12th graders completing all courses required for UC and/or CSU entrance is not available. The more current data is from 2013-14. In 2011-2012 only 20.5% of 12th graders had completed the UC/CSU entrance requirements. in 2013-2014 33.7% of 12th graders had completed the UC/CSU requirements. With the addition of a 60% College and Career Readiness Coordinator it is anticipated that the percent of students completing the UC and/or CSU course requirements will show an increase once more current data is available.</p> <p>The same is true for EAP data. The most current data available is from 2013, prior to the 2014-2015 LCAP implementation. However, with the addition of a 60% College and Career Readiness Coordinator it is anticipated that the percent of students taking the EAP and the percent of students scoring at</p>

	<p>or above the level of "Ready for College-Conditionally" will increase.</p> <p>The most current data for Advanced Placement exams is from 2012-2013; prior to the 2014-2015 LCAP implementation. In 2012-13, 64% of students taking AP exams passes with scores of 3 or above (23 out of 36 exam takers). This is a increase of 43% over 2011-12 AP data. Data also indicated a 2% increase in the number of 11th/12th grade students taking AP exams in 2012-2013. It is anticipated, once again, that with the addition of the College and Career Coordinator, more students will be enrolling in AP classes and these percentages will continue to increase.</p> <p>Drop-out rate data indicates that drop-out rate decreased from almost 18% (2011-12) to less than 9% (2012-13) district-wide. It is anticipated that with the maintenance of ROP/Agricultural Programs and the addition of the College and Career Readiness Coordinator, fewer students will drop-out.</p> <p>Between 2011-12 and 2012-13 graduation rates also increased. In 2011-12, 82% of students graduated, while in 2012-13 91% of students graduated. This is an overall increase of 9%. Hispanic students showed an increase in graduation rates as well, increasing from 78% in 2011-12, to almost 90% in 2012-13; almost a 12% increase. Socioeconomically Disadvantaged students also show a 6% increase in graduation rates between 2011-12 and 2012-13.</p>
--	---

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	\$89,955 Maintenance of current ROP and Agricultural programs. LCFF	ROP and Agricultural programs were maintained at current funding levels.	\$125,896 7000-7439: Other Outgo Locally Defined LCFF
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.</p>	<p>\$15,000 Professional development and materials that support the implementation of Project-Based Learning and the development of 21st Century Skills. LCFF</p> <p>(See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF</p>	<p>Teachers received training on 21st Century Skills. the specific language of "Project-Based Learning" was removed from the planned activity.</p> <p>Teachers also participated in 2 days of professional development focused on effective instructional strategies to support the implementation of Common Core State Standards and the new CCSS aligned curriculum.</p>	<p>\$15,000 0000: Unrestricted Common Core Standards Implementation Funds</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.</p>	<p>\$42,450 College and Career Readiness Coordinator 60% LCFF</p>	<p>College and Career Readiness Coordinator position was created. The College and Career Readiness Coordinator helped monitor student progress toward completing a-g requirements, as well as EAP and AP data analysis.</p>	<p>\$54,415 1000-1999: Certificated Personnel Salaries Locally Defined LCFF</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No major changes will be made due to the fact that most of the data currently available is not reflective of the changes implemented through the 2014-2015 LCAP. Additional professional development will be provided to teaching in the area of effective instructional strategies to support the implementation of CCSS. A One-on-One technology program will be added in 2015-16 LCAP to better prepare students for college and career pathways. The ROP and Agricultural programs will be maintained. As more data becomes available, it is possible that the ROP and Agricultural programs will be expanded, and new career pathway classes will be added.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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 4. <u>A safe, nurturing environment is necessary for learning.</u> 10. <u>The diversity of the student population and staff enriches the learning experiences for all students.</u>	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	4.1 Establish baseline data as measured/reported through Williams Act. 4.2 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100. Maintain expulsion rates of less than 5 per year. 4.3 Establish "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc. 4.4 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100. Maintain expulsion rates of less than 5 per year.	Actual Annual Measurable Outcomes: 4.1 This was not addressed this year. It will be established in 2015-16. 4.2 In comparison to student attendance data from 2013-2014, student absenteeism has increased from 4.95% in 2013-14 to 5.66% in 2014-15. However, the number of suspensions and expulsions have decreased. Less than 5 students were expelled during 2014-15. 4.3 Not much was done toward this action and no evidence was collected. 4.4 In comparison to student attendance data from 2013-2014, student absenteeism has increased from 4.95% in 2013-14 to 5.66% in 2014-15. However, the number of suspensions and expulsions have decreased. Less than 5 students were expelled during 2014-15.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Provide regular maintenance and		This action was not planned to be	

repair of school facilities to become Williams Act compliant.		implemented until 2015-2016.	
Scope of Service LEA		Scope of Service LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Provide more regularly available counseling and health services to students.	\$22,000 Increase Health Clerk time LCFF \$24,000 Increase School Nurse time to one additional day per week LCFF	Positions were posted and the interview process was completed twice. The position was offered to the top candidate both times and each time it was declined. 1 Health was added so that GMS and RES each have their own health aides.	\$19,100 2000-2999: Classified Personnel Salaries Locally Defined
Scope of Service LEA		Scope of Service LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.	\$3,000 Stipends for teacher(s) to coach/organize various Student Events. LCFF	Students events did not occur throughout the district in a formalized fashion. This action is being moved to the 2015-2016 year.	
Scope of Service LEA		Scope of Service LEA	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.4 Provide School Resource Deputy to ensure the safety of students and staff.</p>	<p>\$10,000 (Romero) LCFF</p>	<p>Additional School Resource Deputy was provided to Romero Elementary.</p>	<p>\$15,900 5000-5999: Services And Other Operating Expenditures Locally Defined LCFF</p>
<p>Scope of Service Romero Elementary</p>		<p>Scope of Service Romero Elementary</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 4 proved to be the most challenging of all of the goals. Most of the data available at this time remained the same, not showing any major increases or decreases. The challenge of finding someone willing to accept the position of Health Clerk requires additional reflection and refinement. Possibly a closer look at the alignment of job responsibilities with salary. Filling specialized or part-time positions in Gustine is difficult partially due to the geographical location of Gustine Unified.</p> <p>Creating Student Events district-wide also proved to be a challenge partially due to the fact that teachers were not willing to take on the role of coach/organizer this year. Teachers were being asked to take on many new challenges this year including more rigorous Common Core State Standards; review, pilot, and implement new curriculum; and attend various professional development training focused on effective instructional strategies to support the implementation of Common Core State Standards such as 21st Century skills in addition to the new ELD standards. It is believed that in 2015-16, teachers will be more familiar with Common Core State Standards and the curriculum and be more willing to take on coaching/organizing more Student Events.</p> <p>The District is going to attempt to hire an 80% MFCC Counselor to be split between the high school and middle school and a second 80% MFCC Counselor to be shared between the elementary schools. This may prove to be challenging as well as the Health Clerk position proved to be challenging this year.</p>		

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

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

Original GOAL 5 from prior year LCAP:	Goal 5: Engage parents, families and the community to support student success in school.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>5. Parents/guardians have a right and an obligation to participate in their child's schooling.</u> <u>6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.</u> <u>13. The community provides an essential resource to the educational program.</u> <u>14. Effective communication with all stakeholders helps build support for the schools.</u>	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	5.1 Establish baseline data regarding the percent of parents attending school events as measured by informal counts/sign-in. 5.2 Establish baseline data regarding the percent of parents attending school events as measured by informal counts/sign-in.	Actual Annual Measurable Outcomes:	Minimal data was collected, so no real baseline was established.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement.		No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair,	Parents were given a brief overview of AERIES at Back-to-School at each individual school site. The implementation of Student Events has been moved to 2015-2016.	

	etc., where students are able to showcase their knowledge. LCFF		
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.2 Provide resources/services to parents</p>	<p>\$500 Healthy Smiles (3x per year) LCFF</p> <p>\$400 Public/Community Services Fair LCFF</p> <p>\$400 Parenting Classes LCFF</p> <p>\$5,000 Behavioral Management Parenting Class LCFF</p>	<p>Individual school sites offered various resources to parents throughout the year as outlined in their individual Site Plans approved through their School Site Councils.</p>	
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement</p>	<p>\$5,000 Latino Family Literacy (Elementary) LCFF</p>	<p>Individual elementary school sites incorporated Family Literacy into their Site Plans which were approved by their School Site Councils.</p>	

Scope of Service LEA		Scope of Service LCFF	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	\$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF \$7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications.	Child care and a "Parent Liaison" who translated as needed, was provided at meetings and other school functions. The Parent Liaison also translated district and school communications to be sent home.	\$500 2000-2999: Classified Personnel Salaries Locally Defined LCFF \$7,500 2000-2999: Classified Personnel Salaries Locally Defined LCFF
Scope of Service LEA		Scope of Service LEA	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> 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 actions outlined in the LCAP 2014-15 will continue in 2015-2016. In 2015-2016, a more formalized and frequent parents training in the use of AERIES will be scheduled to help parents better understand the system and be able to monitor/support their students' academic progress.		

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

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

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 9 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$2,617,231
--	-------------

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.

19.8	%
------	---

Gustine Unified’s MPP for 2015-2016 is 19.83%. The district will provide additional curricular materials, support staff, and services to support low-income, English Learners and foster youth students across the district. Intervention curriculum in the areas of math and English Language Arts will be purchased and implemented with an emphasis on English Learners. Additional funding will be provided to each school site based on the number of qualifying students at that school. Each school site will determine how to best use these funds to meet the needs of their students by providing addition support through instructional aides, tutoring, and/or by purchasing additional intervention programs/curriculum. Teachers will continue to receive professional development specifically addressing the new ELD Standards and key instructional strategies to support English Learners. The College and Career Readiness Coordinator position will continue to be funded. Thirty percent of the College and Career Readiness Coordinator’s time will be dedicated to working with English Learners. An additional 10 percent of the College and Career Readiness Coordinator’s time will be dedicated to supporting redesignated fluent English proficient students. Two, 80% MFCC positions will be added in 2015-2016; one at the secondary level and one at the elementary level. The district will continue to provide a “Parent Liaison” who will provide translation at meetings and translate other school communications. In June 2016, a Summer Enrichment Program will be implemented to support low income, English Learner, foster youth, and re-designated fluent English proficient students. The MPP 19.83% will be met by the district through providing additional intervention and curricular materials, added support staff, and additional support for parents.

END OF REPORT

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources						

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).