

**Introduction:**

**LEA: Galt Joint Union High School District      Contact: Elizabeth Kaufman, Superintendent, ekaufman@ghsd.k12.ca.us ; 209-714-0249,**

**LCAP Year: 2015-16**

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

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

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

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

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

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

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

### ***State Priorities***

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

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

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

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

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

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

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

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

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

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

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

## **Section 1: Stakeholder Engagement**

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

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

### **Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p><b><u>1. Community</u></b>  <b>Education Summit: On November 6th, 2014 over eighty community-business, regional and state organization representatives convened to participate in an education summit. The summit ideas and feedback were organized by:</b></p> <ol style="list-style-type: none"> <li>1. Education Opportunities and Access</li> <li>2. Health and Wellness</li> <li>3. Enrichment and Recreation</li> <li>4. Job Skills Development</li> </ol> <p><b><u>2. District Staff and Labor Units</u></b>  <b>LCAP discussion during monthly GFCCE meetings with the Superintendent – 4<sup>th</sup> Tuesday of each month</b></p> <p><b>LCAP effects discussion with GFCCE Galt Federation of Certificated and Classified Employees – Certificated unit – September 5, 2014</b></p> <p><b>LCAP effects discussion with GFCCE Galt Federation of Certificated and Classified Employees – Classified unit – October 7, 2014</b></p> <p><b>LCAP effects discussion with CSEA California School Employees Association – February 10, 2015</b></p> <p><b>District staff development days – August 7 &amp; 8, 2014; October 14, 2014</b></p> <p><b>LCAP development discussion with GFCCE Galt Federation of Certificated and Classified Employees – February 27, 2015</b></p> <p><b>LCAP draft discussion with GFCCE Galt Federation of Certificated and Classified Employees – May 26, 2015</b></p> <p><b><u>3. Parents and School Groups</u></b>  <b>Galt High School ELAC – English Learner Advisory Council meeting – December 15, 2014</b></p>	<p><b><u>1. Community</u></b>  <b>This is the second annual Education Summit held in Galt, and jointly hosted by the Galt Elementary School District, Galt High School District, and the City of Galt. The emphasis for this year is to gain valuable input on the LCAP initiatives that are new for each district, and to revisit the comments that more than 80 community members, business members, city leaders, and school staff provided us during last year’s Education Summit. This year, we had over 100 people attend, and again gained valuable input for developing the updated plan for 2015-16 LCAP. The summit in many ways kicks off the LCAP season for formal engagement.</b></p> <p><b><u>2. District Staff and Labor Units</u></b>  <b>The district engaged with labor units and staff throughout this year about LCAP content and a process for bargaining those effects. The Superintendent met monthly with the GFCCE, and in regular negotiation dates. As a result, we now have an agreed upon structure for talking about items that might fall within the scope of bargaining, and in the development of future goals for the LCAP. District professional development days focused on the actions and services deliverables, and in developing department goals. During 2014-15, we were able to check in with staff on a regular basis, advancing the LCAP goals, and measuring the results of such emphasis and change.</b></p> <p><b><u>3. Parents and School Groups</u></b>  <b>Parent meetings this year focused on individual requirements under LCAP engagement, but also some of the requirements</b></p>

<p>Liberty Ranch High School ELAC – English Learner Advisory Council meeting – January 22, 2015</p> <p>Estrellita High School ELAC – English Learner Advisory Council meeting - February 2, 2015</p> <p>Galt JUHSD DELAC – District English Learner Advisory Council meeting – August 7, 2014</p> <p>Joint meeting with Galt JUHSD Advisory Council and Galt JUHSD DELAC on LCAP draft – May 21, 2015 (in 2015-16 these committees will be combined)</p> <p><u>4. Surveys</u>  Survey about LCAP priorities to all CTE Career Technical Education staff – February 18, 2015</p> <p>Several Student Surveys regarding LCAP goals, actions, and services were conducted at each of the three district high school sites.</p> <p>Student input survey on newly implemented Tribe Time at Galt High School -- January 22, 2015.</p> <p>Senior exit survey on post-high school plans – May 12, 2015</p> <p>National PTA organization survey instrument on parent participation and customer service in the district</p> <p><u>5. School Board and Public Hearing</u>  Special Board meeting on LCAP and Budget – May 26, 2015</p> <p>Board Public Hearing on LCAP and Budget – June 9, 2015</p> <p>Board LCAP and Budget Adoption – June 23, 2015</p>	<p>under FPM – Federal Program Monitoring process. We see quite a bit of overlap between our LCAP goals that focus on English Learner goals, compared with those of the FPM. Our focus this year in engagement was to build/increase the number of parents who attend these group meetings. Our efforts have paid off, and we have seen parent participation in LCAP discussions almost double. We wanted to be more strategic since many of the parent group meetings last year we not very well attended.</p> <p><u>4. Surveys</u>  Surveys continue to be a steady and consistent part of our outreach process, and to monitor feedback on progress on actions and services that are contained in the current LCAP. The district administered specific content survey to groups, and the results have helped us to fine tune our future goals, and to offer progress on current goals. We will continue to develop instruments that will offer timely communication and feedback.</p> <p><u>5. School Board and Public Hearing</u>  Final draft of the LCAP was presented to the School Board on June 9 and a public hearing was held. Public had no comments on the LCAP. Final LCAP was approved by the School Board on June 23.</p>
<p><b>Annual Update:</b>  Meetings to go over the LCAP Annual Update with stakeholders were held simultaneously with the meetings listed above.</p>	<p><b>Annual Update:</b> District engagement activities have become more focused as a result of ongoing efforts to increase participation. We are working to increase parent</p>

<p>The opportunities during 2014-15 to discuss LCAP priorities and Local Control goals with staff, students and the community has been more opportune this year as we have a draft in place. The LCAP goals that emerged last year have guided our direction this year, and so goals have been a prevalent part of the discussion with staff, students and the community. Our goal this year for engagement was to revisit and strengthen LCAP goals and actions, and to allow for greater alignment for WASC, Single Plan, and other local plan goals per the direction from the State. The contact meetings list above show our efforts to engage at appropriate times during the year to strengthen our plan.</p>	<p>communication and input into our process, and have been largely successful with our efforts to increase the voice of parents, students and staff. We are also attempting to merge goals from various plans in the district and at the site levels. The meetings held regarding the Annual Update reaffirmed our district goals. Some changes were made to the 2015-16 LCAP as a result of these meetings. These changes can be found in “Change” boxes at the end of each goal.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is 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 school sites 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?



<b>GOAL:</b>	<b>Goal 1: College &amp; Career Readiness...for all students</b>		Related State and/or Local Priorities: 1_x 2__ 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__  Local : Strategic Plan: 1, 2, 8, 9, 12
<b>Identified Need :</b>	<p>To increase the number of students accessing college and career readiness, the GJUHSD has identified the following need:</p> <ul style="list-style-type: none"> <li>1.1 Increase access for all students transitioning to CTE-completer course sequences;</li> <li>1.1 Increase school UC a-g completion rate</li> <li>1.1 Increase number of students taking ACT/SAT</li> <li>1.1 Completion of career readiness activities and ELD assessments by offering and developing multiple pathways for students to reach college and career, including giving students opportunities to earn industry certifications and college credits.</li> <li>1.2 All teachers will be properly assigned, credentialed in the courses they will teach, and given the opportunity for instructional coaching and professional development to ensure all students are given quality instruction. All beginning teachers will complete induction program funded by the district</li> <li>1.2 All staff to receive compensation to help transition in the common core requirements</li> <li>1.3 Continued development of Pathway Education Model.</li> <li>1.4 The need for increased college and career counseling and access to activities.</li> <li>1.5 Continued and expanded utilization of ACT Aspire (formerly ACT Plan program) or like CTE program</li> </ul>		
<b>Goal Applies to:</b>	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Subgroups	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>1.1 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data.</li> <li>1.1 5% increase in # of students completing UC 'a to g' approved courses using cohort graduation data. – (2012-13 = 28.6%; 2013-14 = 30.8%).</li> <li>1.1 5% increase in students taking SAT or ACT using score records and annual reports -- (2012-13 = 22.1%; 2013-14 = 31.54%)</li> <li>1.1 Assess CELDT results and reset annual growth benchmarks: 3% increase in reclassified EL rate annually – (2013-14 = 15.8%; 2012-13 = 3.3%)</li> <li>1.2 Upgraded technology, infrastructure, software, access, and training</li> <li>1.2 Technology survey for customer satisfaction conducted and results reported in February Strategic/LCAP update: 5% increase in customer satisfaction</li> <li>1.2 100% of teachers meet requirements for teaching assignments (2012-13 = 100%; 2013-14 = 100% 2014-15 97.3%)</li> <li>1.3 ALL Students understand that College and Career readiness is one of the successful outcomes they can and should expect for all students and High School graduates.</li> </ul>		

	<p><b>1.4</b> 5% increase in all student participation (college career pathways)</p> <p><b>1.4</b> 5% increase in High School graduates participation in College and Career pathways – (2012-13 District = 30.8%; LRHS = 43.6%; GHS = 25.1%)</p> <p><b>1.4</b> Students will be tracked as to their successful completion of a College and Career Pathway upon HS graduation</p> <p><b>1.4</b> Pilot career success coaching activities</p> <p><b>1.5</b> 10% Increase in students enrolled in college and career program</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1.1</b> To articulate and provide a smooth transition for students entering high school by providing release time for articulation session w/feeder districts	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104 \$ 6,000
<b>1.1</b> Continued to fund Link Crew at LRHS and to monitor the recent implementation at GHS. Continue to provide (1) Link Crew section each at LRHS and GHS. Develop a larger activities budget for 2015-16.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100 \$36,985  0740/4300 Supp. \$15,000
<b>1.1</b> Fund additional preparation period for Athletic and Activities Director – 2 periods for each at each comprehensive school site. The purpose is to help students access extra and leadership activities.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100, 3xxx \$ 84,000
<b>1.1</b> Development of College & Career Readiness Sequence across the district by providing 2 days of professional development to review sequence. Substitutes for 3 teachers for 2 days of release time to attend professional development.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104, 3xxx \$ 672
<b>1.2</b> Provide professional development for AVID school wide, and	district wide	<input checked="" type="checkbox"/> ALL	

expand the number of staff trained in strategies and summer planning activities		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)_____	0740/5200 Supp. \$ 2,000
<b>1.2</b> Ensure that all teachers are highly qualified, and provide BTSA – Beginning Teacher Support and Assessment – training paid for by the district.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	9110/1100, 3xxx Supp. \$19,535
<b>1.2</b> All staff to receive a 10.5% salary increase – 3.5% in 2015-16 to ensure that we attract and retain the most highly qualified teachers in an effort to adequately support our unduplicated student population.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	All salary/benefits \$ 17,919,257 BASE \$402,119 SUPP
<b>1.2</b> Continue to upgrade technology infrastructure and software to provide access to online resources	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Microsoft Voucher \$30,000
<b>1.2</b> Support WICOR activities in the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0000/1100,3xxx, 4000 \$5,000
<b>1.3</b> Fund a data system for student performance to help us track the progress of our unduplicated students	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	0740/5800 Supp. \$15,000

		Subgroups: (Specify)_____	
1.3 Implement the Career and Pathways Trust/Crane Grant	district wide	<input checked="" type="checkbox"/> ALL	6382/1xxx, 3xxx-6xxx
		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)_____	\$28,000
1.3 Continue to provide, develop, and expand Best Academy by providing assistance with summer camp for Engineering and Biomedical Academy	GHS	<input checked="" type="checkbox"/> ALL	6382/1103,1104 3xxx
		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)_____	\$11,393
1.3 Continue to provide support for the development, and expansion of the Agriculture Academy/Pathway at LRHS in Farm to Fork	LRHS	<input checked="" type="checkbox"/> ALL	0000/1100
		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)_____	\$22,000
1.4 Add additional Career Technician and outreach activities for both comprehensive sites to aggressively recruit unduplicated pupils into our Career Pathways	district wide	<input checked="" type="checkbox"/> ALL	0740/2xxx, 3xxx Supp.
		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)_____	\$41,500  0740/4300 Supp. \$10,000
1.5 Identify and develop data collection by implementing at all schools an academic assessment plan or like plan for Post-Secondary and Career preparation. The end of year senior survey should continue to inform this plan, and go longitudinal	district wide	<input checked="" type="checkbox"/> ALL	1xxx-3xxx \$189,631
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/5600 \$5,718

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>1.1</b> 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data.</p> <p><b>1.1</b> 5% increase in # of students completing UC ‘a to g’ approved courses using cohort graduation data. – (2012-13 = 28.6%; 2013-14 = 30.8%).</p> <p><b>1.1</b> 5% increase in students taking SAT or ACT using score records and annual reports -- (2012-13 = 22.1%; 2013-14 = 31.54%)</p> <p><b>1.1</b> Assess CELDT results and reset annual growth benchmarks: 3% increase in reclassified EL rate annually – (2013-14 = 15.8%; 2012-13 = 3.3%)</p> <p><b>1.2</b> Upgraded technology, infrastructure, software, access, and training</p> <p><b>1.2</b> Technology survey for customer satisfaction conducted and results reported in February Strategic/LCAP update: 5% increase in customer satisfaction</p> <p><b>1.2</b> 100% of teachers meet requirements for teaching assignments (2012-13 = 100%; 2013-14 = 100% 2014-15 97.3%)</p> <p><b>1.3</b> ALL Students understand that College and Career readiness is one of the successful outcomes they can and should expect for all students and High School graduates.</p> <p><b>1.4</b> 5% increase in all student participation (college career pathways)</p> <p><b>1.4</b> 5% increase in High School graduates participation in College and Career pathways – (2012-13 District = 30.8%; LRHS = 43.6%; GHS = 25.1%)</p> <p><b>1.4</b> Students will be tracked as to their successful completion of a College and Career Pathway upon HS graduation</p> <p><b>1.4</b> Pilot career success coaching activities</p> <p><b>1.5</b> 10% Increase in students enrolled in college and career program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1.1</b> To articulate and provide a smooth transition for students entering high school by providing release time for articulation session w/feeder districts</p>	<p>district wide</p>	<p><u>x</u>__ALL</p>	<p>0000/1104, 3xxx \$ 6,000</p>
		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p><b>1.1</b> Continued to fund Link Crew at LRHS and to monitor the recent implementation at GHS. Continue to provide (1) Link Crew section each at LRHS and GHS. Develop a larger activities budget for 2016-17.</p>	<p>district wide</p>	<p><u>x</u>__ALL</p>	<p>0000/1100, 3xxx \$ 38,095</p>
		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p><b>1.1</b> Fund additional preparation period for Athletic and Activities Director – 2 periods for each at each comprehensive school site. The purpose is to help students access extra and leadership activities.</p>	<p>district wide</p>	<p><u>x</u>__ALL</p>	<p>0000/1100, 3xxx \$86,500</p>
		<p>OR: __Low Income pupils __English Learners</p>	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>1.1</b> Development of College & Career Readiness Sequence across the district by providing 2 days of professional development to review sequence. Substitutes for 3 teachers for 2 days of release time to attend professional development.	district wide	<input checked="" type="checkbox"/> ALL	0000/1104, 3xxx \$ 752
		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)_____	
<b>1.2</b> Provide professional development for AVID school wide, and expand the number of staff trained in strategies and summer planning activities	district wide	<input checked="" type="checkbox"/> ALL	0740/5200 Supp. \$2,000
		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)_____	
<b>1.2</b> Ensure that all teachers are highly qualified, and provide BTSA – Beginning Teacher Support and Assessment – training paid for by the district.	district wide	<input checked="" type="checkbox"/> ALL	9110/1100, 3xxx Supp. \$19,535
		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)_____	
<b>1.2</b> All staff to receive a 10.5% salary increase –3.0% 16-17 to ensure that we attract and retain the most highly qualified teachers in an effort to adequately support our unduplicated student population.	district wide	<input checked="" type="checkbox"/> ALL	All salary/benefits \$ 18,453,273 BASE \$414,103 SUPP
		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)_____	
<b>1.2</b> Continue to upgrade technology infrastructure and software to provide access to online resources	District wide	<input checked="" type="checkbox"/> ALL	Microsoft Voucher \$30,000
		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)_____	
<b>1.2</b> Continue to support WICOR activities in the district to generalize AVID strategies into all classrooms by providing	district wide	<input checked="" type="checkbox"/> ALL	0000/1100,3xxx,

professional development and a materials budget.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4000 \$5,000
1.3 Fund a data system for student performance to help us track the progress of our unduplicated students	district wide	<u>x</u> _ALL	0740/5800 Supp. \$15,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Implement the third year of the Career and Pathways Trust/Crane Grant	district wide	<u>x</u> _ALL	6382/1xxx, 3xxx- 6xxx \$28,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Continue to provide, develop, and expand Best Academy by providing assistance with summer camp for Engineering and Biomedical Academy	GHS	<u>x</u> _ALL	6382/1103,1104 3xxx \$11,393
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Continue to provide, develop, and expand Agriculture Academy	district wide	<u>x</u> _ALL	0000/1100 \$22,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.4 Add additional Career Technician and outreach activities for both comprehensive sites to aggressively recruit unduplicated	district wide	<u>x</u> _ALL	0740/2200/3xxx

pupils into our Career Pathways		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supp \$ 42,750  0740/4300 Supp \$10,000
<b>1.4</b> Develop a College and Career Coordinator to create greater access for students for internships and business partners, and post-secondary opportunities	district wide	<u> x </u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	FD11 & FD 01 2xxx, 3xxx  \$85,128
<b>1.5</b> Identify and develop data collection by implementing at all schools an academic assessment plan or like plan for Post-Secondary and Career preparation. The end of year senior survey should continue to inform this plan, and go longitudinal	district wide	<u> x </u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx-3xxx \$196,822  0000/5600 \$5,718

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p><b>1.1</b> 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data.</p> <p><b>1.1</b> 5% increase in # of students completing UC ‘a to g’ approved courses using cohort graduation data. – (2012-13 = 28.6%; 2013-14 = 30.8%).</p> <p><b>1.1</b> 5% increase in students taking SAT or ACT using score records and annual reports -- (2012-13 = 22.1%; 2013-14 = 31.54%)</p> <p><b>1.1</b> Assess CELDT results and reset annual growth benchmarks: 3% increase in reclassified EL rate annually – (2013-14 = 15.8%; 2012-13 = 3.3%)</p> <p><b>1.2</b> Upgraded technology, infrastructure, software, access, and training</p> <p><b>1.2</b> Technology survey for customer satisfaction conducted and results reported in February Strategic/LCAP update: 5% increase in customer satisfaction</p> <p><b>1.2</b> 100% of teachers meet requirements for teaching assignments (2012-13 = 100%; 2013-14 = 100% 2014-15 97.3%)</p> <p><b>1.3</b> ALL Students understand that College and Career readiness is one of the successful outcomes they can and should expect for all students and High School graduates.</p> <p><b>1.4</b> 5% increase in all student participation (college career pathways)</p> <p><b>1.4</b> 5% increase in High School graduates participation in College and Career pathways – (2012-13 District = 30.8%; LRHS = 43.6%; GHS = 25.1%)</p> <p><b>1.4</b> Students will be tracked as to their successful completion of a College and Career Pathway upon HS graduation</p> <p><b>1.4</b> Pilot career success coaching activities</p> <p><b>1.5</b> 10% Increase in students enrolled in college and career program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1.1</b> To articulate and provide a smooth transition for students entering high school by providing release time for articulation session w/feeder districts	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104, 3xxx \$ 6,000
<b>1.1</b> Continued to fund Link Crew at LRHS and to monitor the recent implementation at GHS. Continue to provide (1) Link Crew section each at LRHS and GHS. Develop a larger activities budget for 2017-18.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100, 3xxx \$ 38,095
<b>1.1</b> Fund additional preparation period for Athletic and Activities Director – 2 periods for each at each comprehensive school site. The purpose is to help students access extra and leadership activities.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100, 3xxx \$86,500
<b>1.1</b> Development of College & Career Readiness Sequence across the district by providing 2 days of professional development to review sequence. Substitutes for 3 teachers for 2 days of release time to attend professional development.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104, 3xxx \$ 752
<b>1.2</b> Maintain 10.5% salary increase for all staff to ensure that we attract and retain the most highly qualified teachers in an effort to adequately support our unduplicated student population.	district wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	All salary/benefits \$ 18,927,139 BASE \$424,737 SUPP
<b>1.2</b> Continue to upgrade technology infrastructure and software to provide access to online resources	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Microsoft Voucher \$30,000

1.2 Provide professional development for AVID school wide, and expand the number of staff trained in strategies and summer planning activities	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0740/5200 Supp \$2,000
1.2 Ensure that all teachers are highly qualified, and provide BTSA – Beginning Teacher Support and Assessment – training paid for by the district.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	9110/1100, 3xxx Supp \$19,535
1.2 Continue to support WICOR activities in the district to generalize AVID strategies into all classrooms by providing professional development and a materials budget.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0000/1100, 3xxx, 4000 \$5,000
1.3 Fund a data system for student performance to help us track the progress of our unduplicated students	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0740/5800 Supp \$15,000
1.3 Career and Pathways Trust/Crane Grant ends, district continues to fund project costs	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1xxx, 3xxx- 6xxx \$28,000
1.3 Continue to provide, develop, and expand Best Academy by providing assistance with summer camp for Engineering and Biomedical Academy	GHS	<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	0000/1103,1104 3xxx

		Subgroups:(Specify)_____	\$11,393
1.3 Continue to provide, develop, and expand Agriculture Academy	District wide	<input checked="" type="checkbox"/> ALL	0000/1100 \$ 22,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.4 Add additional Career Technician and outreach activities for both comprehensive sites to aggressively recruit unduplicated pupils into our Career Pathways	District wide	<input checked="" type="checkbox"/> ALL	0740/2xxx, 3xxx Supp \$42,750  0740/4300 Supp \$10,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.4 Continue and expand College and Career Coordinator to create greater access for students for internships and business partners, and post-secondary opportunities	District wide	<input checked="" type="checkbox"/> ALL	FD11 & FD 01 2xxx, 3xxx  \$85,128
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.5 Monitor data collection implemented at all schools that using an academic assessment plan or like plan for Post-Secondary and Career preparation. The end of year senior survey should continue to inform this plan, and go longitudinal	District wide	<input checked="" type="checkbox"/> ALL	1xxx-3xxx \$198,381  0000/5600 \$5,718
		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)_____	

GOAL: **Goal 2: Rigorous Learning & High Achievement ...for all students**

Related State and/or Local Priorities:

1 x 2 x 3    4 x 5 x 6 x 7 x 8 x

COE only: 9    10   

Local : Strategic Plan: 1, 2, 5, 8, 11, 16

Identified Need :	<p><b>2.1</b> A central theme emerging from engagement data is student “access” to a variety of high quality programs that offer individualized movement of students along a ZPD - Zone of Proximal Development.</p> <p><b>2.2</b> Emphasis and implementation on CCSS/NGSS/ELD and Smarter Balanced Assessments. Measure through student progress on standardized, interim and formative measurements</p> <p><b>2.3</b> CELDT, CAHSEE, AMAO, CAASPP, Multiple EDGE assessments for placement and level progression including AYP and API</p> <p><b>2.4</b> Increased graduation rates</p> <p><b>2.5</b> Increase API</p> <p><b>2.6</b> Utilize technology to support instruction and measure the success of the program</p> <p><b>2.7</b> CELDT, CAHSEE, AMAO, CAASPP, Multiple EDGE assessments for placement and level progression including AYP and API</p> <p><b>2.8</b> Feedback from parents and students of ELD program</p> <p><b>2.9</b> Decrease in D’s and F’s in the ELD program</p> <p><b>2.10</b> Increase Services for EL students and families</p> <p><b>2.11</b> Increase ELD students who become English Proficient (AMAO 2 assessments)</p>
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Goal Applies to:	Schools:	Schoolwide
	Applicable Pupil Subgroups:	Schoolwide

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p><b>2.1</b> Students will have increased access to higher learning strategies and additional interventions that will increase achievement</p> <p><b>2.1</b> 100% of students in every classroom has access standards-aligned common core curriculum.</p> <p><b>2.1</b> 100% of students have access to all courses offered at their school.</p> <p><b>2.1</b> 10% decrease in D’s and F’s in all core classes.</p> <p><b>2.1</b> Writing assessments/benchmarks will be implemented in all Core classes. Baseline scores will be set for each class and grade level.</p> <p><b>2.2</b> 100% of textbooks and/or instructional resources in all subject areas will be aligned to the Common Core Standards in Math and English, the Next Generation Science Standards and/or the ELD standards.</p> <p><b>2.2</b> Based on CELDT, CAASPP, and EDGE scores, all EL and RFEP students will be enrolled in both ELD classes of the appropriate level and core classes (including English) that incorporate ELD strategies.</p> <p><b>2.2</b> EL identification, monitoring, and reclassification rate; 3) Advanced Placement and Early Assessment Program (EAP): 1) increase # of students scoring 3 or above; 2) increase # of students meeting EAP requirements.</p> <p><b>2.2</b> Students will increase all assessment scores by 5%</p> <p><b>2.2</b> Continue staff development.</p> <p><b>2.2</b> Common Core will be implemented in all Math and English courses.</p>
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- 2.2 All Science teachers will receive training in Next Generation Science Standards and will develop new curricula to meet these standards
- 2.2 Continue to provide staff development based on ELD, AVID, and LINK Crew strategies to increase student achievement.
- 2.2 5% increase in participation in EAP and AP – (2012/AP = 22.7%; 2013/AP = 31.3%)
- 2.2 5% increase in students scoring 3 or above (AP) – (2012 = 58.1; 2013 = 46%)
- 2.2 5% increase in # of students meeting EAP requirements – (2012 = ELA/19, Math/10; 2013 = ELA/20, Math/7)
- 2.3 5% increase in reclassified learners – (2012 = 6.1%; 2013 = 3.3%; 2014 = 15.8%)
- 2.3 Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies (inclusion ELD standards) and accountability measures that will promote student achievement.
- 2.4 Increase graduation rates by 5% -- (2012 = 80.9%; 2013 = 87.5%). Establish baseline from previous 3 year average of graduation rates.
- 2.4 Increase # of students graduating with at least 1 year of credit in both World Language and a Visual and Performing Arts by 5%.
- 2.5 Increase API 3% (not available this year)-- (districtwide 2012 = 751; 2013 = 756)
- 2.6 Continue to provide additional technology and upgrades. (use technology satisfaction survey to develop baseline )
- 2.7 Additional EDGE training to better serve all students
- 2.7 Support additional student incentive, redesignation, and seal of bi-literacy programs
- 2.7 Provide instructional assistant for all EDGE classes to provide more support to students
- 2.7 Establish baseline for EL student performance on these assessments/measures (CELDT, AMAO)
- 2.7 Establish baseline for student performance on these assessments/measures (CAHSEE, CAASPP, AYP and API (when available))
- 2.7 5% overall increase in GPA, Graduation rates and Post-Secondary Enrollments of ELD students
- 2.8 Continue use of survey, with 5% increase in participant satisfaction of ELD program
- 2.9 10% decrease in D's and F's in ELD program
- 2.10 Based on historical data, establish baseline rates for student referrals, suspensions, expulsions, drop-outs and chronic absenteeism
- 2.11 Increase student performance with 5% more students performing 4 or better on AMAO 2 -- (2013-14 = 54%; 2012-13 = 49%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>2.1, 2.4, 2.9, 2.11</b> Consider research-based alternative structures of program schedules with the goal of increasing student access to a comprehensive program of study by identifying a potential new bell schedule</p> <p>Potential new bell schedule both schools – Tribe Time for GHS and Freshmen Houses for LRHS</p>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>0000/1100, 3xxx \$117,284(GHS)</p> <p>0000/1100, 3xxx \$23,192 (LR)</p>
<p><b>2.1, 2.7</b> Implementation of Common Core/NGSS</p> <p>Provide professional development funding for:</p> <ul style="list-style-type: none"> <li>• Math workshops that support CPM implementation</li> <li>• ELA/ELD workshops that support literacy and other topics</li> <li>• Science PD to develop integrated curriculum</li> <li>• Other technical subject PD</li> </ul>	District wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>3010/4203 1xxx,2xxx, 3xxx \$16,494</p> <p>0740.1xxx, 3xxx Supp</p>

Sub costs for teacher release days.			\$3,240
2.1 Support Math adoptions by providing a budget for departments to access for supplementary materials of an instructional nature	District wide	<input checked="" type="checkbox"/> ALL	0000/4100 (mandate discretionary funds) \$40,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.1, 2.2, 2.4, 2.5, 2.9 Smaller class sizes (CSR) established to impact student achievement and attain district goals	District wide	<input checked="" type="checkbox"/> ALL	0020/1100, 3xxx \$273,392
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.1, 2.4, 2.5 CAHSEE Preparation through tribe time and afterschool programs	District wide	<input checked="" type="checkbox"/> ALL	GHS 0000/1xxx,3xxx, 5xxx \$120,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.1, 2.5 Academic and Assessment Coordinator	District wide	<input checked="" type="checkbox"/> ALL	0000/1100, 3xxx \$81,938
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.1, 2.4, 2.5, 2.7 Implementation of Common Core/NGSS	District wide	<input checked="" type="checkbox"/> ALL	0000/1xxx \$47,164
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.1 Articulate New Textbook adoptions and set aside funding for social studies	District wide	<input checked="" type="checkbox"/> ALL	0000/4100 (mandate discretionary funds)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

		Subgroups:(Specify)_____	funds) \$400,000
2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10 Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language Acquisition and gain higher literacy skills	District wide	__ALL	0740/1100, 3xxx Supp. \$75,778
		OR: __Low Income pupils x__English Learners __Foster Youth x__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11 Support additional student incentives, redesignation, and seal of bi-literacy programs	District wide	__ALL	0740/4300 Supp. \$5,000
		OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11 Provide instructional assistant (IA) for all EDGE classes to provide more support to students	District wide	__ALL	0740/2100, 3xxx Supp. \$32,292
		OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11 Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies and accountability measures, that will promote student achievement.	District wide	__ALL	0000/1100, 3xxx \$15,600
		OR: __Low Income pupils _x_English Learners __Foster Youth x__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

2.4, 2.5, 2.9 Continue Credit Recovery and Summer School Program	District wide	<input checked="" type="checkbox"/> _x_ALL	0000/1xxx,2xxx,3xxx,4300
		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)_____	\$182,129
2.4 Supports/supplies for Arts & Music	District wide	<input checked="" type="checkbox"/> _x_ALL	0032/4300 \$10,000
		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)_____	
2.5, 2.9 Support AVID School and District Wide	District wide	<input checked="" type="checkbox"/> _x_ALL	0740/5200 Supp. \$2,000
		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)_____	
2.6 ELD Instruction: Create and implement a systematic process of intervention that addresses the needs of all students and target subgroups (i.e., EL's, Latinos, SED, SWD, etc.) in order to insure that all students have access to higher level learning	District wide	<input type="checkbox"/> _ALL	0000/1100, 3xxx \$140,000
		OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _x_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _x_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
<b>LCAP Year 2: 2016-17</b>			
Expected Annual			



Measurable Outcomes:	<p><b>2.1</b> Students will have increased access to higher learning strategies and additional interventions that will increase achievement</p> <p><b>2.1</b> 100% of students in every classroom has access standards-aligned common core curriculum.</p> <p><b>2.1</b> 100% of students have access to all courses offered at their school.</p> <p><b>2.1</b> 5% decrease in D's and F's in all core classes.</p> <p><b>2.1</b> 5 % increase in student performance on Writing assessments/benchmarks in all Core classes.</p> <p><b>2.2</b> 100% of textbooks and/or instructional resources in all subject areas will be aligned to the Common Core Standards in Math and English, the Next Generation Science Standards and/or the ELD standards.</p> <p><b>2.2</b> Based on CELDT, CAASPP, and EDGE scores, all EL and RFEP students will be enrolled in both ELD classes of the appropriate level and core classes (including English) that incorporate ELD strategies.</p> <p><b>2.2</b> EL identification, monitoring, and reclassification rate; 3) Advanced Placement and Early Assessment Program (EAP): 1) increase # of students scoring 3 or above; 2) increase # of students meeting EAP requirements.</p> <p><b>2.2</b> Students will increase all assessment scores by 5%</p> <p><b>2.2</b> Continue staff development.</p> <p><b>2.2</b> Common Core Literacy will be implemented in all courses</p> <p><b>2.2</b> Next Generation Science Standards will be implemented in all Science Courses.</p> <p><b>2.2</b> Continue to provide staff development based on ELD, AVID, and LINK Crew strategies to increase student achievement.</p> <p><b>2.2</b> 5% increase in participation in EAP and AP – (2012/AP = 22.7%; 2013/AP = 31.3%)</p> <p><b>2.2</b> 5% increase in students scoring 3 or above (AP) – (2012 = 58.1; 2013 = 46%)</p> <p><b>2.2</b> 5% increase in # of students meeting EAP requirements – (2012 = ELA/19, Math/10; 2013 = ELA/20, Math/7)</p> <p><b>2.3</b> 5% increase in reclassified learners – (2012 = 6.1%; 2013 = 3.3%; 2014 = 15.8%)</p> <p><b>2.3</b> Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies (inclusion ELD standards) and accountability measures that will promote student achievement.</p> <p><b>2.4</b> Increase graduation rates by 5% -- (2012 = 80.9%; 2013 = 87.5%). Establish baseline from previous 3 year average of graduation rates.</p> <p><b>2.4</b> Increase # of students graduating with at least 1 year of credit in both World Language and a Visual and Performing Arts by 5%.</p> <p><b>2.5</b> Increase API 2% (not available this year)-- (districtwide 2012 = 751; 2013 = 756)</p> <p><b>2.6</b> Continue to provide additional technology and upgrades.</p> <p><b>2.6</b> 10 % increase in customer satisfaction</p> <p><b>2.7</b> Additional EDGE training to better serve all students</p> <p><b>2.7</b> Support additional student incentive, redesignation, and seal of bi-literacy programs</p> <p><b>2.7</b> Provide instructional assistant for all EDGE classes to provide more support to students</p> <p><b>2.7</b> 5% increase in EL student performance on these assessments/measures (CELDT, AMAO)</p> <p><b>2.7</b> 5% increase in student performance on these assessments/measures (CAHSEE, CAASPP, AYP and API (when available))</p> <p><b>2.7</b> 5% overall increase in GPA, Graduation rates and Post-Secondary Enrollments of ELD students</p> <p><b>2.8</b> Continue use of survey, with 5% increase in participant satisfaction of ELD program</p> <p><b>2.9</b> 5% decrease in D's and F's in ELD program</p> <p><b>2.10</b> 3% reduction in student referrals, suspensions, expulsions, drop-outs and chronic absenteeism</p> <p><b>2.11</b> Increase student performance with 5% more students performing 4 or better on AMAO 2 -- (2013-14 = 54%; 2012-13 = 49%)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



		<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)_____	3xxx \$84,395
<b>2.1, 2.4, 2.5, 2.7</b> Implementation of Common Core/NGSS	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1xxx, 3xxx \$47,164
<b>2.1</b> Articulate New Textbook adoptions and set aside funding for Science	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/4100 (mandate discretionary funds c/o) \$400,000
<b>2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10</b> Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language Acquisition and gain higher literacy skills	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0740/1100, 3xxx Supp \$78,051
<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> Support additional student incentives, redesignation, and seal of bi-literacy programs	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0740/4300 Supp \$5,000
<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> Provide instructional assistant (IA) for all EDGE classes to provide more support to students	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0740/2100, 3xxx Supp \$33,260
<b>2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11</b> Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies and accountability measures, that will promote student	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	0000/1100, 3xxx \$16,192

achievement.		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
<b>2.4, 2.5, 2.9</b> Continue Credit Recovery and Summer School Program	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0000/1xxx.2xxx, 3xxx,4300 \$182,129
<b>2.4</b> Supports/supplies for Arts & Music	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0032/4300 \$10,000
<b>2.5, 2.9</b> Support AVID School and District Wide	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	0740/5200 Supp \$2,000
<b>2.6</b> ELD Instruction: Create and implement a systematic process of intervention that addresses the needs of all students and target subgroups (i.e., EL's, Latinos, SED, SWD, etc.) in order to insure that all students have access to higher level learning	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100, 3xxx \$145,309

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p><b>2.1</b> Students will have increased access to higher learning strategies and additional interventions that will increase achievement</p> <p><b>2.1</b> 100% of students in every classroom has access standards-aligned common core curriculum.</p> <p><b>2.1</b> 100% of students have access to all courses offered at their school.</p> <p><b>2.1</b> 5% decrease in D's and F's in all core classes.</p> <p><b>2.1</b> 5 % increase in student performance on Writing assessments/benchmarks in all Core classes.</p> <p><b>2.2</b> 100% of textbooks and/or instructional resources in all subject areas will be aligned to the Common Core Standards in Math and English, the Next Generation Science Standards and/or the ELD standards.</p> <p><b>2.2</b> Based on CELDT, CAASPP, and EDGE scores, all EL and RFEP students will be enrolled in both ELD classes of the appropriate level and core classes (including English) that incorporate ELD strategies.</p> <p><b>2.2</b> EL identification, monitoring, and reclassification rate; 3) Advanced Placement and Early Assessment Program (EAP): 1) increase # of students</p>
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- scoring 3 or above; 2) increase # of students meeting EAP requirements.
- 2.2** Students will increase all assessment scores by 5%
- 2.2** Continue staff development.
- 2.2** Common Core Literacy will be implemented in all courses
- 2.2** Next Generation Science Standards will be implemented in all Science Courses.
- 2.2** Continue to provide staff development based on ELD, AVID, and LINK Crew strategies to increase student achievement.
- 2.2** 5% increase in participation in EAP and AP – (2012/AP = 22.7%; 2013/AP = 31.3%)
- 2.2** 5% increase in students scoring 3 or above (AP) – (2012 = 58.1; 2013 = 46%)
- 2.2** 5% increase in # of students meeting EAP requirements – (2012 = ELA/19, Math/10; 2013 = ELA/20, Math/7)
- 2.3** 5% increase in reclassified learners – (2012 = 6.1%; 2013 = 3.3%; 2014 = 15.8%)
- 2.3** Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies (inclusion ELD standards) and accountability measures that will promote student achievement.
- 2.4** Increase graduation rates by 5% -- (2012 = 80.9%; 2013 = 87.5%). Establish baseline from previous 3 year average of graduation rates.
- 2.4** Increase # of students graduating with at least 1 year of credit in both World Language and a Visual and Performing Arts by 5%.
- 2.5** Increase API 2% (not available this year)-- (districtwide 2012 = 751; 2013 = 756)
- 2.6** Continue to provide additional technology and upgrades.
- 2.6** 10 % increase in customer satisfaction
- 2.7** Additional EDGE training to better serve all students
- 2.7** Support additional student incentive, redesignation, and seal of bi-literacy programs
- 2.7** Provide instructional assistant for all EDGE classes to provide more support to students
- 2.7** 5% increase in EL student performance on these assessments/measures (CELDT, AMAO)
- 2.7** 5% increase in student performance on these assessments/measures (CAHSEE, CAASPP, AYP and API (when available))
- 2.7** 5% overall increase in GPA, Graduation rates and Post-Secondary Enrollments of ELD students
- 2.8** Continue use of survey, with 5% increase in participant satisfaction of ELD program
- 2.9** 5% decrease in D's and F's in ELD program
- 2.10** 3% reduction in student referrals, suspensions, expulsions, drop-outs and chronic absenteeism
- 2.11** Increase student performance with 5% more students performing 4 or better on AMAO 2 -- (2013-14 = 54%; 2012-13 = 49%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>2.1, 2.4, 2.9, 2.11</b> Consider research-based alternative structures of program schedules with the goal of increasing student access to a comprehensive program of study by identifying a potential new bell schedule</p> <p>Potential new bell schedule both schools – Tribe Time for GHS and Freshmen Houses for LRHS</p>	District wide	<p><u>  </u>x ALL</p> <hr/> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other</p> <p>Subgroups:(Specify)_____</p>	<p>0000/1100, 3xxx \$122,695 (GHS)</p> <p>0000/1100, 3xxx \$24,262(LR)</p>
<b>2.1, 2.7</b> Implementation of Common Core/NGSS	District wide	<u>  </u> x ALL	

Provide professional development funding for: <ul style="list-style-type: none"> <li>• Math workshops that support CPM implementation</li> <li>• ELA/ELD workshops that support literacy and other topics</li> <li>• Science PD to develop integrated curriculum</li> <li>• Other technical subject PD</li> </ul>		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)_____	3010/4203 1xxx,2xxx, 3xxx \$17,254  0740.1xxx, 3xxx \$3,389
<b>2.1</b> Support Math adoptions by providing a budget for departments to access for supplementary materials of an instructional nature	District wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/4100 (mandate discretionary funds c/o) \$40,000
<b>2.1, 2.2, 2.4, 2.5, 2.9</b> Smaller class sizes (CSR) established to impact student achievement and attain district goals	District wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0020/1100, 3xxx \$281,593
<b>2.1, 2.4, 2.5</b> CAHSEE Preparation through tribe time and afterschool programs	District wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	GHS 0000/1xxx,3xxx, 5xxx \$120,000
<b>2.1, 2.5</b> Academic and Assessment Coordinator	District wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0750/1100, 2200, 3xxx \$85,063
<b>2.1, 2.4, 2.5, 2.7</b> Implementation of Common Core/NGSS	District wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1xxx, 3xxx \$47,164

2.1 Articulate New Textbook adoptions and set aside funding for electives	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0000/4100 (mandate discretionary funds c/o) \$400,000
2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10 Implement specific support classes in the master schedule for ELD/RFEP students to help improve English Language Acquisition and gain higher literacy skills	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0740/1100, 3xxx Supp \$78,051
2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11 Support additional student incentives, redesignation, and seal of bi-literacy programs	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0740/4300 Supp \$5,000
2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11 Provide instructional assistant (IA) for all EDGE classes to provide more support to students	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0740/2100, 3xxx Supp \$33,260
2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11 Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies and accountability measures, that will promote student achievement.	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0000/1100, 3xxx \$16,320
2.4, 2.5, 2.9 Continue Credit Recovery and Summer School Program	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0000/1xxx,2xxx, 3xxx,4300 \$182,129
2.4 Supports/supplies for Arts & Music	District wide	<input checked="" type="checkbox"/> ALL	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0032/4300 \$10,000
<b>2.5, 2.9</b> Support AVID School and District Wide	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0740/5200 Supp \$2,000
<b>2.6</b> ELD Instruction: Create and implement a systematic process of intervention that addresses the needs of all students and target subgroups (i.e., EL's, Latinos, SED, SWD, etc.) in order to insure that all students have access to higher level learning	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0000/1100, 3xxx \$146,460



GOAL:	<b>Goal 3: Open Communication &amp; Participation...for all stakeholders</b>		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Strategic Plan 3, 7, 11, 12, 15	
Identified Need :	<b>3.1</b> Use the Parent Teacher Association PTA's National Standards for Family-School Partnerships assessment tool: 1) Welcoming all families into the school community; 2) Communicating effectively; 3) Supporting student success; 4) Speaking up for every child; 5) Sharing power; 6) Collaborating with community; <b>3.2</b> Promote parent participation in programs for EL, LI, and foster youth			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Subgroups		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<b>3.1</b> Website will continue to be developed and viewer traffic will increase by 5% (usage statistics from previous year will establish baseline) <b>3.1</b> Choose, Develop, Implement Parent Communication tool <b>3.1</b> Community forums will be utilized as evaluation tool regarding progress on goals and for input for change and/or additional goals <b>3.1</b> Establish baseline in customer satisfaction among parents, based on parent & student surveys <b>3.1</b> Establish baseline in parent participation and input in decision making, based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc). <b>3.2</b> Establish baseline in customer satisfaction among parents/families of unduplicated students, based on parent & student surveys <b>3.2</b> Establish baseline in parent participation and input in decision making among parents/families of unduplicated students based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc).			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Expand access to assignments online, and access to important school information by identifying and implementing a new LMS – Learning Management System	Districtwide		_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0000/1100 \$5,745
3.1 Development, design, and support for website to be more user	Districtwide		_x_ ALL	

friendly		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104/4 300  \$11,000
3.1 Community forums to share and gain community input regarding GJUHSD programs/progress	Districtwide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100,3 xxx \$11,490  0000/5700 \$500  0000/2104,3 xxx \$2,000
3.1, 3.2 Provide translators and signers for hearing impaired (as needed) for school events	Districtwide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/2104 \$4,000
3.1 Utilization of PTA's National Standards for Family Partnership Assessment Tool	Districtwide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/5800 \$5,000
3.2 School sites will plan, perform, and review a self-assessment to set goals for increasing parent participation.	Districtwide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/5700 \$500 0000/2104 \$2,000
3.2 Train staff how to specifically engage foster youth	Districtwide	<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	0740/1xxx, 2xxx, 3xxx Supp

	Subgroups:(Specify)_____	\$11,628
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p><b>3.1</b> Website will continue to be developed and viewer traffic will increase by 5% (usage statistics from previous year will establish baseline)</p> <p><b>3.1</b> Choose, Develop, Implement Parent Communication tool</p> <p><b>3.1</b> Community forums will be utilized as evaluation tool regarding progress on goals and for input for change and/or additional goals</p> <p><b>3.1</b> 5% increase in customer satisfaction among parents, based on parent &amp; student surveys</p> <p><b>3.1</b> 10% increase in parent participation and input in decision making, based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc).</p> <p><b>3.2</b> 5% increase in customer satisfaction among parents/families of unduplicated students, based on parent &amp; student surveys</p> <p><b>3.2</b> 10% increase in parent participation and input in decision making among parents/families of unduplicated students based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc).</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted
3.1 Expand access to assignments online, and access to important school information by identifying and implementing a new LMS – Learning Management System	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100 \$5,745
3.1 Development, design, and support for website to be more user friendly	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104/4 300 \$11,000
3.1 Community forums to share and gain community input regarding GJUHSD programs/progress	Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100,3 xxx \$11,490  0000/5700 \$500  0000/2104,3 xxx \$2,000

3.1, 3.2 Provide translators and signers for hearing impaired (as needed) for school events	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/2104 \$4,000
3.1 Utilization of PTA's National Standards for Family Partnership Assessment Tool	Districtwide	<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:(Specify)_____	0000/5800 \$5,000
3.2 School sites will plan, perform, and review a self-assessment to set goals for increasing parent participation.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/5700 \$500 0000/2104 \$2,000
3.2 Train staff how to specifically engage foster youth	Districtwide	<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)_____	0740/1xxx, 2xxx, 3xxx Supp \$11,628

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p><b>3.1</b> Website will continue to be developed and viewer traffic will increase by 5% (usage statistics from previous year will establish baseline)</p> <p><b>3.1</b> Choose, Develop, Implement Parent Communication tool</p> <p><b>3.1</b> Community forums will be utilized as evaluation tool regarding progress on goals and for input for change and/or additional goals</p> <p><b>3.1</b> 5% increase in customer satisfaction among parents, based on parent &amp; student surveys</p> <p><b>3.1</b> 10% increase in parent participation and input in decision making, based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc).</p> <p><b>3.2</b> 5% increase in customer satisfaction among parents/families of unduplicated students, based on parent &amp; student surveys</p> <p><b>3.2</b> 10% increase in parent participation and input in decision making among parents/families of unduplicated students based on attendance at school meetings (back-to-school, open house, etc) and committees (ELAC, DELAC, School Site Teams, Parent Advisory Council, etc).</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

3.1 Expand access to assignments online, and access to important school information by identifying and implementing a new LMS – Learning Management System	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100 \$5,745
3.1 Development, design, and support for website to be more user friendly	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1104/4 300 \$11,000
3.1 Community forums to share and gain community input regarding GJUHSD programs/progress	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1100,3 xxx \$11,490 0000/5700 \$500 0000/2104,3 xxx \$2,000
3.1 Provide translators and signers for hearing impaired (as needed) for school events	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/2104 \$4,000
3.1 Utilization of PTA’s National Standards for Family Partnership Assessment Tool	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/5800 \$5,000
3.2 School sites will plan, perform, and review a self-assessment	Districtwide	<input checked="" type="checkbox"/> ALL	0000/5700

to set goals for increasing parent participation.		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 0000/2104 \$2,000
3.2 Train staff how to specifically engage foster youth	Districtwide	<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)_____	0740/1xxx, 2xxx, 3xxx Supp \$11,628

<b>GOAL:</b>	<b>4.1 Safe, Healthy, and Supportive School/Work Environment...for ALL</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Strategic Plan: 1, 4, 6, 7, 10, 14
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<b>Identified Need :</b>	<b>4.1</b> Absence and attendance rates <b>4.2</b> Identification of Foster Youth <b>4.3</b> Utilization of Facilities Inspection Tool assessment <b>4.4</b> Replacement of an aging bus fleet
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<b>Goal Applies to:</b>	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	<b>4.1</b> Student absence clearance rates will be 99% and ADA will be 95% and above. <b>4.1</b> Based on historical data, establish baseline rates for student referrals, suspensions, expulsions, drop-outs and chronic absenteeism <b>4.1</b> Student suspension and expulsion rates will decrease by 5% <b>4.1</b> Chronic absence rates will decrease by 5% <b>4.1</b> SARB referrals will decrease by 5% <b>4.1</b> Student, Staff, Parent, and Community satisfaction surveys and California Healthy Kids Survey (CHKS) results will reflect 10% improvement regarding school and work culture environment. Surveys will indicate areas of improvement. <b>4.1</b> Survey will reflect 5% increase in perception of safety and school connectedness. <b>4.1</b> Monitor progress in the areas through the Administrator on Special Assignment <b>4.2</b> Continued professional development as needed for improving school/work environments and understanding of who our students are. <b>4.2</b> 10% increase in foster student identification <b>4.3</b> All Schools will meet Williams Act Facility requirements. <b>4.3</b> Develop improvement plans based on input students, staff, parents, and community. Implement facility/school environment plan by EOY 2015 <b>4.4</b> Design a plan to replace buses, and implement the plan
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>4.1</b> Attendance rates are reported and monitored monthly. Incentives are offered to increase attendance.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0740/4300 Supp \$ 500

<p><b>4.1</b> Assign Administrator on Special Assignment to GHS to work on attendance, discipline, guidance, parent communication, and truancy.</p>	<p>GHS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0000/1300, 3xxx \$22,969</p>
<p><b>4.1, 4.2</b> Outreach and Homeless Liaisons to track home and truancy visits, and data is monitored.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0000/2200, 3xxx \$114,477</p>
<p><b>4.1, 4.3</b> Use the Facilities Inspection Tool to assess facilities, and to keep the FIT tool clear, and to address the needs of the district.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8150/2300, 3xxx \$1,000</p>
<p><b>4.1, 4.2</b> Maintain bullying prevention activities by offering a research-based program annually (e.g. Breaking Down the Walls).</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0740/5800 Supp \$30,000</p>
<p><b>4.1, 4.2</b> Monitor School Resource Officer (SRO) activity/contacts in the district. Consider the addition of a third SRO.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0740/5800 Supp \$78,000</p>
<p><b>4.1</b> Maintain School Safety and Violence Program activities</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0031/2900, 3xxx \$146,099</p>
<p><b>4.4</b> Fund the replacement of a school bus</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL OR:</p>	<p>0740/6400</p>



Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other  
 Subgroups:(Specify)\_\_\_\_\_

Supp  
 \$100,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p> <b>4.1</b> Student absence clearance rates will be 99% and ADA will be 95% and above.  <b>4.1</b> Based on historical data, establish baseline rates for student referrals, suspensions, expulsions, drop-outs and chronic absenteeism  <b>4.1</b> Student suspension and expulsion rates will decrease by 5%  <b>4.1</b> Chronic absence rates will decrease by 5%  <b>4.1</b> SARB referrals will decrease by 5%  <b>4.1</b> Student, Staff, Parent, and Community satisfaction surveys and California Healthy Kids Survey (CHKS) results will reflect 10% improvement regarding school and work culture environment. Surveys will indicate areas of improvement.  <b>4.1</b> Survey will reflect 5% increase in perception of safety and school connectedness.  <b>4.1</b> Monitor progress in the areas through the Administrator on Special Assignment  <b>4.2</b> Continued professional development as needed for improving school/work environments and understanding of who our students are.  <b>4.2</b> 10% increase in foster student identification  <b>4.3</b> All Schools will meet Williams Act Facility requirements.  <b>4.3</b> Develop improvement plans based on input students, staff, parents, and community. Implement facility/school environment plan by EOY 2015  <b>4.4</b> Design a plan to replace buses, and implement the plan         </p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>4.1</b> Attendance rates are reported and monitored monthly. Incentives are offered to increase attendance.	District wide	<input checked="" type="checkbox"/> ALL	0740/4300 Supp \$ 500
		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)_____	
<b>4.1</b> Assign Administrator on Special Assignment to GHS to work on attendance, discipline, guidance, parent communication, and truancy.	GHS	<input checked="" type="checkbox"/> ALL	0000/1300, 3xxx \$23,658
		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)_____	
<b>4.1, 4.2</b> Outreach and Homeless Liaisons to track home and	District wide	<input checked="" type="checkbox"/> ALL	

truancy visits, and data is monitored.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0000/2200, 3xxx \$118,818
<b>4.1, 4.3</b> Use the Facilities Inspection Tool to assess facilities, and to keep the FIT tool clear, and to address the needs of the district.	District wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8150/2300, 3xxx \$1,000
<b>4.1, 4.2</b> Maintain bullying prevention activities by offering a research-based program annually (e.g. Breaking Down the Walls).	District wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0740/5800 Supp \$30,000
<b>4.1, 4.2</b> Monitor School Resource Officer (SRO) activity/contacts in the district. Consider the addition of a third SRO.	District wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0740/5800 Supp \$78,000
<b>4.1</b> Maintain School Safety and Violence Program activities	District wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0031/2900, 3xxx \$151,640

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p><b>4.1</b> Student absence clearance rates will be 99% and ADA will be 95% and above.</p> <p><b>4.1</b> Based on historical data, establish baseline rates for student referrals, suspensions, expulsions, drop-outs and chronic absenteeism</p> <p><b>4.1</b> Student suspension and expulsion rates will decrease by 5%</p> <p><b>4.1</b> Chronic absence rates will decrease by 5%</p> <p><b>4.1</b> SARB referrals will decrease by 5%</p> <p><b>4.1</b> Student, Staff, Parent, and Community satisfaction surveys and California Healthy Kids Survey (CHKS) results will reflect 10% improvement regarding school and work culture environment. Surveys will indicate areas of improvement.</p> <p><b>4.1</b> Survey will reflect 5% increase in perception of safety and school connectedness.</p>
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	<p><b>4.1</b> Monitor progress in the areas through the Administrator on Special Assignment</p> <p><b>4.2</b> Continued professional development as needed for improving school/work environments and understanding of who our students are.</p> <p><b>4.2</b> 10% increase in foster student identification</p> <p><b>4.3</b> All Schools will meet Williams Act Facility requirements.</p> <p><b>4.3</b> Develop improvement plans based on input students, staff, parents, and community. Implement facility/school environment plan by EOY 2015</p> <p><b>4.4</b> Design a plan to replace buses, and implement the plan</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>4.1</b> Attendance rates are reported and monitored monthly. Incentives are offered to increase attendance.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0740/4300 Supp \$ 500
<b>4.1</b> Assign Administrator on Special Assignment to GHS to work on attendance, discipline, guidance, parent communication, and truancy.	GHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/1300, 3xxx \$30,678
<b>4.1, 4.2</b> Outreach and Homeless Liaisons to track home and truancy visits, and data is monitored.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0000/2200, 3xxx \$119,759
<b>4.1, 4.3</b> Use the Facilities Inspection Tool to assess facilities, and to keep the FIT tool clear, and to address the needs of the district.	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	8150/2300, 3xxx \$1,000
<b>4.1, 4.2</b> Maintain bullying prevention activities by offering a research-based program annually (e.g. Breaking Down the Walls).	District wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0740/5800 Supp \$30,000

<p><b>4.1, 4.2</b> Monitor School Resource Officer (SRO) activity/contacts in the district. Consider the addition of a third SRO.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>0740/5800 Supp \$78,000</p>
<p><b>4.1</b> Maintain School Safety and Violence Program activities</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>0031/2900, 3xxx \$152,841</p>

## Annual Update

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

### Guiding Questions:

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

Original GOAL from prior year LCAP:	<b>2014-15 Goal 1: College &amp; Career Readiness...for all students</b>		Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify (GSPO): 1, 2, 8, 9, 12
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Subgroups	
Expected Annual Measurable Outcomes:	<p><b>1.1</b> Staff will have undergone professional development to meet District College and Career Readiness goals</p> <p><b>1.1</b> 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data.</p> <p><b>1.1</b> 5% increase in # of students completing UC ‘a to g’ approved courses using cohort graduation data.</p> <p><b>1.1</b> 5% increase in students taking SAT or ACT using score records and annual reports.</p> <p><b>1.1</b> Assess CELDT results and reset annual growth benchmarks: 2% increase in reclassified EL rate annually</p> <p><b>1.2</b> Upgraded technology, infrastructure, software, access, and training</p> <p><b>1.2</b> Technology survey for customer (all stakeholders) satisfaction conducted and results reported in February Strategic/LCAP update and benchmark for future years.</p> <p><b>1.2</b> Curriculum, Instruction, and Assessment Coordinator will develop report on teacher assignments and credentials</p> <p><b>1.3</b> Professional development for teachers to expand current services, resulting in increased college and career knowledge and more course access for students.</p> <p><b>1.4</b> Staff will have undergone additional EL training to develop greater access for all students</p> <p><b>1.4</b> Increase services to students for college and career readiness</p> <p><b>1.4</b> Increased college and career knowledge and course access for students</p>		Actual Annual Measurable Outcomes: <p><b>1.1</b> Staff participated in professional development to meet District College and Career Readiness goals</p> <p><b>1.1</b> 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data.</p> <p><b>1.1</b> 5% increase in # of students completing UC ‘a to g’ approved courses using cohort graduation data. – <b>(2012-13 = 28.6%; 2013-14 = 30.8%)</b></p> <p><b>1.1</b> 5% increase in students taking SAT or ACT using score records and annual reports -- <b>(2012-13 = 22.1%; 2013-14 = 31.54%)</b></p> <p><b>1.1</b> Assess CELDT results and reset annual growth benchmarks: 3% increase in reclassified EL rate annually – <b>(2013-14 = 15.8%; 2012-13 = 3.3%)</b></p> <p><b>1.2</b> Upgraded technology, infrastructure, software, access, and training</p> <p><b>1.2</b> Technology survey for customer satisfaction conducted and results reported in February Strategic/LCAP update: 5% increase in customer satisfaction (<b>#of computer units replaced 2013-14 = 230 units</b>)</p> <p><b>1.2</b> 100% of teachers meet requirements for teaching assignments <b>(2012-13 = 100%; 2013-14 = 100% 2014-15 97.3%)</b></p> <p><b>1.3</b> ALL Students understand that College and Career readiness is one of the successful outcomes they can and should expect for all students and High School graduates.</p> <p><b>1.4</b> 5% increase in all student participation (college career pathways)</p> <p><b>1.4</b> 5% increase in High School graduates participation in College and Career pathways – <b>(2012-13 District = 30.8%; LRHS = 43.6%; GHS = 25.1%)</b></p> <p><b>1.4</b> Students will be tracked as to their successful completion of a College and Career Pathway upon HS graduation</p>

		<b>1.4</b> Consider the development of career success coaches <b>1.5</b> Continued and expanded utilization of ACT Aspire (formerly ACT PLAN) or like CTE program. Student college readiness will be measured and baseline participation measured.			<b>1.4</b> Pilot career success coaching activities <b>1.5</b> 10% Increase in students enrolled in college and career program
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>1.1</b> To articulate and provide a smooth transition for students entering high school by providing release time for articulation session w/feeder districts		0000/1104 \$6,000	<b>1.1</b> District Math departments included feeder district teachers in planned professional days – no additional time was required. This goal should carry over for 2015-16 to articulate new ELA grade 9, 10, 11 curriculum.		0 Goal carried over to 2015-16
Scope of service:	School wide for GHS and LRHS		Scope of service:	School wide for GHS and LRHS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learner <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>1.1</b> Continued development of Link Crew at LRHS and to implement Link Crew at GHS by providing one Link Crew section at both LRHS and GHS.		0000/1100 \$30,679	<b>1.1</b> GHS began a Link Crew in 2014-15 and included funding for a period of Link Crew on the master schedule. Activities were funded through the site budget.		0000/1100 \$31,906
Scope of service:	School wide for GHS and LRHS		Scope of service:	School wide for GHS and LRHS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>1.1</b> Development of College & Career Readiness Sequence by		0000/1104 \$ 600	<b>1.1</b> No professional development expended for this beyond the work completed in the CRANE grant.		\$600

providing 2 days of professional development to review sequence.					
Scope of service:	District wide		Scope of service:	Specific programs and school wide at GHS and LRHS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 Upgrade of technology infrastructure and software to provide access to online resources (example: school-wide wireless)		Microsoft voucher \$30,000	1.2 50 additional wireless access points were installed across the district.		9823/4300,4400,5800 \$26,394
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 Provide professional development for AVID school wide (AVID Summer Institute Training).		0000/1-3xxx \$78,869	1.2 AVID professional development was provided in various forms: summer conference and training during the year.		0000/1-3xxx \$ 82,023
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 Continue and grow AVID program in all schools, providing training and other professional development.		0000/5200 \$5,000	1.2 AVID sections have doubled in size for 2014-15, and we are implementing the WICOR system districtwide going into 2015-16.		0000/5200 \$10,455



Scope of service: Districtwide			Scope of service: Mainly at LRHS and GHS		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.3 Implement data process to monitor track students participation and success, and to report progress back to the elementary feeder school districts (School Net Software).		0000/5800 \$21,000	1.3 The district has identified data systems for use, and will make an adoption for the 2015-16 school year.		\$0 We discontinued use of software for the school year as we explored new software options. New software will be implemented for 2015-16
Scope of service: Districtwide			Scope of service: Districtwide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.3 Implement the Career and Pathways Trust/CRANE Grant. Provide planning time not covered by the CRANE grant (2 full days for 4 teachers)		0000/1104 \$1,000	1.3 2014-15 was a planning year for CRANE implementation of new pathways. Monies were carried over to 2015-16 to begin implementation.		6382/1140 \$1,000
Scope of service: For specific pathways at LRHS and GHS			Scope of service: For specific pathways at LRHS and GHS		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			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		

__Other Subgroups:(Specify)_____			Subgroups:(Specify)_____		
<b>1.3</b> Continue to provide, develop, and expand Best Academy.		0000/1104, 4300 \$30,000	<b>1.3</b> The district has provided support for a summer program that will begin to link middle school programs with the high school programs. We are also supporting the programs by offering continuous professional development opportunities.		6382/1-3xxx, 4000 \$6,274
Scope of service:	GHS		Scope of service:	GHS	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>1.3</b> Continue to provide, develop, and expand Agriculture Academy.		0000/1104, 4300 \$30,000 (incentive grant support)	<b>1.3</b> The Ag Academy and Pathway in the district is supported by teachers that work during summer hours to facilitate student project development.		7010/4300 \$95,025
Scope of service:	GHS and LRHS specifically		Scope of service:	GHS and LRHS specifically	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>1.4</b> Add additional Counselors and counseling activities		80% funding of Dist. College and Career Coordinator \$68,125 (20% funded by the Crane Grant)	<b>1.4</b> The district was not able to find a suitable candidate but plans to add a second Career Technician for 2015-16 (goal carried over)		\$0 Goal carried over to 2015-16
Scope of service:	Districtwide		Scope of service:	Districtwide	
_x_ALL			_x_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)_____		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)_____	
<b>1.4</b> Continue and expand College and Career Coordinator to create greater access for students for internships and business partners, and post-secondary opportunities	80% funding of Dist. College and Career Coordinator \$68,125 (20% funded by the Crane Grant)	<b>1.4</b> The district has been developing funding for a CTE coordinator position, and will likely combine this position with the scope of an adult education coordinator	\$0 Position still under review. Will likely develop and implement position in 2015-16
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		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)_____	
<b>1.5</b> Continue at LRHS and implement at all schools ACT Plan Academic Assessment or like plan for Post-Secondary and Career preparation	0750/4300 \$12,000	<b>1.5</b> The ACT Plan product was discontinued this year by the vendor, and the district is utilizing a different survey to capture this data.	\$0 Senior Survey conducted with Survey Monkey
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<b>1.1</b> Each of the actions and services for this portion of the goal are planned to continue into the 2015-16 year, and the career counselor will be added so there will be two positions in the district – one based on LRHS and the second at GHS. The focus on providing smooth transitions will also continue as a goal in the district with new items added for 2015-16 that will strengthen transition activities. This section was to be measured by a 5% increase in # of students participating in CTE completer course sequences measured by Perkins and graduation data. Additional prep periods were added for Athletic and		

Activities Directors at both comprehensive schools to help foster a more positive school climate.

- 5% increase in # of students completing UC 'a to g' approved courses using cohort graduation data. – (2012-13 = 28.6%; 2013-14 = 30.8%)
- 5% increase in students taking SAT or ACT using score records and annual reports -- (2012-13 = 22.1%; 2013-14 = 31.54%)
- Assess CELDT results and reset annual growth benchmarks: 3% increase in reclassified EL rate annually – (2013-14 = 15.8%; 2012-13 = 3.3%)

**1.2** All first and second year teachers will continue to participate in the BTSA (Beginning Teacher Support and Assessment) Program, as the District feels this is a valuable program to support and retain new highly qualified teachers. Additionally, the District has invested in their staff by providing a 10.5% raise over three years to help attract and retain the best, most highly qualified teachers for our students. Districtwide AVID implementation is still a strong initiative in the district. We would like to begin measuring the effects of this implementation going into 2015-16. The goals should remain the same to establish consistency.

- Strategic/LCAP update: 5% increase in customer satisfaction (#of computer units replaced 2013-14 = 230 units)  
100% of teachers meet requirements for teaching assignments (2012-13 = 100%; 2013-14 = 100% 2014-15 97.3%)

**1.3** This goal area is heavily pointed to the district academies and pathways, and will continue to develop a roadmap for ongoing and continued support. These goals will remain the same going into 2015-16. The goal under these actions and services is that all students understand how College and Career readiness is one of the successful outcomes they can and should expect for all students and High School graduates. More emphasis can be placed in this area for future goal development.

**1.4** The actions and services for this section of the goal is heavy on personnel, and we have been developing the plan for implementation. One of goals will implement next year, and the second is pending implementation also. We have completed some other organizational work to better structure these changes. The measurement called for a 5% increase in all student participation (college career pathways):

- 5% increase in High School graduates participation in College and Career pathways – (2012-13 District = 30.8%; LRHS = 43.6%; GHS = 25.1%)
- Students will be tracked as to their successful completion of a College and Career

**1.5** Following the elimination of the ACT Plan product by the vendor, the district is in the process of identifying a software product that will achieve similar data results, but also be a more useful software tool to help students organize and personalize learning.

Original GOAL from prior year LCAP:	2014-15 Goal 2 Rigorous Learning & High Achievement ...for all students		Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify GSPO: 2, 5, 8, 11, 16_____
Goal Applies to:	Schools:	All Schools	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All Subgroups	
<p>2.1 Students will have increased access to higher learning strategies and additional interventions that will increase achievement</p> <p>2.1 100% of students in every classroom has access standards-aligned common core curriculum.</p> <p>2.2 EL identification, monitoring, and reclassification rate; 3) Advanced Placement and Early Assessment Program (EAP): 1) increase # of students scoring 3 or above; 2) increase # of students meeting EAP requirements</p> <p>2.2 Students will be measured on all assessment scores (including CAHSEE, CAASPP) to develop baseline data for comparisons in future years.</p> <p>2.2 Provide staff development about common core, next generation, and instructional strategies.</p> <p>2.2 Implement specific levels of ELD sections in the master schedule to accommodate all four levels of the program.</p> <p>2.2 5% increase in participation in EAP and AP</p> <p>2.2 5% increase in students scoring 3 or above (AP)</p> <p>2.2 5% increase in # of students meeting EAP requirements</p> <p>2.3 5% increase in reclassified learners</p> <p>2.3 Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies (inclusion ELD standards) and accountability measures that will promote student achievement.</p> <p>2.4 Increase graduate rates by 5%</p>			<p>2.1 Students will have increased access to higher learning strategies and additional interventions that will increase achievement</p> <p>2.1 100% of students in every classroom has access standards-aligned common core curriculum.</p> <p>2.2 EL identification, monitoring, and reclassification rate; 3) Advanced Placement and Early Assessment Program (EAP): 1) increase # of students scoring 3 or above; 2) increase # of students meeting EAP requirements.</p> <p>2.2 Students will increase all assessment scores by 5% Continue staff development.</p> <p>2.2 Common Core will be implemented in all Math and English courses.</p> <p>2.2 Continue to provide staff development based on ELD, AVID, and LINK Crew strategies to increase student achievement.</p> <p>2.2 5% increase in participation in EAP and AP – (2012/AP = 22.7%; 2013/AP = 31.3%)</p> <p>2.2 5% increase in students scoring 3 or above (AP) – (2012 = 58.1; 2013 = 46%)</p> <p>2.2 5% increase in # of students meeting EAP requirements – (2012 = ELA/19, Math/10; 2013 = ELA/20, Math/7)</p> <p>2.3 5% increase in reclassified learners – (2012 = 6.1%; 2013 = 3.3%; 2014 = 15.8%)</p> <p>2.3 Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies (inclusion ELD standards) and accountability measures that will promote student achievement.</p> <p>2.4 Increase graduation rates by 5% -- (2012 = 80.9%; 2013 = 87.5%)</p>

	<p><b>2.5</b> Set baseline API</p> <p><b>2.6</b> Provide document cameras and electronic whiteboards for ELD classrooms to serve students</p> <p><b>2.7</b> Additional EDGE training to better serve all students</p> <p><b>2.7</b> Support additional student incentive, redesignation, and seal of bi-literacy programs</p> <p><b>2.7</b> Provide instructional assistant for all EDGE classes to provide more support to EL students</p> <p><b>2.7</b> Baseline scores established (CAHSEE, CELDT, CAASPP, AMAO), and other measurements (API/AYP)</p> <p><b>2.7</b> 5% overall increase in GPA, Graduation rates and Post-Secondary Enrollments of ELD students.</p> <p><b>2.8</b> Use customer service survey for parents/students satisfaction of ELD programs</p> <p><b>2.9</b> Baseline measurements for total D's and F's in ELD program</p> <p><b>2.10</b> 10% reduction in student referrals, suspensions, expulsions, drop-outs and chronic absenteeism</p> <p><b>2.11</b> Baseline AMAO 2 measurements to determine number of students at 4 &amp; 5</p>		<p><b>2.5</b> Increase API 3% -- (districtwide 2012 = 751; 2013 = 756)</p> <p><b>2.6</b> Continue to provide additional technology and upgrades. (use technology satisfaction survey to develop baseline )</p> <p><b>2.7</b> Additional EDGE training to better serve all students</p> <p><b>2.7</b> Support additional student incentive, redesignation, and seal of bi-literacy programs</p> <p><b>2.7</b> Provide instructional assistant for all EDGE classes to provide more support to students</p> <p><b>2.7</b> 5% increase in EL student performance on these assessments (CAHSEE, CELDT, CAASPP, AMAO, and API/AYP )</p> <p><b>2.7</b> 5% overall increase in GPA, Graduation rates and Post-Secondary Enrollments of ELD students</p> <p><b>2.8</b> Continue use of survey, with 5% increase in participant satisfaction of ELD program</p> <p><b>2.9</b> 10% decrease in D's and F's in ELD program</p> <p><b>2.10</b> 5% reduction in student referrals, suspensions, expulsions, drop-outs and chronic absenteeism</p> <p><b>2.11</b> Increase student performance with 5% more students performing 4 or better on AMAO 2 -- (2013-14 = 54%; 2012-13 = 49%)</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<p><b>2.1, 2.4, 2.9</b> Consider research-based alternative structures of program schedules with the goal of increasing student access to comprehensive program of study. Release time for 10 teachers (5 teachers each school) and appropriate classified staff to discuss potential bell schedule (sub cost/2 days)</p>		<p>0000/1104 \$2,500</p>	<p><b>2.1, 2.4, 2.9</b> The comprehensive school sites engaged in a series of discussions around a potential bell schedule change for 2015-16. Although there was much discussion, we did not decide on a new plan, and will continue to discuss the feasibility of such a plan.</p>		<p>0000/1104 \$2,500</p>
Scope of service:	GHS & LRHS		Scope of service:	GHS & LRHS	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>		

__Other Subgroups:(Specify)_____			Subgroups:(Specify)_____	
<b>2.1, 2.4, 2.9</b> Potential Pilot bells schedule at Galt HS.		0000/1100/1000 \$205,484	<b>2.1, 2.4, 2.9</b> Tribe time was implemented at GHS. Tribe time is a 35 minute block of time twice a week used for remediation, study hall, etc.	0000/1100/1000 \$213,704
Scope of service:	GHS & LRHS		Scope of service:	GHS & LRHS
<input checked="" type="checkbox"/> _ALL			<input checked="" type="checkbox"/> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>2.1, 2.4, 2.5</b> Implementation of Common Core/NGSS Provide professional development -Rigor & Relevance -Effective Instruction -Professional Learning Communities		7405/1103 \$25,000 3xxx \$3,000 4100 \$339,755	<b>2.1, 2.4, 2.5</b> A primary focus in the district has been to implement common core with rigor, relevance, and effectiveness of instruction. This goal will continue for the next few cycles until fully implemented. This goal has driven the district professional development this year.	7405/1103, 3xxx, 4100, 5xxx \$367,755
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> _ALL			<input checked="" type="checkbox"/> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>2.1</b> Articulate Math adoptions		0000/1100 \$46,605	<b>2.1</b> After several months of meeting with district Math teachers, the adoption of an integrated sequence, and a pilot process to assess materials. The Board of Trustees adopted Integrated Math instructional materials at its regular April 2015 meeting	0000/1100 \$48,469
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> _ALL			<input checked="" type="checkbox"/> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

__ Other Subgroups:(Specify)_____			Subgroups:(Specify)_____	
<b>2.1, 2.2, 2.4, 2.5, 2.9</b> Smaller class sizes (CSR) established to impact student achievement and attain district goals		0020/1100 \$253,988	<b>2.1, 2.2, 2.4, 2.5, 2.9</b> CSR was implemented this year in 9 <sup>th</sup> grade Math and ELA, and will continue into 2015-16	0020/1100 \$264,147
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			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)_____	
<b>2.1, 2.4, 2.5</b> CAHSEE Preparation		0033/1100 \$28,250	<b>2.1, 2.4, 2.5</b> CAHSEE prep was targeted to students who still need to pass the exam. The district also created a CAHSEE prep that was targeted to our EL population. This goal will continue until the CAHSEE is revamped.	0033/1100 \$29,380
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>2.1, 2.4, 2.5</b> Curriculum, Instruction and Assessment Coordinator to support/improve all student achievement		0000/1-3xxx \$88,000 0750/1100 0750/2200 0750/4300 \$76,123	<b>2.1, 2.4, 2.5</b> The district added the AAC this year, and will continue this position going forward.	0000/1-3xxx \$64,908  0750/4300 \$3,930
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners			OR: __ Low Income pupils __ English Learners	



<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>2.2, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11</b> Implement specific levels of ELD sections in the master schedule to accommodate all four levels of the program.		0000/1100 \$70,400	<b>2.2, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11</b> Each school site added ELD sections to the master schedule for 2014-15, and this will continue going forward. The plan for 2015-16 is to expand support for the RFEF students through additional sections, and a specific language/reading curriculum.		0000/1100 \$73,216
Scope of service:	GHS, EHS, LRHS		Scope of service:	GHS, EHS & LRHS	
<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)_____			<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)_____		
<b>2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11</b> Provide one release period for ELD coach to offer staff development for cross curricular ELD strategies and accountability measures, that will promote student achievement.		0000/1104 \$ 750	<b>2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11</b> The district utilized site administration and the new Academic Assessment Coordinator to support new ELD sections this year. As new language intervention programs continue to implement, our focus will continue with ELD instruction, but also include students in the RFEF range.		0
Scope of service:	GHS & LRHS		Scope of service:	GHS & LRHS	
<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)_____			<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)_____		
<b>2.2, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11</b> Provide document cameras, interactive white board and provide for ELD classrooms to serve students.		1100/4300 \$ 9,000	<b>2.2, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11</b> Document cameras and interactive boards were installed in all ELD classrooms.		1100/4300 \$ 9,000
Scope of service:	GHS & LRHS		Scope of service:	GHS & LRHS	

<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) _____			<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) _____		
<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> Support additional student incentives, re-designation, and seal of bi-literacy programs		0000/4300 \$5,000	<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> The district will shift some of our focus to students who have been re-designated proficient for language development. The bi-literacy program is growing this year to include more students.		\$702
Scope of service:	Districtwide		Scope of service:	Districtwide	
<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) _____			<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) _____		
<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> Provide instructional assistant (IA) for all EDGE classes to provide more support to students (if needed)		0000/2100 \$30,000	<b>2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11</b> The district provided IA support for all EDGE classes this year.		0000/2100 \$31,200
Scope of service:	EHS & GHS		Scope of service:	EHS & GHS	
<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) _____			<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) _____		
<b>2.4, 2.5, 2.9</b> Support AVID School & District wide		See goal 1.2 (p. 47)	<b>2.4, 2.5, 2.9</b> AVID sections were doubled in number at GHS, and increased at LRHS. All of the allocation for AVID PD was spent, and we are sending more staff to training summer 2015. AVID strategies are being pushed through the WICOR approach to make AVID even more prevalent in our academic language.		See goal 1.2 (p. 47)
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>2.4, 2.5, 2.9</b> AVID Training	See goal 1.2 (p. 47)	<b>2.4, 2.5, 2.9</b> Teachers and administrators were sent to AVID Summer Institute	See goal 1.2 (p. 47)
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>2.4, 2.5, 2.9</b> Continue Online Credit Recovery and Summer School Program	3010/5800 \$60,000	<b>2.4, 2.5, 2.9</b> Online systems were used during 2014-15 for some credit recovery.	3010/5800 \$60,000
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>2.4</b> Supports/supplies for Arts & Music	0032/4300 \$10,000	<b>2.4</b> A \$10,000 allocation was made to help the music program to purchase new instruments	0032/4300 \$10,000
Scope of service: GHS & LRHS		Scope of service: GHS & LRHS	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>2.6 ELD Instruction:</b> Create and implement a systematic process of intervention that addresses the needs of all students and target subgroups (i.e., EL's, Latinos, SED, SWD, etc.) in order to insure that all students have access to higher level learning. Summer EDGE training for 15 teachers.		4203/5200 \$1,500	<b>2.6</b> The district has made progress in this area, and under the direction of student services, we utilize a modified RTI process with site-based intervention team meetings, and a district-based intervention process. We are using the process to keep our intervention groups identified, and we are closely monitoring student performance in classes.	7091/5200 \$615.20 7091/4300 \$408.50 0000/5200 \$502.89
Scope of service:	Districtwide		Scope of service:	Districtwide
<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)_____			<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)_____	
<b>2.8, 2.9, 2.10, 2.11</b> Provide for ELD Coordinator to offer staff development for cross curricular ELD strategies and accountability measures, which will promote student achievement.		0000/1104 \$6,000	<b>2.8, 2.9, 2.10, 2.11</b> Coordination of ELD services is currently handled by the Curriculum Coordinator and the site administration. The district is planning greater PD emphasis on ELD strategies under common core.	\$0
Scope of service:	Districtwide		Scope of service:	Districtwide
<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)_____			<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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<b>2.1</b> The district will continue with these actions and services, and continue to look at ways to achieve this goal by providing greater access to schedules. There is also more human resource power behind this goal to help structure and achieve the implementation of the common core, for instance. This is a powerful goal for the district to move forward. Students will have increased access to higher learning strategies and additional interventions that will increase achievement 100% of students in every classroom has access standards-aligned common core curriculum. The district adopted a Math sequence as part of this goal, and PD is focused on common core implementation in ELA and is emerging in History. Tribe Time was implemented at GHS. Instead of implementing the same schedule at LRHS, the LRHS staff decided to implement Freshman Houses to support incoming freshman during their transitional year into high school.		

**2.2** This section of the goal focused on ELD instruction, and ensuring the district is meeting the instructional requirements for our EL students. We also began to analyze course grades, and we were able to identify that our RFEP students need more support after re-designation. New goals for 2015-16 will focus attention on RFEP along with ELD instruction. This portion of the goal was to be measured using 1) EL identification, monitoring, and reclassification rates; 2) Advanced Placement and Early Assessment Program (EAP) scores and rates; Students were to increase all assessment scores by 5%

5% increase in participation in EAP and AP – **(2012/AP = 22.7%; 2013/AP = 31.3%)**

5% increase in students scoring 3 or above (AP) – **(2012 = 58.1; 2013 = 46%)**

5% increase in # of students meeting EAP requirements – **(2012 = ELA/19, Math/10; 2013 = ELA/20, Math/7)**

**2.3** This section of the goal is somewhat duplicative with the previous goal section. We will combine these goals into one, and continue to target ELD instruction, and the structure it takes to make it successful. The measurement we assigned to this section of the goal was to increase by 5% the reclassified learner rate -- **(2012 = 6.1%; 2013 = 3.3%; 2014 = 15.8%)**. The data suggests the district is going in the right direction. Our focus has been on ELD instruction and monitoring the milestone progress for students. New actions and services should include work to focus on the district RFEP students.

**2.4** The actions and services in this goal section are key to the movement of district programs, and outlines for staff, parents and students about our educational focus. Some of the actions and services will change because they provide for specific intervention, support, or service. For example, new actions and services will promote the common core implementation in more specific ways. The PD for example will be targeted, and the student results will be targeted for analysis. Online credit recovery will be discontinued, and another method has been put in place. The measurement for this section of the goal was to increase graduation rates by 5% -- **(2012 = 80.9%; 2013 = 87.5%)**. The single largest gain for the district was seen in the graduation rates, and conversely the decline in dropouts. District systems will continue to develop to reach a 0 dropout rate.

**2.5** The actions and services for this section of the goal will continue into 2015-16. The measurement for this goal was to increase the district API by 3% -- the last administration reveals a 5% increase **(districtwide 2012 = 751; 2013 = 756)**. As the API accountability changes, this goal should reflect any changes to the state system.

**2.6** The actions and services for this part of the goal are part of the systemic and organizational changes taking place in the district. We will continue to use the RTI process (STARS & COST Teams) in the district and to identify the needs of students. The results of a district staff technology satisfaction survey is used to measure needs. This section of the goal should be amended to focus more on results from the survey.

**2.7** The actions and services for this portion of the goal will continue for 2015-16, and will be combined.

The percentage goal is a 5% increase in EL student performance on: CAHSEE, CELDT, CAASPP, AMAO, & API/AYP; a 5% overall increase in GPA, graduation rates and post-secondary enrollments of ELD students. Analysis of the data shows the combined 2014 pass rate for EL students was 52% for Math, and 32% for ELA. The 2014-15 combined data is not yet available to measure growth. The district will continue to prioritize CAHSEE pass rates for EL in order to offer a comprehensive education that is rigorous.

**2.8** Parent participation in ELAC/DELAC has increased significantly, and parent surveys report satisfaction with the input levels. Parents in the district have a high level of communication with staff, board and administration. The services and actions will continue except for any proposed addition of an EL Coordinator. Those services should remain with the Curriculum Coordinator in the district.

**2.9** The actions and services for this part of the goal were designed to reduce D and F grades in ELD sections. Analysis of the student class performance data indicates that EL student GPA's increased by 2% at the first semester grading period for 2014-15, and the number of D and F grades fell by 3%. This does not hit our target mark, but the actions and services in this section do support progress in this area. The actions and services in this area might be expanded to include more intervention or research-based instructional practices.

**2.10** The actions and services for this portion of the goal was to reduce by 5% the number of student referrals, suspensions, expulsions, drop-outs and chronic absenteeism. An analysis of the data shows the drop-out rate has decreased by at least 5% districtwide, but this same rate of increase cannot be sustained in the future due to the graduation rate. Therefore, progress should be maintained in this area. The truancy rate is 30% districtwide, and has decreased mainly due to data cleanup. Additionally, the number of referrals, suspensions, and expulsions districtwide have decreased. We will shift the cost of one Administrator on Special Assignment salary to this section of the goal, as the work of this position has made a significant impact on this reduction.

**2.11** The actions and services for this portion of the goal was to increase student performance with 5% more students performing 4 or better on AMAO 2. Analysis of the data shows an increase in the proficiency level by 5% -- (2013-14 = 54%; 2012-13 = 49%).

Original GOAL from prior year LCAP:	2014-15 Goal 3 Open Communication & Participation...for all stakeholders		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify GSPO: 3, 5, 7, 11, 12, 15__
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Subgroups	
Expected Annual Measurable Outcomes:	<b>3.1</b> Website will be improved and more user friendly  <b>3.1</b> Baseline measurement developed with Technology customer service survey (February annual report)  <b>3.1</b> Study online parent communication programs		<b>3.1</b> Website will continue to be developed and viewer traffic will increase by 5% -- no data <b>3.1</b> 5% increase in customer satisfaction – no data  <b>3.1</b> Study online parent communication programs

	<p><b>3.1</b> Community forums to share and gain community input regarding GJUSHD programs/progress</p> <p><b>3.1</b> Utilize PTA’s National Standards tool and/or develop additional communication tool to increase participation and input in decision making</p> <p><b>3.1</b> Develop baseline using PTA’s National Standards for Family Partnership assessment tool</p>		<p><b>3.1</b> 10% increase in parent participation and input in decision making – increase to parent participation meetings notable for 2014-15.</p> <p><b>3.1</b> Utilize PTA’s National Standards tool and/or develop additional communication tool to increase participation and input in decision making</p> <p><b>3.1</b> Develop baseline using PTA’s National Standards for Family Partnership assessment tool</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>3.1</b> Planning time and software for posting assignments and home to school communication on website. (Cost is developing web portal and time for staff input).</p>	<p>0000/1100 \$5,745</p>	<p><b>3.1</b> Many teachers individually post assignments and other class information using webpages that are attached to the main school website.</p>	<p>0000/1100 \$5,974</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>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><b>3.1</b> Community forums to share and gain community input regarding GJUHS D programs/progress (all meeting costs, including staff time, childcare, food)</p>	<p>0000/1100 \$11,490 0000/5700 \$500 0000/2104 \$2,000</p>	<p><b>3.1</b> Each school site hosts a variety of informational meetings for parents to access district programs and services</p>	<p>0000/1xxx, 2xxx, 5xxx \$13,990</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>3.1</b> Development, design, and support for website to be more user friendly; Staffing for website support (current technology staffing costs and maintenance).		0000/1104, 4300 \$11,000	<b>3.1</b> The district utilizes a help-desk system to respond to requests for technology. The district is conducting a technology satisfaction survey and the results will be used to set new priorities;		0000/1104, 4300 \$11,440
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>3.1</b> Provide translators and signers for hearing impaired (as needed) for school events (as needed for up to 20 school/district events)		0000/2104 \$4,000	<b>3.1</b> Sites utilized these services minimally, but in reaching second language parents.		0000/2104 \$1,400 Services were not fully utilized. Continued focus this area for 2015-16 will increase use of these services.
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Services were not fully utilized. Continued focus this area for 2015-16 will increase use of these services.
<b>3.1</b> Utilization of PTA’s National Standards for Family Partnership Assessment Tool		0000/5800 \$5,000	<b>3.1</b> Site administration were introduced to the instrument and are working with staff to implement. No data is available.		\$0 Implementation of instrument was postponed until 2015-16.



Scope of service:	Districtwide		Scope of service:	Districtwide	Implementation of instrument was postponed until 2015-16.
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____		
<b>3.1</b> Train staff how to specifically engage foster youth		0000/1-3xxx \$11,490	<b>3.1</b> Beginning of year training 2015-16 is planned for foster youth engagement		0000/1-3xxx \$11,949
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input type="checkbox"/> ALL			<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) _____			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) _____		
<b>3.1</b> School sites perform self-assessment to set goals for increasing parent participation		0000/5700 \$500	<b>3.1</b> Assessment was not conducted.		\$0 Implementation of instrument was postponed until 2015-16.
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____		
<b>3.1</b> Planning time for sites to conduct and review assessment. Redesign and/or develop additional strategies to be implemented for 2015-16. Review will drive costs for but not limited to: Community Resource Center for Parents, Food & Childcare for community meetings		0000/2104 \$2,000	<b>3.1</b> Assessment was not conducted.		\$0 Implementation of instrument was postponed until 2015-16.

Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<b>3.1</b> The district is reviewing Learning Management Systems – LMS, which can provide the communication about grades, assignments, paper exchange, and secure-student email, as called for in the actions for this portion of the goal. New actions should allocate funding for an LMS along with training for staff and parents. This should be a priority for 2015-16. School sites will continue to evaluate customer service standards and practices and report out about communication.		

Original GOAL from prior year LCAP:	2014-15 Goal 4 Safe, Healthy, and Supportive School/Work Environment...for ALL		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify GSPO: 1, 4, 6, 7, 10, 14__
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Subgroups	
Expected Annual Measurable Outcomes:	<b>4.1</b> Student absence clearance rates will be 99% by EOY and ADA will be 95% and above. Chronic absence rates will decrease by 5% <b>4.1</b> Student suspension and expulsion rates will decrease by 5% <b>4.1</b> SARB referrals will decrease by 5% <b>4.1</b> Professional development will increase staff knowledge on sustaining and improving school/work environments <b>4.1</b> Set baseline with Healthy Kids survey (HKS) of school safety and connectedness <b>4.2</b> Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth and a better understanding of all students <b>4.3</b> All Schools will meet Williams Act Facility requirements <b>4.3</b> School facilities will be studied using FIT assessment to	Actual Annual Measurable Outcomes:	<b>4.1</b> Student absence clearance rates will be 99% and ADA will be 95% and above. Chronic absence rates will decrease by 5%. <b>4.1</b> Student suspension and expulsion rates will decrease by 5% <b>4.1</b> SARB referrals will decrease by 5% <b>4.1</b> California Healthy Kids Survey (CHKS) results <b>4.2</b> 10% increase in foster student identification <b>4.3</b> All Schools will meet Williams Act Facility requirements <b>4.3</b> Facilities Inspection Tool (FIT) results

	determine needs for increased school and community usage		
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b>4.1</b> Attendance rates are reported and monitored monthly.	0	<b>4.1</b> Attendance rates are more closely monitored, and school sites set goals to achieve higher levels.	0
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		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)_____	
<b>4.1, 4.2</b> Outreach and Homeless Liaisons to track home and truancy visits	0000/2900 5630/2900 \$59,282 0000/2200, 3xxx \$29,641	<b>4.1, 4.2</b> Visits are tracked, and logged in Powerschool. Needs and issues are communicated at the site level, with student services involved when needed. Calls are logged for student home visits.	0000/2900 5630/2900 \$61,653 0000/2200, 3xxx \$30,826
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		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)_____	
<b>4.1, 4.3</b> Use the FIT to assess facilities, and annually update needs analysis	8150/2300 \$1,000	<b>4.1, 4.3</b> The results of the assessment determine priorities for facility needs, and allocation under deferred maintenance.	8150/2300 \$1,040

Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>4.1, 4.2</b> Maintain Anti-Bullying program; provide “Breaking Down the Walls” training for each site		0000/5800 \$30,000 5630/2900, 3xxx \$29,641 9xxx/4300 \$11,000	<b>4.1, 4.2</b> Each school site ran an anti-bullying program, and sites have already planned for 2015-16		0000 and 9xxx/1xxx, 3xxx, 4xxx, 5xxx \$14,000 5630/2900, 3xxx \$30,826 9xxx/4300 \$11,000
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>4.1, 4.2</b> Addition of School Resource Officers (SRO)		0000/5800 \$78,000	<b>4.1, 4.2</b> A second resource officer was added this school year, and the data shows a reduction in student detentions, suspensions, and expulsions. Originally the district planned to add a third SRO, thus the reduction in cost.		0740/5800 \$37,500
Scope of service:	GHS/ EHS and LRHS after annexation in 2015-16		Scope of service:	GHS/ EHS and LRHS after annexation in 2015-16	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
<b>4.2</b> School Safety and Violence Program		0031/2900 \$118,037	The district employed Campus Security positions at all sites. The reason for the difference in Estimated Actual Expenditures is due		0031/2900, 3xxx \$140,737

				to the consideration of benefit costs in the total.			
Scope of service:	District wide		Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____			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)_____	
<b>4.1</b> Transportation study regarding vehicles, routing, adequate staffing, and ongoing training		0000/2400 \$1,500	<b>4.1</b> Review of bus fleet has shown a need for bus fleet to be upgraded including purchasing 2 new buses, and providing painting and maintenance on the rest of the fleet. Will continue to review the needs of the transportation department.		0000/2400 \$1,560		
Scope of service:	Districtwide		Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p><b>4.1</b> The purposed of this portion of the goal is to impact student behavioral indicators such as attendance consistency, discipline issues, and to analyze the needs of a school site for climate. The following are ways the student behavioral areas were measured. In each case, the district experienced a decline in occurrences.</p> <ul style="list-style-type: none"> <li>• Student absence clearance rates will be 99% and ADA will be 95% and above. Chronic absence rates will decrease by 5%.</li> <li>• Student suspension and expulsion rates will decrease by 5%</li> <li>• SARB referrals will decrease by 5%</li> <li>• Metric: School attendance rates, Monitoring the student truancy, suspension and expulsion rates</li> <li>• Facilities Inspection Tool (FIT) results</li> </ul> <p>An analysis of the data shows the drop-out rate has decreased by at least 5% districtwide, but this same rate of increase cannot be sustained in the future due to the graduation rate. Therefore, progress should be maintained in this area. The truancy rate is 30% districtwide, and has decreased mainly due to data cleanup. Additionally, the number of referrals, suspensions, and expulsions districtwide have decreased. We will shift the cost of one Administrator on Special Assignment salary to this section of the goal, as the work of this position has made a significant impact on this reduction.</p> <p>The results of the CHKS can set a baseline for service delivery, looking further at student behaviors and needs.</p>					

**Chronic Absenteeism Rate(s)**

<b>Year</b>	<b>District</b>	<b>GHS</b>	<b>LRHS</b>	<b>EHS</b>
2011-2012	21.9%	16.9%	15.0%	78.8%
2012-2013	22.1%	17.6%	15.2%	74.2%
2013-2014	19.7%	14.4%	11.5%	80.6%

**4.2** This section of the goal uses a 10% increase in foster student identification when performing student interventions. The actions and services for this part of the goal are part of the systemic and organizational changes taking place in the district. We will continue to use the RTI process (STARS & COST Teams) in the district and to identify the needs of students.

### 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:	\$ 1,498,100
<p>The district has committed to attracting and retaining a highly qualified staff to ensure that our unduplicated students are getting a quality education, as such, the salary schedule has been improved toward this effort.</p> <p>The district continues to invest in the Beginning Teacher Support and Assessment Program to support and retain strong, new teachers that have the skills and knowledge to support our unduplicated students.</p> <p>The district will be purchasing a data system to track the performance of our unduplicated students across many metrics so we can make the best program decisions for those students.</p> <p>We have implemented Link Crew at both comprehensive high schools and support the program with a class section at each site and a budget for supplies and activities. One goal of this program is to support unduplicated students as they transition into high school.</p> <p>The district has invested in hiring a second Career Technician to aggressively recruit unduplicated students into our CTE pathways and track their progress toward being college &amp; career ready.</p> <p>Students will be participating in a bullying prevention program (Breaking Down the Walls) and all staff have been trained to teach students about cyberbullying and appropriate online interactions.</p> <p>An additional SRO was hired to work at GHS and EHS campuses, as they have the highest percentages of unduplicated students, to deal with gang-related and other discipline issues, ensure students are in class and ready to learn, and to participate in home visits.</p> <p>AVID WICOR strategies are being implemented district-wide to support all students in meeting the expectations of the Common Core.</p> <p>Outreach services are provided at all three campuses to support our unduplicated student population.</p>	

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

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

8.32	%
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The Galt Joint Union High School District (GJUHSD) minimum proportionality percentage is 8.32%, or equivalent to \$1,498,100. The actions and services described above utilize at least the required minimum proportionality amount. Beyond those actions and services identified above, the district is also providing increased or improved actions and services that are specifically directed toward our unduplicated pupils, such as:

We have assigned an Administrator on Special Assignment to work with our unduplicated students in the areas of academic achievement/guidance, attendance/truancy, discipline, and parent communication.

An EL Coordinator/Coach position will be created to develop a comprehensive ELD program that address the needs of our EL/RFEP students.

Additional ELD sections and resources (instructional aides, curriculum, staff development, etc) have been allocated to provide the appropriate level of intervention for our English Learner and Reclassified populations.

An after-school credit recovery/CAHSEE preparation opportunity has been added to support our unduplicated pupils that are behind in meeting their graduation requirements.

A 0.5 FTE Homeless Liaison provides services to homeless and foster youth on all three campuses.

We also have invested in the AVID program, offering 2 or 3 sections at each comprehensive site to support unduplicated students become college-ready.

In addition, resources have been used to provide opportunities for staff development and curriculum revisions, for teachers/staff to provide targeted assistance to English learners, foster youth and/or low income students

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:



- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).