

Introduction:

LEA: Fullerton Joint Union High School District **Contact (Name, Title, Email, Phone Number):** Scott Scambray, Ed.D., Superintendent, scambray@fjuhsd.org, 714-870-2801
LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
The District analyzed and synthesized the findings related to student performance, stakeholder surveys and focus group discussions. What followed was an initial draft of the LCAP for 2016/17 which incorporated the findings from the annual update. The initial draft was presented to District Leadership for early review and comment and was subsequently shared with the OCDE LCAP review team for further feedback. Based on input from the leadership team and OCDE staff members, the draft was then revised and presented to the District Advisory Committee (DAC) and the District English Learner Advisory	The hypothesis from these meetings was that common themes would arise from an analysis of the survey data, annual update meetings and LCAP draft review and comment meetings. These common themes would represent the educational values of our collective stakeholder groups for the students in the District. These values, in turn, would become key considerations in the development of the LCAP.

Committee (DELAC), members of the executive committee of Fullerton Secondary Teachers Organization (FSTO) and executive committee members of the local chapter of California School Employees Association (CSEA) for review and comment. The superintendent responded, in writing, to all written comments that came from the DAC and DELAC meetings as required in Education Code 52063.

The public was notified of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan. The opportunity for submitting written comments was scheduled for the board meeting on June 7, 2016. The notification was published on May 10, 2016, for the June 7 public hearing (Ed. Code 52062).

A public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan was held at a regularly scheduled board meeting on June 7, 2016. Written recommendations and comments were received and considered in the development of the LCAP. The superintendent responded in writing to all recommendations and comments received in writing.

Two additional LCAP input opportunities were provided to both CSEA members and to teachers who may have been interested in review and comment on the development of the LCAP, May 2, 2016 and May 9, 2016. Members of each bargaining unit were given the opportunity to review the latest draft of the LCAP and were given the opportunity to contribute to the formation of the LCAP.

Five common themes arose from the surveys and stakeholder meetings. They impacted the formulation of the LCAP in several key areas:

1. Hire and retain high-quality teachers and provide professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)
2. Include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)
3. Increase students' opportunities by encouraging them to take CTE courses and increase the "a-g" completion rate. Provide increased support for students attempting honors, AP and/or IB courses and training for teachers to better support struggling students in advanced courses. (State Priority 7)
4. Focus on critical thinking, college and career level writing, college and career level math skills, communication and practical skills students will need after high school. (State Priority 4 and 8).
5. Improve internal and external communication and break down language and cultural barriers to families of English learner (EL) students with increased personal contact and through building relationships. (State Priority 3 and 5)

The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the DAC and from parents of our EL students through the DELAC.

Following are some of the key changes made to the LCAP based upon comments from parents, students, and other stakeholders:

1. It was determined that the current seven goals of the LCAP were, in some instances, too specific to basic services and forced schools and the District to set metrics for them that were impractical and could be accomplished within a broader context of goals. DAC voted to reduce the number of goals to be

more general and inclusive of the eight state priority areas. The goals of the LCAP have, therefore, been reduced from seven to five.

2. Two TOSA's, one for support in educational technology and one for support to science staff members
3. Mental health services for students through consultant agencies
4. Practical skills/life skills courses to be offered in the fall of 2016
5. Additional support to EL students and families at each District school

The DAC included representatives from all schools and the community. The DAC was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low income students and parents of students with disabilities. Attendees of the DAC were given a draft of the LCAP and they were given the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. Attendees of the DELAC were given a draft of the LCAP and they were given the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP.

All stakeholder input meetings were conducted throughout the development of the LCAP. Their input was tabulated and presented to District leadership team and the common themes were identified. These themes then were considered to be a reliable indication of stakeholders' educational values and important considerations in the formation of the plan. Drafts of the plan that were presented to the DAC and DELAC were supported with summary findings from the perception data received from stakeholder surveys and previous meetings and from summary findings of student achievement data. As the

District received comments from DAC and DELAC, drafts of the LCAP were revised. Thus, the District made concerted efforts to engage stakeholders in a timely and collaborative process in the construction of the LCAP.

Faculty, staff members, and the School Site Council at each school site conducted a review of student performance data at the annual review in August of 2015, just prior to the beginning of the student school year. The Single Plan for Student Achievement (SPSA) for each site was aligned to the goals of the LCAP and performance data was used to set goals specific to the needs of the students at each site. The outcome is that a wide array of stakeholders contributed to the development of the SPSA's which all align to the District LCAP and are designed to meet the specific needs of the students at each site.

Annual Update:

Involvement Process:

The District created three detailed surveys, one for each stakeholder group, parents, staff members, and students. The surveys were built upon the goals, stakeholder values and eight State priorities identified in the LCAP from the previous year and asked respondents to indicate their perceptions on the extent to which the District met the LCAP goals from the previous year. The surveys were conducted between January 4, 2016, and April 10, 2016, to allow for timely engagement in the development of the LCAP. The District contracted with Orange County Department of Education's Office of Evaluation and Funding Development to produce and administer the surveys and to conduct follow up stakeholder focus groups.

Staff - 664 respondents to survey (538 certificated, 100 classified, 20 management)

Parents - 886 respondents to survey (811 English, 24 Spanish, 51 Korean)

Students - 4,982 respondents to survey

Eleven focus group meetings were conducted to provide opportunities to dialogue with representative stakeholders on survey responses that indicated a need to talk more on a given goal. Two focus groups for each of the staff members and parent groups (four total) were held and seven focus groups were conducted for the students, one at each District school site. Responses to both the surveys and the focus groups were collated and analyzed to determine

Annual Update:

Impact on the LCAP:

The District received comments from parents and other stakeholder representatives of the DAC, from parents of our EL students through the DELAC and through the District-wide parent LCAP survey.

Listed are the general conclusions and recommendations from the LCAP annual review.

Conclusions:

The District supported implementation of LCAP goals in the following ways:

- * Enhance guidance services to foster youth (FY), homeless youth (HY), EL, and low income (LI) students (Purchase of Naviance)
- * Professional Development to integrate State standards and improve instruction
- * Teacher on Special Assignment(TOSA) - Math (5/5)
- * TOSA - English Language Arts (3/5)
- * TOSA - English Learners (3/5)
- * TOSA – Advancement Via Individual Determination (AVID) program (1/5)
- * Mental Health training for general education staff members to better support FY, HY, EL, and LI students
- * Math coaches at each site

common themes. Common themes were integrated into the goals, actions, services, and expenditures of the LCAP.

In addition to the District-wide surveys, several meetings were held to review student performance data, draw conclusions from the data, and make recommendations for the 2016/17 LCAP development. Input was received from representative bodies within the various stakeholder groups. Specifically, the District met with Fullerton Parent Teacher Association (PTA) Council, La Habra PTA Council, executive members of Fullerton Secondary Teacher's Association (FSTO), executive members of the local chapter of California School Employee's Association (CSEA), The District Advisory Committee (DAC), consisting of representatives from each school and the District office, and finally the District English Learner Advisory Committee (DELAC). (See below for DAC and DELAC membership make-up).

In each of these meetings, the District presented data and findings from the various metrics used to measure effectiveness of the LCAP goals and eight State priorities from the previous year, including metrics identified in the School Accountability Report Card (SARC) for each school and other, local measures of effectiveness and college and career readiness. Data reviewed included:

- * CAASPP/SBAC Results for English Language Arts (ELA) and math
- * Enrollment for Visual and Performing Arts, World Languages, Career Technical Education (CTE) and Honors/AP/IB courses
- * CTE pathway completion rates
- * Unduplicated enrollment of students in honors/AP/IB courses
- * Early Assessment Program (EAP) results for math and English
- * Expository Reading and Writing Curriculum (ERWC) pass rate w/“C” or better for students who received "conditional" status in EAP-ELA from previous years CAASPP score.
- * UC/CSU “a-g” course completion rates
- * AP/IB exam participation and performance results
- * California English Language Development Test (CELDT) scores
- * Redesignation (RFEP) rates
- * Seal of Biliteracy numbers
- * Williams Settlement reports
- * Attendance rates

- * ELA coaches at each site
- * Academic support during the school day at several District schools (HOWL, Tribe Time, High-Step, Raider Revolution)
- * AVID support at District schools that offer the program

The District began or did not complete supporting implementation of the LCAP goals in:

- * Writing Literacy across disciplines (In progress)
- * Practical Skills curriculum and instruction for unduplicated target student populations and Students with Disabilities (In progress)
- * Senior Survey to determine student perceptions of college- and career-readiness (Not begun)
- * District Mental Health Liaison (Not begun)
- * Though the District is performing above county and state averages in standardized testing, there is plenty of room for improvement in math and English Language Arts (ELA).
- * There may be a lack of communication between subject-matter instructional staff members in relation to common skills students need to master in all subjects (eg. educational technology, writing literacy, reading for understanding, etc.).
- * Enrollment numbers are holding well in AP, IB, World Languages and CTE.
- * Methods to quantify parent participation at each school seem to be unreliable. A clearer more consistent way of tabulating parent participation is needed.
- * EL family involvement continues to be low.
- * There may be other barriers to student success in addition to more traditional academic indicators (mental health issues, students returning from suspension or expulsion needing to be reintroduced to the school culture, interpersonal/relational issues, as well as the more traditional academic support structures).

- * Graduation rates
- * Suspensions
- * Expulsions

The superintendent responded, in writing, to all written comments that came from the DAC and DELAC annual review meetings as required in Education Code 52063.

The DAC included representatives from all schools and the community. The DAC was made up of parents, students, teachers, classified staff members, administrators, and parent of ELs, FY, LI, and Students with Disabilities. Administration at each of the sites invited parents and employee representatives to be on the committee. DELAC representatives were invited from the ELAC at each District school.

All stakeholder input meetings were conducted throughout the initial development of the LCAP. Input was tabulated and presented to the District Leadership team to determine general conclusions and recommendations. Recommendations were applied as appropriate to the 2016/17 LCAP in several significant ways. Thus, the District made concerted efforts to engage stakeholders in a timely and collaborative process in the LCAP annual review.

* More students appear to be taking honors, AP and/or IB courses. Access appears to be more open.

* Referrals to the county ACCESS program are down from 245 in 2014/15 to 175 in 2015/16

Recommendations:

- * Provide more opportunities for instructional staff members to collaborate both within and between subject areas to align instructional practices and learning skills/concepts that are common within all standards District-wide.
- * Continue professional learning in best practices for educational technology.
- * Include restorative practices to the overall educational program that reintegrate students back into the school after suspension/expulsion or extended leaves.
- * Provide to students mental health, social/emotional support and/or interpersonal relational skills training in addition to traditional academic support.
- * Incentivize and promote CTE pathways. Show students and parents the benefits of completing CTE pathways.
- * Consider incentivizing improved attendance, performance for students not planning to attend a four-year college on SBAC tests and students attempting more courses that meet "a-g" requirements (eg. - Grad Night tickets, prom tickets, etc.).
- * Create a clear and consistent way of tabulating parent participation: Examples could include the numbers of:
 - * All volunteers
 - * Parents that have donated to clubs, athletics, etc.
 - * Attendees at Back to School Night/Open House
 - * LCAP survey respondents

or a summary of the ways in which parents are involved rather than the number of parents involved.

- * Find ways to measure the effectiveness of the use of technology in the overall educational program. (the extent to which Google Classroom is being used, for example).

- * Increase personal contact between the District and District schools and families of EL students.

- * Provide increased support for students attempting honors, AP and/or IB courses and training for teachers to better support struggling students in advanced courses

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).		Related State and/or Local Priorities: 1 2 3 _ 4 <u>X</u> 5 _ 6 _ 7 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify				
Identified Need :	Student performance data analysis and stakeholder feedback resulted in the following needs assessment: <ul style="list-style-type: none"> * Writing literacy across disciplines and to targeted student populations needs to expand * Practical skills curriculum/courses need to be offered * SBAC results, though above county and state averages can improve: * ELA = 69% met or exceeded standard * Math = 46% met or exceeded standard * Students meeting "a-g" requirements at graduation remained at 48% and LI, EL and FY continue to under-perform in meeting "a-g" requirements * EAP results can be improved: * ELA = 40% CSU ready * Math = 28% CSU ready * AP/IB test performance is holding at relatively the same pass rate for each program (AP 13/14 = 68% and 14/15 = 66%) (IB 13/14 = 80% and 14/15 = 81%) * CELDT test results show increase in the number of students advancing in acquiring English (students scoring advanced increased from 13% to 14%, early advanced from 41% to 43%, intermediate, early intermediate and beginning percentages remained relatively the same) * RFEP rate improved by 7% from previous year (from 13% to 20%) * ERWC pass rate with "C-" or higher for students identified as "conditionally ready" for CSU improved by 1% over previous year (from 17% to 18%) * Students graduating with a Seal of Biliteracy increased by 2% over previous year (from 13% to 15%) * CTE pathway completion rate is down from previous year by 8% (from 40% to 32%) * Find ways to measure effective use of educational technology 						
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Schools:</td> <td style="padding: 2px;">All District Schools</td> </tr> <tr> <td style="padding: 2px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px;">All Students</td> </tr> </table>			Schools:	All District Schools	Applicable Pupil Subgroups:	All Students
Schools:	All District Schools						
Applicable Pupil Subgroups:	All Students						

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

- * Exceed CAASPP results in ELA and math
- * Exceed UC/CSU "a-g" completion rate
- * Meet or exceed EAP results
- * Meet or exceed AP/IB test performance results
- * Meet or exceed Annual Measurable Achievement Objectives (AMAO) on CELDT performance.
- * Increase RFEP rate
- * Meet or exceed ERWC pass rate for students receiving "C-" or above and who received "conditionally ready for CSU" on EAP
- * Meet or exceed the number of students graduating with a Seal of Biliteracy certificate
- * Increase CTE pathway completion count
- * Create baseline data of AVID program completion count

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TOSA - ELA will work with all core disciplines to inform staff members of CCSS writing literacy standards, provide PD to support staff members in integrating writing literacy standards into their unit and daily lessons, and provide technical support to schools as needed.	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)	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 4,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 10,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
Turnitin.com Revision Assistant web-based program to aid in creation of District writing performance tasks for ELA and writing prompts to support the integration of writing literacy standards in all disciplines and to support students who struggle in writing, specifically students with disabilities (SWD), Low-Income students (LI), Foster Youth (FY), English Learners (EL) and Homeless Youth (HY).	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students identified as at risk and/or SWD</u>	District Internet license 5000-5999: Services And Other Operating Expenditures Supplemental 140,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 5,000
Practical Skills curriculum/courses to support student learning in the areas of budgeting, personal loans, credit, banking, and other areas of personal finance. Though open to all students, the course will primarily support unduplicated student population. The District will consider courses both within the school day through	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 10,000 Certificated hourly salary and benefits for possible after school program 1000-1999: Certificated Personnel Salaries Supplemental 15,000

North Orange County Regional Occupation Program (NOCROP) or during scheduled tutorials (Tribe Time for example) and outside the normal school day.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	
Read 180 web-based program to accelerate EL student acquisition of English at ELD program schools. Professional development to train teachers in the effective use of the program.	BPHS, FUHS, LHHS	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Internet licenses for program sites 5000-5999: Services And Other Operating Expenditures Supplemental 240,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 1,500 Hardware to support the program 4000-4999: Books And Supplies Supplemental 25,000
AVID program to support unduplicated student groups in preparing for college and careers. AP test support for LI students SAT test preparation for LI students	BPHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 28,500 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,900 Test support 4000-4999: Books And Supplies Supplemental 15,000 SAT test preparation: certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 3,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	FUHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 95,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 19,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 1,500 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,300 Test support 4000-4999: Books And Supplies Supplemental 35,000
AP test support for LI students	LHHS	All OR: <input checked="" type="checkbox"/> Low Income pupils	Test support 4000-4999: Books And Supplies Supplemental 15,500

		English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
AP/IB test support for LI students iPath program to support unduplicated student groups in preparing for college and careers.	SOHS	All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	AP/IB test support 4000-4999: Books And Supplies Supplemental 22,500 Salaries and benefits for iPath teachers 1000-1999: Certificated Personnel Salaries Supplemental 125,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	SHHS	All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 43,400 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,900 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	TRHS	All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 212,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 24,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,100 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000

Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Exceed CAASPP results in ELA and math * Exceed UC/CSU "a-g" completion rate * Meet or exceed EAP results * Meet or exceed AP/IB test performance results * Increase RFEP rate * Meet or exceed ERWC pass rate for students receiving "C-" or above and who received "conditionally ready for CSU" on EAP * Meet or exceed the number of students graduating with a Seal of Biliteracy certificate * Increase CTE pathway completion count * Create baseline data of AVID program completion count 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	TOSA - ELA will work with all disciplines to inform staff members of CCSS writing literacy standards, provide PD to support staff members in integrating writing literacy standards into their unit and daily lessons, and provide technical support to schools as needed.	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)
			Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 4,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
	Turnitin.com Revision Assistant web-based program to aid in creation of District writing performance tasks for ELA and writing prompts to support the integration of writing literacy standards in all disciplines and to support students who struggle in writing, specifically students with disabilities (SWD), Low-Income students (LI), Foster Youth (FY), English Learners (EL) and Homeless Youth (HY).	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students identified as at risk and/or SWD</u>
			District Internet license 5000-5999: Services And Other Operating Expenditures Supplemental 140,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 5,000
	Practical Skills curriculum/courses to support student learning in the areas of budgeting, personal loans, credit, banking, and other areas of personal finance. Though open to all students, the course will primarily support unduplicated student population. The District will consider courses both within the school day through North Orange County Regional Occupation Program	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient
			Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 10,000 Certificated hourly salary and benefits for possible after school program 1000-1999: Certificated Personnel Salaries Supplemental 15,000

(NOCROP) or during scheduled tutorials (Tribe Time for example) and outside the normal school day.		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	
Read 180 web-based program to accelerate EL student acquisition of English at ELD program schools. Professional development to train teachers in the effective use of the program.	BPHS, FUHS, LHHS	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Internet licenses for program sites 5000-5999: Services And Other Operating Expenditures Supplemental 240,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 1,500 Hardware to support the program 4000-4999: Books And Supplies Supplemental 25,000
AVID program to support unduplicated student groups in preparing for college and careers. AP test support for LI students SAT test preparation for LI students	BPHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 28,500 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,900 Test support 4000-4999: Books And Supplies Supplemental 15,000 SAT test preparation: certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 3,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	FUHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 95,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 19,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 1,500 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,300 Test support 4000-4999: Books And Supplies Supplemental 35,000
AP test support for LI students	LHHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Test support 4000-4999: Books And Supplies Supplemental 15,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
AP/IB test support for LI students iPath program to support unduplicated student groups in preparing for college and careers.	SOHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	AP/IB test support 4000-4999: Books And Supplies Supplemental 22,500 Salaries and benefits for iPath teachers 1000-1999: Certificated Personnel Salaries Supplemental 125,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	SHHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 43,400 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,900 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	TRHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 212,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 24,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,100 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Exceed CAASPP results in ELA and math * Exceed UC/CSU "a-g" completion rate * Meet or exceed EAP results * Meet or exceed AP/IB test performance results * Increase RFEP rate * Meet or exceed ERWC pass rate for students receiving "C-" or above and who received "conditionally ready for CSU" on EAP * Meet or exceed the number of students graduating with a Seal of Biliteracy certificate * Increase CTE pathway completion count * Create baseline data of AVID program completion count 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	TOSA - ELA will work with all disciplines to inform staff members of CCSS writing literacy standards, provide PD to support staff members in integrating writing literacy standards into their unit and daily lessons, and provide technical support to schools as needed.	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)
			Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 4,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
	Turnitin.com Revision Assistant web-based program to aid in creation of District writing performance tasks for ELA and writing prompts to support the integration of writing literacy standards in all disciplines and to support students who struggle in writing, specifically students with disabilities (SWD), Low-Income students (LI), Foster Youth (FY), English Learners (EL) and Homeless Youth (HY).	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students identified as at risk and/or SWD</u>
			District Internet license 5000-5999: Services And Other Operating Expenditures Supplemental 140,000 Release time, collaboration 1000-1999: Certificated Personnel Salaries Supplemental 5,000
	Practical Skills curriculum/courses to support student learning in the areas of budgeting, personal loans, credit, banking, and other areas of personal finance. Though open to all students, the course will primarily support unduplicated student population. The District will consider courses both within the school day through North Orange County Regional Occupation Program	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient
			Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 10,000 Certificated hourly salary and benefits for possible after school program 1000-1999: Certificated Personnel Salaries Supplemental 15,000

(NOCROP) or during scheduled tutorials (Tribe Time for example) and outside the normal school day.		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	
Read 180 web-based program to accelerate EL student acquisition of English at ELD program schools. Professional development to train teachers in the effective use of the program.	BPHS, FUHS, LHHS	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Internet licenses for program sites 5000-5999: Services And Other Operating Expenditures Supplemental 240,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 1,500 Hardware to support the program 4000-4999: Books And Supplies Supplemental 25,000
AVID program to support unduplicated student groups in preparing for college and careers. AP test support for LI students SAT test preparation for LI students	BPHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 28,500 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,900 Test support 4000-4999: Books And Supplies Supplemental 15,000 SAT test preparation: certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 3,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	FUHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 95,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 19,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 1,500 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 10,300 Test support 4000-4999: Books And Supplies Supplemental 35,000
AP test support for LI students	LHHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Test support 4000-4999: Books And Supplies Supplemental 15,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
AP/IB test support for LI students iPath program to support unduplicated student groups in preparing for college and careers.	SOHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	AP/IB test support 4000-4999: Books And Supplies Supplemental 22,500 Salaries and benefits for iPath teachers 1000-1999: Certificated Personnel Salaries Supplemental 125,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	SHHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 250,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 43,400 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,900 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000
AVID program to support unduplicated student groups in preparing for college and careers. AP/IB test support for LI students	TRHS	<input type="checkbox"/> All <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits for program instructors 1000-1999: Certificated Personnel Salaries Supplemental 212,000 Salaries and benefits for program tutors 2000-2999: Classified Personnel Salaries Supplemental 24,000 Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 5,000 Pupil field trips 5000-5999: Services And Other Operating Expenditures Supplemental 12,100 AP/IB test support 4000-4999: Books And Supplies Supplemental 5,000

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

GOAL 2:	District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(State Priority 1 and 7)		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Student performance data analysis and stakeholder feedback resulted in the following needs assessment: * Professional development to support instructional staff members in differentiating instruction for increased numbers of students attempting more rigorous courses is needed * More students are taking honors, AP and/or IB courses, however a gap continues to exist in the number of unduplicated student populations enrolling in more advanced courses * Enrollment counts in visual and performing arts (VAPA), world languages and CTE continue at relatively the same levels * CTE programs need to be promoted and students need to be shown the benefits of completing CTE pathways * Encourage more students, and specifically unduplicated student populations, to take courses that fulfill CSU/UC "a-g" requirements		
Goal Applies to:	Schools:	District-wide <hr/> Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

- * Maintain 186 day work restoration
- * Maintain 28.5:1 student to teacher ratio
- * Maintain transportation to program schools for students requiring ELD instruction
- * Expand the use of Naviance program to provide increased guidance services to all students including LI, EL, FY, HY and SWD
- * Fund additional week of summer school with LCFF supplemental funds
- * Meet or exceed previous year's rating in facilities site inspections (Williams Settlement Report)
- * Increase deferred maintenance program to \$600,000
- * Meet or exceed technology acquisition/replacement to fully support SBAC testing requirements and support the overall District educational program
- * All students will have access to all required standards-aligned instructional materials (Williams Settlement Report)
- * Meet or exceed CSU/US "a-g" completion rate (48%)
- * Meet or exceed enrollment of unduplicated students in honors, AP and/or IB courses (41%)
- * Meet or exceed enrollment of students in CTE courses (64%)
- * Meet or exceed enrollment of students in VAPA courses (34%)
- * Meet or exceed enrollment of students in world languages courses (63%)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Base level staffing Maintenance, operations and facilities - cost centers 81xx-85xx Increase deferred maintenance to \$1,000,000	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)	Certificated salaries, classified salaries, benefits Base 115,800,000 Maintenance materials, supplies services and operating expenditures Base 6,000,000 Deferred maintenance costs Base 1,000,000
Continue to support 186 day work year for certificated and classified staff members. Continue supporting 28.5:1 student to teacher ratio	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)	Salaries and benefits for certificated and classified staff members 186 work days Supplemental 1,500,000 Salaries and benefits to maintain 28.5:1 student to teacher ratio Supplemental 900,000
Transportation to program sites for students requiring ELD instruction	BPHS FUHS	<input type="checkbox"/> All OR:	Transportation costs 5000-5999: Services And Other Operating Expenditures Supplemental 58,000

	LHHS	<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue providing Naviance guidance program to comprehensive school sites	BPHS, FUHS, LHHS, SOHS, SHHS, TRHS	<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)	Internet license for each comprehensive school 5000-5999: Services And Other Operating Expenditures Supplemental 72,000
Support three weeks of summer school with LCFF supplemental funds to support unduplicated student populations.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 593,000
Professional Development to support teachers in providing differentiated instruction to students attempting honors, AP and/or IB courses that traditionally do not take them and who will benefit from alternative instructional strategies.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 3,000
Technology to support SBAC and enhance the overall District educational program	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Technology infrastructure replacement and upgrades 4000-4999: Books And Supplies Base 850,000

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Hardware and software 4000-4999: Books And Supplies Title I 200,000 <hr/> Hardware and software 4000-4999: Books And Supplies Educator Effectiveness Grant 10,000 <hr/> Hardware and software 4000-4999: Books And Supplies Supplemental 250,000
Maintain compliance with Williams Settlement regarding instructional materials	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)	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Base 105,000
Instructional materials adoption	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)	Instructional materials adoption 4000-4999: Books And Supplies Base 1,500,000 <hr/> Instructional materials adoption 4000-4999: Books And Supplies Other 1,500,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Maintain 186 day work restoration * Maintain 28.5:1 student to teacher ratio * Maintain transportation to program schools for students requiring ELD instruction * Expand the use of Naviance program to provide increased guidance services to all students including LI, EL, FY, HY and SWD * Fund additional week of summer school with LCFF supplemental funds * Meet or exceed previous year's rating in facilities site inspections (Williams Settlement Report) * Increase deferred maintenance program to \$600,000 * Meet or exceed technology acquisition/replacement to fully support SBAC testing requirements and support the overall District educational program * All students will have access to all required standards-aligned instructional materials (Williams Settlement Report) * Meet or exceed CSU/US "a-g" completion rate (48%) * Meet or exceed enrollment of unduplicated students in honors, AP and/or IB courses (41%) * Meet or exceed enrollment of students in CTE courses (64%) * Meet or exceed enrollment of students in VAPA courses (34%) * Meet or exceed enrollment of students in world languages courses (63%) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Base level staffing Maintenance, operations and facilities - cost centers 81xx-85xx Increase deferred maintenance to \$1,200,000	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)	Certificated salaries, classified salaries, benefits Base 117,000,000 Maintenance materials, supplies services and operating expenditures Base 6,000,000 Deferred maintenance costs Base 1,200,000
Continue to support 186 day work year for certificated and classified staff members. Continue supporting 28.5:1 student to teacher ratio	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)	Salaries and benefits for certificated and classified staff members 186 work days Supplemental 1,500,000 Salaries and benefits to maintain 28.5:1 student to teacher ratio Supplemental 900,000
Transportation to program sites for students requiring ELD instruction	BPHS FUHS	All OR:	Transportation costs 5000-5999: Services And Other Operating Expenditures Supplemental 58,000

	LHHS	<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue providing Naviance guidance program to comprehensive school sites	BPHS, FUHS, LHHS, SOHS, SHHS, TRHS	<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)	Internet license for each comprehensive school 5000-5999: Services And Other Operating Expenditures Supplemental 72,000
Support four weeks of summer school with LCFF supplemental funds to support unduplicated student populations.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 791,000
Professional Development to support teachers in providing differentiated instruction to students attempting honors, AP and/or IB courses that traditionally do not take them and who will benefit from alternative instructional strategies.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 3,000
Technology to support SBAC and enhance the overall District educational program	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Technology infrastructure replacement and upgrades 4000-4999: Books And Supplies Base 850,000

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Hardware and software 4000-4999: Books And Supplies Title I 200,000 <hr/> Hardware and software 4000-4999: Books And Supplies Educator Effectiveness Grant 10,000 <hr/> Hardware and software 4000-4999: Books And Supplies Supplemental 250,000
Maintain compliance with Williams Settlement regarding instructional materials	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Base 105,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Maintain 186 day work restoration * Maintain 28.5:1 student to teacher ratio * Maintain transportation to program schools for students requiring ELD instruction * Expand the use of Naviance program to provide increased guidance services to all students including LI, EL, FY, HY and SWD * Fund additional week of summer school with LCFF supplemental funds * Meet or exceed previous year's rating in facilities site inspections (Williams Settlement Report) * Increase deferred maintenance program to \$600,000 * Meet or exceed technology acquisition/replacement to fully support SBAC testing requirements and support the overall District educational program * All students will have access to all required standards-aligned instructional materials (Williams Settlement Report) * Meet or exceed CSU/US "a-g" completion rate (48%) * Meet or exceed enrollment of unduplicated students in honors, AP and/or IB courses (41%) * Meet or exceed enrollment of students in CTE courses (64%) * Meet or exceed enrollment of students in VAPA courses (34%) * Meet or exceed enrollment of students in world languages courses (63%) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Base level staffing	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Certificated salaries, classified salaries, benefits Base 119,000,000
Maintenance, operations and facilities - cost centers 81xx-85xx			Maintenance materials, supplies services and operating expenditures Base 6,000,000

Increase deferred maintenance to \$1,400,000		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred maintenance costs Base 1,400,000
Continue to support 186 day work year for certificated and classified staff members. Continue supporting 28.5:1 student to teacher ratio	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)	Salaries and benefits for certificated and classified staff members 186 work days Supplemental 1,500,000 Salaries and benefits to maintain 28.5:1 student to teacher ratio Supplemental 900,000
Transportation to program sites for students requiring ELD instruction	BPHS FUHS LHHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation costs 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
Continue providing Naviance guidance program to comprehensive school sites	BPHS, FUHS, LHHS, SOHS, SHHS, TRHS	<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)	Internet license for each comprehensive school 5000-5999: Services And Other Operating Expenditures Supplemental 72,000
Continue supporting four weeks of summer school with LCFF supplemental funds to support unduplicated student populations.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 791,000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	
Professional Development to support teachers in providing differentiated instruction to students attempting honors, AP and/or IB courses that traditionally do not take them and who will benefit from alternative instructional strategies.	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Release time, collaboration, hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 5,000 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 3,000
Technology to support SBAC and enhance the overall District educational program	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Technology infrastructure replacement and upgrades 4000-4999: Books And Supplies Base 850,000 Hardware and software 4000-4999: Books And Supplies Title I 200,000 Hardware and software 4000-4999: Books And Supplies Educator Effectiveness Grant 10,000 Hardware and software 4000-4999: Books And Supplies Supplemental 250,000
Maintain compliance with Williams Settlement regarding instructional materials	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)	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Base 105,000

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

GOAL 3:	The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Student performance data analysis and stakeholder feedback resulted in the following needs assessment: * Enhance communication between subject-matter instructional staff members in relation to common skills students need to master in all subjects (eg. technology literacy, writing literacy, etc.) * Provide more opportunities for staff members to collaborate both within and between subject areas to align instructional practices and common learning skills/concepts. * Continued professional learning in best practices for educational technology is needed * Find ways to measure the effectiveness of the use of technology in the overall educational program (eg. the extent to which Google Classroom is being used by teachers and students)			
Goal Applies to:	Schools: District-wide Applicable Pupil Subgroups:	All Students		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	* 100% of teachers will be fully credentialed and appropriately assigned (15/16 - 92%) (Williams Settlement Report) * Meet triennial professional development plan goals in expenditures and subject matter through annual review and training evaluations * Create baseline metric to measure effectiveness of the use of technology in the overall educational program			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for administration on best practices in hiring and supporting high quality employees	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)	Consultants, conferences, workshops 5000-5999: Services And Other Operating Expenditures Title II 5,000

Professional development in accordance with the triennial professional development plan including but not limited to: * Standards integration * Scope and sequence * Best instructional practices * Support to unduplicated student populations of LI, EL, FY, HY and SWD * Writing literacy across disciplines * Effective use of technology * Special education * Specialized programs * VAPA	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)	Release time, hourly pay, collaboration, conferences, workshops, consultants Carl D. Perkins Career and Technical Education 35,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Educator Effectiveness Grant 289,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Base 379,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Supplemental 1,753,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Special Education 43,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Title I 105,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Other 65,000
Continue funding four Teachers on Special Assignment (TOSA) in Math, English, AVID and EL. Add funding for two TOSA. 3/5 in science and 5/5 in educational technology Continue funding academic coaches in math and English (14 total)	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)	Salaries and benefits for six TOSAs 1000-1999: Certificated Personnel Salaries Supplemental 500,000 Stipends for math and English academic coaches 1000-1999: Certificated Personnel Salaries Supplemental 21,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	* 100% of teachers will be fully credentialed and appropriately assigned (15/16 - 92%) (Williams Settlement Report) * Meet triennial professional development plan goals in expenditures and subject matter through annual review and training evaluations * Create baseline metric to measure effectiveness of the use of technology in the overall educational program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for administration on best practices in hiring and supporting high quality employees	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Consultants, conferences, workshops 5000-5999: Services And Other Operating Expenditures Title II 5,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional development in accordance with the triennial professional development plan including but not limited to: * Standards integration * Scope and sequence * Best instructional practices * Support to unduplicated student populations of LI, EL, FY, HY and SWD * Writing literacy across disciplines * Effective use of technology * Special education * Specialized programs * VAPA	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release time, hourly pay, collaboration, conferences, workshops, consultants Carl D. Perkins Career and Technical Education 35,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Educator Effectiveness Grant 289,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Base 379,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Supplemental 1,753,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Special Education 43,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Title I 105,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Other 65,000
Continue funding six Teachers on Special Assignment (TOSA) in Math, English, AVID, EL, Science and Technology. Continue funding academic coaches in math and English (14 total)	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries and benefits for six TOSAs 1000-1999: Certificated Personnel Salaries Supplemental 500,000 Stipends for math and English academic coaches 1000-1999: Certificated Personnel Salaries Supplemental 21,000

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * 100% of teachers will be fully credentialed and appropriately assigned (15/16 - 92%) (Williams Settlement Report) * Meet triennial professional development plan goals in expenditures and subject matter through annual review and training evaluations * Create baseline metric to measure effectiveness of the use of technology in the overall educational program 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for administration on best practices in hiring and supporting high quality employees	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)	Consultants, conferences, workshops 5000-5999: Services And Other Operating Expenditures Title II 5,000
Professional development in accordance with the triennial professional development plan including but not limited to: * Standards integration * Scope and sequence * Best instructional practices * Support to unduplicated student populations of LI, EL, FY, HY and SWD * Writing literacy across disciplines * Effective use of technology * Special education * Specialized programs * VAPA	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)	Release time, hourly pay, collaboration, conferences, workshops, consultants Carl D. Perkins Career and Technical Education 35,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Educator Effectiveness Grant 289,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Base 379,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Supplemental 1,753,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Special Education 43,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Title I 105,000 Release time, hourly pay, collaboration, conferences, workshops, consultants Other 65,000
Continue funding six Teachers on Special Assignment (TOSA) in Math, English, AVID, EL, Science and Technology. Continue funding academic coaches in math and English (14 total)	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Salaries and benefits for six TOSAs 1000-1999: Certificated Personnel Salaries Supplemental 500,000 Stipends for math and English academic coaches 1000-1999: Certificated Personnel Salaries Supplemental 21,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	The District and will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 5 <u>X</u> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Student performance data analysis and stakeholder feedback resulted in the following needs assessment: * Methods to quantify parent participation at each school appear to be unreliable and impractical. A clearer, more consistent way of tabulating parent participation is needed. Perhaps tabulating how parents are involved rather than how many are involved is a better way to gauge parental involvement * EL family involvement continues to be low * Increase personal contact between the District and District schools and families of EL students * Trained interpreters/translators are needed at each school for meetings, IEP's, counseling appointments, etc. * Parent education institutes benefitted families of EL at the schools in which they were offered * LCAP annual surveys provide usable feedback to the District to improve the overall educational program			
Goal Applies to:	Schools: District-wide Applicable Pupil Subgroups: All students			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	* Baseline data summarizing the ways in which parents participate in schools will be generated * Increase parent attendance in ELAC and DELAC meetings (averages are between 2 and 15 for ELAC meetings and 1 and 13 at DELAC meetings) * Sign in sheets and evaluation forms for professional development training to interpreters/translators * Meet or exceed the number of parent education institutes (3) * Administer and analyze annual LCAP survey and focus groups			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create baseline database to summarize ways parents participate in their students school and at the District level. Work with site administrative teams to create database	District-wide		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to District 0

Continue funding District Community Liaison position specifically to support students and families of LI, EL, FY, and HY.	District-wide	All ÖR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u>	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental 75,000
EL Family Liaison-Teacher on Special Assignment (TOSA) at each District school (seven sites) to improve personal communication and participation of EL families	BPHS FUHS LHHS LS/LVHS SOHS SHHS TRHS	All ÖR: <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)	Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 875,000
Continued translation of District and site documents into primary languages of EL families.	District-wide	All ÖR: <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)	Consultants Supplemental 20,000
Professional training for District interpreters/translators from OCDE and other outside agencies	District-wide	All ÖR: <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)	Conferences, consultants, workshops, release time (No additional costs - see goal 3) Supplemental 0

<p>Interpretation services from outside agencies including OCDE.</p> <p>Periodic translation/interpretation support from District staff members</p>	<p>BPHS FUHS LHHS LV/LSHS SOHS SHHS TRHS</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Outside agencies, consultants 5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p> <p>Certificated and classified hourly pay at non-student rate 1000-1999: Certificated Personnel Salaries Supplemental 6,440</p>
<p>Workshops, seminars and institutes to educate and inform parents of EL, RFEP, FY, HY and SWD about college requirements, financial aid, career opportunities, etc.</p>	<p>District-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>
<p>Annual LCAP survey and focus groups</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 12,000</p>

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Baseline data summarizing the ways in which parents participate in schools will be generated * Increase parent attendance in ELAC and DELAC meetings (averages are between 2 and 15 for ELAC meetings and 1 and 13 at DELAC meetings) * Sign in sheets and evaluation forms for professional development training to interpreters/translators * Meet or exceed the number of parent education institutes * Administer and analyze annual LCAP survey and focus groups 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use baseline database to summarize ways parents participate in their students' school and at the District level. Work with site administrative teams to synthesize and refine data to enhance communication.	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)	No additional costs to District 0
Continue funding District Community Liaison position specifically to support students and families of LI, EL, FY, and HY.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u>	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental 75,000
EL Family Liaison-Teacher on Special Assignment (TOSA) at each District school (seven sites) to improve personal communication and participation of EL families	BPHS FUHS LHHS LS/LVHS SOHS SHHS TRHS	<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)	Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 875,000

Continued translation of District and site documents into primary languages of EL families.	District-wide	<input type="radio"/> All <input type="radio"/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Consultants Supplemental 20,000
Professional training for District interpreters/translators through OCDE and other outside agencies	District-wide	<input type="radio"/> All <input type="radio"/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Conferences, consultants, workshops, release time (No additional costs - see goal 3) Supplemental 0
Interpreter services from outside agencies including OCDE. Periodic translation/interpretation support from District staff members	BPHS FUHS LHHS LV/LSHS SOHS SHHS TRHS	<input type="radio"/> All <input type="radio"/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Outside agencies 5000-5999: Services And Other Operating Expenditures Supplemental 20,000 Certificated and classified hourly pay at non-student rate 1000-1999: Certificated Personnel Salaries Supplemental 6,440
Workshops, seminars and institutes to educate and inform parents of EL, RFEP, FY, HY and SWD about college requirements, financial aid, career opportunities, etc.	District-wide	<input type="radio"/> All <input type="radio"/> 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 50,000
Annual LCAP survey and focus groups	District-wide	<input checked="" type="radio"/> All <input type="radio"/> OR: <input type="checkbox"/> Low Income pupils	Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 12,000

		_English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	* Baseline data summarizing the ways in which parents participate in schools will be generated * Increase parent attendance in ELAC and DELAC meetings (averages are between 2 and 15 for ELAC meetings and 1 and 13 at DELAC meetings) * Sign in sheets and evaluation forms for professional development training to interpreters/translators * Meet or exceed the number of parent education institutes * Administer and analyze annual LCAP survey and focus groups		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop and encourage parent participation through application and revision of the parent participation database.	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)	No additional costs to District 0
Continue funding District Community Liaison position specifically to support students and families of LI, EL, FY, and HY.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth</u>	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental 75,000
EL Family Liaison-Teacher on Special Assignment (TOSA) at each District school (seven sites) to improve personal communication and participation of EL families	BPHS FUHS LHHS LS/LVHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental 875,000

	SOHS SHHS TRHS	<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continued translation of District and site documents into primary languages of EL families.	District-wide	All ÖR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Consultants Supplemental 20,000
Professional training for District interpreters/translators	District-wide	All ÖR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Conferences, consultants, workshops, release time (No additional costs - see goal 3) Supplemental 0
Interpretation services from outside agencies including OCDE. Periodic translation/interpretation support from District staff members	BPHS FUHS LHHS LV/LSHS SOHS SHHS TRHS	All ÖR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Outside agencies 5000-5999: Services And Other Operating Expenditures Supplemental 20,000 Certificated and classified hourly pay at non-student rate Supplemental 6,440
Workshops, seminars and institutes to educate and inform parents of EL, RFEP, FY, HY and SWD about college requirements, financial aid, career opportunities, etc.	District-wide	All ÖR: <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	Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 50,000

		_ Other Subgroups: (Specify)	
Annual LCAP survey and focus groups	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 12,000

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

GOAL 5:	District schools will include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Stakeholder feedback resulted in the following needs assessment: * Restorative practices need to be included in the overall educational program to reintegrate students back into the school after suspension/expulsion or extended leave * Provide to students mental health, social/emotional support and/or interpersonal relational skills training in addition to traditional academic support when these factors may be acting as barriers to academic success. * Encourage student participation in extra-curricular activities, co-curricular activities, clubs and organizations to provide students with positive connections with school			
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All Students		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	* Meet or exceed attendance rate (92%) * Reduce chronic absenteeism rate (8%) * Meet or reduce suspensions (881) * Meet or reduce expulsions (3) * Meet or exceed graduation rate (93%) * Meet or reduce the dropout rate(2.6%)			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce suspensions, expulsions, and Access referrals through use of "Think Again" intervention program	District-wide		All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 21,000 Certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 35,000

<p>Mental Health Services to improve academic success for students identified as at risk and specifically to unduplicated student populations.</p> <p>Mental health training for staff members to support students experiencing mental health issues</p>	District-wide	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Consultants to provide services 5000-5999: Services And Other Operating Expenditures Supplemental 110,000</p> <p>Consultants to provide training 5000-5999: Services And Other Operating Expenditures Supplemental 60,000</p>
<p>HOWL coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	BPHS	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Salary and benefits for HOWL coordinator 1000-1999: Certificated Personnel Salaries Supplemental 38,000</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 27,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Tribe Time coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	FUHS	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Tribe Time coordinator salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 53,000</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 17,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Hi-Step coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	LHHS	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hi-Step coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,600</p> <p>15% of dean salary 1000-1999: Certificated Personnel Salaries Supplemental 21,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>

		<u>Identified as at risk and/or SWD</u>	
<p>Direct support to FY placed in the Florence Crittenton foster care system</p> <p>Direct support to students in the Opportunity program at risk of failing</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY, and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	LSHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Identified as at risk and/or SWD</u></p>	<p>Certificated salaries and benefits for Florence Crittenton program 1000-1999: Certificated Personnel Salaries Supplemental 145,000</p> <p>Classified salaries and benefits for instructional support for Florence Crittenton program 2000-2999: Classified Personnel Salaries Supplemental 75,000</p> <p>Instructional materials, supplies and equipment for Florence Crittenton program 4000-4999: Books And Supplies Supplemental 10,000</p> <p>Certificated salaries and benefits for Opportunity program 1000-1999: Certificated Personnel Salaries Supplemental 960,644</p> <p>Classified salaries and benefits for instructional support for Opportunity program 2000-2999: Classified Personnel Salaries Supplemental 99,810</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Summer "Bridge" program to support struggling students needing additional skills to prepare them for high school</p> <p>Raider Revolution (R2) to support underrepresented students to succeed in more rigorous courses and to instill study habits that will prepare them for college.</p> <p>Additional site support to LI, EL, FY, and HY</p>	SOHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Identified as at risk and/or SWD</u></p>	<p>Certificated hourly for summer "Bridge" program 1000-1999: Certificated Personnel Salaries Supplemental 11,000</p> <p>Certificated salaries and benefits for R2 program 1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk.</p> <p>Additional site support to LI, EL, FY, HY</p>	SHHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>

		<u>Identified as at risk and/or SWD</u>	
Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk. Additional site support to LI, EL, FY, HY	TRHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 110,000 Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	* Meet or exceed attendance rate (92%) * Reduce chronic absenteeism rate (8%) * Meet or reduce suspensions (881) * Meet or reduce expulsions (3) * Meet or exceed graduation rate (93%) * Meet or reduce the dropout rate(2.6%)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce suspensions, expulsions, and Access referrals through use of "Think Again" intervention program	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 21,000 Certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 35,000
Mental Health Services to improve academic success for students identified as at risk and specifically to unduplicated student populations. Mental health training for staff members to support students experiencing mental health issues	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Consultants to provide services 5000-5999: Services And Other Operating Expenditures Supplemental 110,000 Consultants to provide training 5000-5999: Services And Other Operating Expenditures Supplemental 60,000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	
HOWL coordinator to support students needing academic interventions within the school day 15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY Additional site support for LI, EL, FY, HY	BPHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Salary and benefits for HOWL coordinator 1000-1999: Certificated Personnel Salaries Supplemental 38,000 15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 27,000 Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052
Tribe Time coordinator to support students needing academic interventions within the school day 15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY Additional site support for LI, EL, FY, HY	FUHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Tribe Time coordinator salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 53,000 15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 17,000 Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052
Hi-Step coordinator to support students needing academic interventions within the school day 15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY Additional site support for LI, EL, FY, HY	LHHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u> <u>and/or SWD</u>	Hi-Step coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,600 15% of dean salary 1000-1999: Certificated Personnel Salaries Supplemental 21,000 Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052
Direct support to FY placed in the Florence Crittenton foster care system Direct support to students in the Opportunity program at risk of failing	LSHS	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Certificated salaries and benefits for Florence Crittenton program 1000-1999: Certificated Personnel Salaries Supplemental 145,000

<p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY, and HY</p> <p>Additional site support to LI, EL, FY, and HY</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Identified as at risk and/or SWD</u></p>	<p>Classified salaries and benefits for instructional support for Florence Crittenton program 2000-2999: Classified Personnel Salaries Supplemental 75,000</p> <p>Instructional materials, supplies and equipment for Florence Crittenton program 4000-4999: Books And Supplies Supplemental 10,000</p> <p>Certificated salaries and benefits for Opportunity program 1000-1999: Certificated Personnel Salaries Supplemental 960,644</p> <p>Classified salaries and benefits for instructional support for Opportunity program 2000-2999: Classified Personnel Salaries Supplemental 99,810</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Special Education 12,052</p>
<p>Summer "Bridge" program to support struggling students needing additional skills to prepare them for high school</p> <p>Raider Revolution (R2) to support underrepresented students to succeed in more rigorous courses and to instill study habits that will prepare them for college.</p> <p>Additional site support to LI, EL, FY, and HY</p>	SOHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Identified as at risk and/or SWD</u></p>	<p>Certificated hourly for summer "Bridge" program 1000-1999: Certificated Personnel Salaries Supplemental 11,000</p> <p>Certificated salaries and benefits for R2 program 1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk.</p> <p>Additional site support to LI, EL, FY, HY</p>	SHHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Identified as at risk and/or SWD</u></p>	<p>Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk.</p>	TRHS	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 110,000</p>

Additional site support to LI, EL, FY, HY		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Meet or exceed attendance rate (92%) * Reduce chronic absenteeism rate (8%) * Meet or reduce suspensions (881) * Meet or reduce expulsions (3) * Meet or exceed graduation rate (93%) * Meet or reduce the dropout rate(2.6%) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reduce suspensions, expulsions, and Access referrals through use of "Think Again" intervention program	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Instructional materials, supplies and equipment 4000-4999: Books And Supplies Supplemental 21,000 Certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental 35,000
Mental Health Services to improve academic success for students identified as at risk and specifically to unduplicated student populations. Mental health training for staff members to support students experiencing mental health issues	District-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u>	Consultants to provide services 5000-5999: Services And Other Operating Expenditures Supplemental 110,000 Consultants to provide training 5000-5999: Services And Other Operating Expenditures Supplemental 60,000

<p>HOWL coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	BPHS	<p>All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Salary and benefits for HOWL coordinator 1000-1999: Certificated Personnel Salaries Supplemental 38,000</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 27,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Tribe Time coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	FUHS	<p>All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Tribe Time coordinator salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 53,000</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 17,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Hi-Step coordinator to support students needing academic interventions within the school day</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY and HY</p> <p>Additional site support for LI, EL, FY, HY</p>	LHHS	<p>All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u></p>	<p>Hi-Step coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,600</p> <p>15% of dean salary 1000-1999: Certificated Personnel Salaries Supplemental 21,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Direct support to FY placed in the Florence Crittenton foster care system</p> <p>Direct support to students in the Opportunity program at risk of failing</p> <p>15% of Dean duty day to be dedicated to direct support of LI, EL, FY, and HY</p> <p>Additional site support for LI, EL, FY, and HY</p>	LSHS	<p>All ÖR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits for Florence Crittenton program 1000-1999: Certificated Personnel Salaries Supplemental 145,000</p> <p>Classified salaries and benefits for instructional support for Florence Crittenton program 2000-2999: Classified Personnel Salaries Supplemental 75,000</p> <p>Instructional materials, supplies and equipment for Florence Crittenton program 4000-4999: Books And Supplies Supplemental 10,000</p>

		<u>Identified as at risk and/or SWD</u>	<p>Certificated salaries and benefits for Opportunity program 1000-1999: Certificated Personnel Salaries Supplemental 960,644</p> <p>Classified salaries and benefits for instructional support for Opportunity program 2000-2999: Classified Personnel Salaries Supplemental 99,810</p> <p>15% of Dean salary 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Summer "Bridge" program to support struggling students needing additional skills to prepare them for high school</p> <p>Raider Revolution (R2) to support underrepresented students to succeed in more rigorous courses and to instill study habits that will prepare them for college.</p> <p>Additional site support to LI, EL, FY, and HY</p>	SOHS	<p>All ÖR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u> </p>	<p>Certificated hourly for summer "Bridge" program 1000-1999: Certificated Personnel Salaries Supplemental 11,000</p> <p>Certificated salaries and benefits for R2 program 1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk.</p> <p>Additional site support to LI, EL, FY, HY</p>	SHHS	<p>All ÖR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and/or SWD</u> </p>	<p>Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 120,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>
<p>Dean to provide direct support to LI, EL, FY, HY, SWD and students identified as at risk.</p> <p>Additional site support to LI, EL, FY, HY</p>	TRHS	<p>All ÖR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Dean salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental 110,000</p> <p>Additional support hourly pay 2000-2999: Classified Personnel Salaries Supplemental 12,052</p>

		<u>Identified as at risk and/or SWD</u>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will learn from highly-qualified teachers and will be provided with Board-approved instructional materials within facilities that are safe and maintained in good repair.				Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide				
	Applicable Pupil Subgroups:	All students				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Meet or exceed percent of highly qualified teachers. * 100% students receiving required instructional materials. * Meet or exceed previous year's rating in facilities site inspections * Restoration of deferred maintenance program, year 2 (\$400,000) * Technology to fully support SBAC testing requirements and further the implementation of CCSS, NGSS and ELD standards. 				Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Percent of highly qualified teachers - 92% - goal met * Students receiving required instructional materials - 100% - goal met * Facilities site inspections - Three previous quarters rating "good" - goal met * Restoration of deferred maintenance program, year 2 (\$400,000) - goal met * Technology to fully support SBAC testing requirements and further the implementation of CCSS, NGSS and ELD standards.
LCAP Year: 2015-2016						
Planned Actions/Services			Actual Actions/Services			
Budgeted Expenditures			Estimated Actual Annual Expenditures			
Base level staffing			Base level staffing			
Certificated salaries, classified salaries, benefits Base 112.2 M			Certificated salaries, classified salaries, benefits Base 112.2 M			
Scope of Service	District-wide		Scope of Service	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)			<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)			

Maintenance, operations, facilities - Cost centers 81xx - 85xx		Materials and supplies, services and operating expenditures, capital outlay Base 6.0 M	Maintenance, operations, facilities - Cost centers 81xx - 85xx	Materials and supplies, services and operating expenditures, capital outlay Base 6.0M
Scope of Service	District-wide		Scope of Service	
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				
Deferred maintenance - fund 14		Increased funding (year 2 of reestablishment) Base 400,000	Deferred maintenance - fund 14	Increased funding (year 2 of reestablishment) Base 400,000
Scope of Service	District-wide		Scope of Service	
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				
Technology to support SBAC and enhance overall instructional program.		Hardware and software to enhance overall instructional program. Base 350,000 Common Core one-time funds to fully support SBAC testing and further the implementation of CCSS, NGSS and ELD standards. Other 375,000	Technology to support SBAC and enhance overall instructional program.	Hardware and software to enhance overall instructional program Base 350,000 Title 1 funds to support EL, FY, LI and HY in the use of technology as a learning tool Title I 137,126 Hardware and software to enhance overall instructional program (Educator Effectiveness Grant funds) Other 60,000
			Stakeholder engagement indicated a need for increased education support in the use of technology for instruction and learning. District will pursue TOSA in Educational Technology for fall 2016 (see goal 2)	

			Hardware and software to enhance overall instructional program Supplemental 205,694
Scope of Service	District-wide	Scope of Service	District-wide
<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)	
Maintain compliance with Williams Settlement regarding instructional materials.	Instructional materials to maintain compliance with Williams Settlement. Base 105,000	Maintain compliance with Williams Settlement regarding instructional materials.	Instructional materials to maintain compliance with Williams Settlement. Base 105,000
Scope of Service	District-wide	Scope of Service	District-wide
<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)	
Maintain student school year calendar at 180 days.	Certificated salaries, classified salaries, benefits Supplemental 1.5 M	Maintained student school year calendar at 180 days.	Certificated salaries, classified salaries, benefits Supplemental 1.5 M
Maintain the certificated/teacher work year calendar at 186 days.		Maintained the certificated/teacher work year calendar at 186 days.	
Maintain classified employee work year calendars and corresponding salary concessions for management, supervisory and confidential employees.		Maintained classified employee work year calendars and corresponding salary concessions for management, supervisory and confidential employees.	

Scope of Service	District-wide		Scope of Service	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)			<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)		
Maintain core academic class size average at 28.5:1		Certificated salaries and benefits Supplemental 900,000	Maintained core academic class size average at 28.5:1		Certificated salaries and benefits Supplemental 900,000
Scope of Service	District-wide		Scope of Service	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)			<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)		
Transportation for students requiring ELD instruction to sites where it is offered.		Transportation costs Supplemental \$58,000	Transportation for students requiring ELD instruction to sites where it is offered.		Transportation costs Supplemental \$58,000
Scope of Service	BPHS, FUHS, LHHS		Scope of Service	BPHS, FUHS, LHHS	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> * The District will continue at negotiated level of salary and benefits for certificated and classified staff members. * Maintenance and Operations budget will continue at the present level of funding. * Deferred maintenance will increase to \$1,000,000 for the 2016/17 school year and then increase in successive years. * Technology funds will be set aside for testing support and standards implementation. * Transportation will continue for students requiring ELD instruction at program sites (BPHS, FUHS, LHHS).
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	All students will receive instruction in State and Board-adopted learning standards, emphasizing interdisciplinary literacy, from highly effective teachers. Students will use instructional materials that are aligned with State and Board-adopted standards. Performance and progress will be assessed in accordance with grade level outcomes identified in State and Board-adopted standards.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All students including Foster Youth (FY), Homeless Youth (HY), English Learners (EL), Low Income (LI) and those identified as at risk		
Expected Annual Measurable Outcomes:	Provide professional development based upon annual update and review. Purchase State and Board-adopted, standards-aligned instructional materials. 100% of grade 11 students will participate in SBAC.		Actual Annual Measurable Outcomes:	* Professional development provided to create scope and sequence in math, ELA, and Science; improving instructional practice in developing standardized unit lesson design considering the four learning indicators of curriculum, instruction, assessment and climate/culture. * No instructional materials were purchased. Curriculum committees for math, ELA and science wish to wait until publishers have more time to fully incorporate standards and technology. * Percent of enrolled students testing in SBAC-ELA 98.8% * Percent of enrolled students testing in SBAC - math 99.1
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to provide professional development based upon annual review and update. (Includes three professional development days from 1.6 above)	Release time, hourly pay, consultants, workshops, seminars Funding sources: *Other: Title 1, Title 3, Other sources *Base *Supplemental Other \$250,000 - may increase if State provides additional one-time funds	Provided professional development based upon annual review and update. (Includes three professional development days from 1.6 above) Continued professional development in standards alignment and best instructional practices related to: * Targeted student groups. * Writing literacy across disciplines. * Effective use of technology. * Specialized programs. * Special Education.	Release time, hourly pay, consultants, workshops, seminars Funding sources: *Other: Title 1, Title 3, Other sources *Base *Supplemental Other 250,000 Release time, hourly pay, consultants, workshops, seminars Base 45,000	
Continue professional development in standards alignment and best instructional practices related to: Targeted student groups. Writing literacy across disciplines. Effective use of technology. Specialized programs.				

<p>Special Education. Arts. Other training.</p> <p>Four Teachers on Special Assignment (TOSA) dedicated to:</p> <p>Math, English Language Arts (ELA), EL, and AVID to support staff members in aligning instruction to standards and improving instructional practice.</p> <p>Math and ELA coaches at each comprehensive site and one shared between La Sierra High School and La Vista High School to support staff members in implementing state standards, training and support in best practices and facilitating collaboration efforts in and between subject areas.</p>	<p>Release time, hourly pay, consultants, workshops, seminars Base \$45,000</p> <p>Salary for 4 TOSAs - Math 5/5, ELA 3/5, EL 3/5, AVID 1/5 Supplemental \$300,000</p> <p>Stipends for 7 math and 7 ELA coaches Supplemental \$21,000</p>	<p>* Arts. * Other training.</p> <p>Four Teachers on Special Assignment (TOSA) dedicated to:</p> <p>Math, English Language Arts (ELA), EL, and AVID to support staff members in aligning instruction to standards and improving instructional practice.</p> <p>Math and ELA coaches at each comprehensive site and one shared between La Sierra High School and La Vista High School to support staff members in implementing state standards, training and support in best practices and facilitating collaboration efforts in and between subject areas.</p> <p>A TOSA in science is needed to help District teachers transition to the new Next Generation Science Standards (NGSS), facilitate the development of scope and sequence plans for each discipline, and to facilitate professional development in best instructional practices</p> <p>A TOSA in educational technology is needed to help District staff members effectively use technology as a teaching and learning tool.</p>	<p>Salary for 4 TOSAs - Math 5/5, ELA 3/5, EL 3/5, AVID 1/5 Supplemental 300,000</p> <p>Stipends for 7 math and 7 ELA coaches Supplemental \$21,000</p> <p>Release time, hourly pay, consultants, workshops, seminars Educator Effectiveness Grant 6,000</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
Instructional materials Math curriculum committee and Math-TOSA will continue to work with leadership and math faculty to review and evaluate published math instructional materials for piloting in 2016 or 2017.		Standards aligned instructional materials Base 750,000 Other 750,000	No instructional materials were purchased. Curriculum committees for math, ELA and science wish to wait until publishers have more time to fully incorporate standards and technology	Standards aligned instructional materials Base 0 Other 0
Scope of Service	District-wide		Scope of Service	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)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
100% of grade 10 and 11 students will participate in required CAASPP testing (CAHSEE, SBAC, 10th grade CST-Science, etc.). Continued training in new SBAC testing requirements and protocols for all related staff members, including administration, certificated and classified staff members.		Training workshops at no additional cost to District 0	98% of grade 10 and 11 students participated in required CAASPP testing (SBAC, 10th grade CST-Science, etc.). Continued training in new SBAC testing requirements and protocols for all related staff members, including administration, certificated and classified staff members.	Training workshops at no additional cost to District 0
Scope of Service	District-wide		Scope of Service	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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<div><div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>		<div><div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>	
<div><div><div>* Support for EL students in acquiring English</div><div>* Instructional support ELD classes at sites where ELD is offered</div><div>* Read180 for ELD classes at each site that offers ELD</div></div></div>	<div><div><div>Continue instructional support</div><div>Read 180 at ELD program sites</div><div>Supplemental 307,500</div></div></div>	<div><div><div>TOSA - EL hired at 3/5 contract and Dean's contracts adjusted to provide more support to EL population</div><div>Read180 for ELD classes at each program site offering ELD to be purchased in the fall of 2016</div></div></div>	<div><div><div>15% Dean's salary (five sites) 85% (SHHS, TRHS)</div><div>TOSA - EL - 3/5 assignment 75,000</div><div>Supplemental 142,500</div><div>TOSA - EL 3/5 contract (see above)</div><div>Read 180 at ELD program sites (fall 2016) Supplemental</div></div></div>
<div><div><div>Scope of Service</div><div>BPHS, FUHS, LHHS</div></div></div>		<div><div><div>Scope of Service</div><div>BPHS, FUHS, LHHS</div></div></div>	
<div><div><div>All</div></div></div>		<div><div><div>All</div></div></div>	
<div><div><div>OR:</div><div><div><div></div><div>Low Income pupils</div></div><div><div><input checked="" type="checkbox"/></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div>		<div><div><div>OR:</div><div><div><div></div><div>Low Income pupils</div></div><div><div><input checked="" type="checkbox"/></div><div>English Learners</div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div></div>	
<div><div><div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div></div></div>	<div><div><div>Continue to provide professional development in standards alignment and best instructional practices related to:</div><div><div><div>* Targeted student groups.</div><div>* Writing literacy across disciplines.</div><div>* Effective use of technology.</div><div>* Specialized programs.</div><div>* Special Education.</div><div>* Arts.</div><div>* Other training.</div></div></div><div>Read180 for ELD classes at each program site offering ELD to be purchased in the fall of 2016</div><div>A TOSA in science is needed to help District teachers transition to the new Next Generation Science Standards (NGSS), facilitate the development of scope and sequence plans for each discipline, and to facilitate professional development in best instructional practices</div><div>A TOSA in educational technology is needed to help District staff members effectively use technology as a teaching and learning tool.</div></div></div>		

	<p>Continue funding TOSA positions: Math, English Language Arts (ELA), EL, AVID and add TOSAs in science and educational technology to support staff members in aligning instruction to standards and improving instructional practice.</p> <p>Continue funding math and ELA coaches at each comprehensive site and one shared between La Sierra High School and La Vista High School</p> <p>Continue evaluation of instructional materials to ensure alignment with standards</p> <p>Goal of 100% participation in SBAC and other state tests</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	All students will be enrolled in a broad course of study that meets District and State requirements and students will be afforded the opportunity to enroll in courses that challenge them academically and/or appeal to their interests, needs, abilities, and career or post-secondary aspirations.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	A. Meet or exceed % "a-g" course completion rate B. Meet or exceed enrollment of unduplicated students in honors, AP , IB courses C. Meet or exceed enrollment of students in CTE courses. D. Meet or exceed enrollment of students in visual/performing arts or world languages		Actual Annual Measurable Outcomes:	A. Students meeting "a-g" requirements at graduation remained the same at 48% B. Enrollment of unduplicated students in honors, AP, IB increased from 36% to 41% C. Enrollment of students in CTE courses grew from 57% to 64% D. Enrollment of students in visual/performing arts remained the same - 34%
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increased guidance support to students to increase college and career awareness, required skills/knowledge and to support struggling students.	BPHS - site licenses and training - cost containment from 14/15 Supplemental \$6,019	Naviance site licenses purchased for all District comprehensive sites. All site guidance staff members trained on new software and student accounts created.	Site licenses and training Supplemental 72,144	
Naviance site license and training to improve guidance services	BPHS -site licenses and training - new expenditures Supplemental \$5981	More training is needed and expanded use of the program is expected to further support all students		
	FUHS - site licenses and training - cost containment from 14/15 Supplemental \$7,915			
	FUHS - site licenses and training - new expenditures Supplemental 4,085			

	LHHS - site licenses and training - cost containment from 14/15 Supplemental \$8,010 LHHS - site licenses and training - new expenditures Supplemental \$3,990 SHHS - site licenses and training - cost containment from 14/15 Supplemental \$12,144 SOHS - site licenses and training - new expenditures Supplemental \$6,225 TRHS - site licenses and training - cost containment from 14/15 Supplemental \$6,500 TRHS - site licenses and training - new expenditures Supplemental \$5,500		
Scope of Service BPHS, FUHS, LHHS, SOHS, SHHS, TRHS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service BPHS, FUHS, LHHS, SOHS, SHHS, TRHS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Additional professional development to support honors/AP/IB teachers in differentiating instruction. Professional development in best practices for supporting struggling students in honors, AP and IB courses.	Conferences, workshops, release time and hourly pay for collaboration Supplemental \$5,000 Conferences, workshops, release time and hourly pay for collaboration Other \$10,000	Collaboration opportunities for teachers to work together to increase support to underrepresented student groups were given at SOHS. More professional development is needed to support underrepresented student groups, including EL, FY, LI, HY and SWD attempting or struggling in honors, AP and/or IB courses.	Substitute costs for collaboration opportunities. Funded from a grant awarded to SOHS specifically to increase underrepresented student enrollment in honors, AP and IB courses Other \$2,000

Scope of Service	BPHS, FUHS, LHHS, SOHS, SHHS, TRHS		Scope of Service	SOHS	
_ All			All		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>		
Courses and programs to increase opportunities for all students with emphasis on targeted student populations.	Salaries - AVID teaching staff - 8/5 - cost containment from 14/15 Supplemental \$225,000		Courses and programs to increase opportunities for all students with emphasis on targeted student populations.	Salaries - AVID teaching staff - 8/5 - cost containment from 14/15 Supplemental \$225,000	
AVID support	Salaries - AVID teaching staff - 1/5 - new expenditures Supplemental \$25,000		AVID support	Salaries - AVID teaching staff - 1/5 - new expenditures Supplemental \$25,000	
AP/IB test support	Hourly pay - AVID tutors - cost containment from 14/15 Supplemental \$31,123		AP/IB test support	Hourly pay - AVID tutors - cost containment from 14/15 Supplemental \$31,123	
	Membership in AVID national organization Supplemental \$3,659		AVID support is expected to increase with new sections for 16/17 at BPHS	Membership in AVID national organization Supplemental \$3,659	
	AP/IB test support - cost containment from 14/15 Supplemental \$15,418			AP/IB test support - cost containment from 14/15 Supplemental \$15,418	
Scope of Service	BPHS		Scope of Service	BPHS	
_ All			All		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>		
AVID support	Salaries - AVID teaching staff - 2/5 - cost containment from 2014/15 Supplemental \$55,513		AVID support	Salaries - AVID teaching staff - 2/5 - cost containment from 2014/15 Supplemental \$55,513	
AP/IB test support			AP/IB test support		

		Salaries - AVID teaching staff - 1/5 - new expenditures Supplemental \$25,000	AVID support is expected to increase with new sections for 16/17 at FUHS	Salaries - AVID teaching staff - 1/5 - new expenditures Supplemental \$25,000
		Hourly pay - AVID tutors - cost containment from 2014/15 Supplemental \$10,750		Hourly pay - AVID tutors - cost containment from 2014/15 Supplemental \$10,750
		Membership in AVID national organization Supplemental \$3,485		Membership in AVID national organization Supplemental \$3,485
		AP/IB test support - cost containment from 14/15 Supplemental \$35,209		AP/IB test support - cost containment from 14/15 Supplemental \$35,209
Scope of Service	FUHS		Scope of Service	FUHS
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
AP/IB test support		AP/IB test support - cost containment from 14/15 Supplemental \$15,387	AP/IB test support	AP/IB test support - cost containment from 14/15 Supplemental \$15,387
Scope of Service	LHHS		Scope of Service	LHHS
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>identified as at risk and SWD</u>	

Identified as at risk			
Support to Florence Crittendon (FY) students		Salaries - 3/5 teaching assignment to support FY at Florence Crittendon - cost containment from 14/15 Supplemental \$80,379 Hourly pay - instructional aide at 3 3/4 hrs to support FY at Florence Crittendon - cost containment Supplemental \$18,400	Support to Florence Crittendon (FY) students Salaries - covering all teaching assignments to support FY at Florence Crittendon - cost containment from 14/15 (3/5) and all remaining teaching staff assigned to the program due to increased LCFF supplemental funding in 15/16 Supplemental \$145,000 Hourly pay - instructional aide at 3 3/4 hrs to support FY at Florence Crittendon - cost containment and all additional hourly aide support due to increased LCFF supplemental funding in 15/16 Supplemental \$75,000
Scope of Service	LSHS		Scope of Service LSHS
_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
AVID support AP/IB test support		Salaries - AVID teaching staff - 9/5 assignment - cost containment from 14/15 Supplemental \$225,000 Salaries - AVID teaching staff - 1/5 assignment - new expenditures Supplemental \$25,000 AP/IB test support Supplemental \$5,000	AVID support AP/IB test support Salaries - AVID teaching staff - 9/5 assignment - cost containment from 14/15 Supplemental \$225,000 Salaries - AVID teaching staff - 1/5 assignment - new expenditures Supplemental \$25,000 AP/IB test support Supplemental \$5,000
Scope of Service	SHHS		Scope of Service SHHS
			_ All

_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
AP/IB test support iPath support program	AP/IB test support - cost containment from 14/15 Supplemental \$22,581 iPath salary for .80 FTE teaching assignment - cost containment from 14/15 Supplemental \$100,000 iPath salary for additional .20 FTE teaching assignment - new expenditure Supplemental \$25,000	AP/IB test support iPath support program	AP/IB test support - cost containment from 14/15 Supplemental \$22,581 iPath salary for .80 FTE teaching assignment - cost containment from 14/15 Supplemental \$100,000 iPath salary for additional .20 FTE teaching assignment - new expenditure Supplemental \$25,000
Scope of Service SOHS		Scope of Service SOHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
AVID support AP/IB test support	Salaries - AVID teaching staff - 2/5 assignment - cost containment from 14/15 Supplemental \$46,903 Salaries - AVID teaching staff - 3/5 assignment - new expenditures Supplemental \$75,000	AVID support AP/IB test support AVID support is expected to increase with new sections for 16/17 at TRHS	Salaries - AVID teaching staff - 2/5 assignment - cost containment from 14/15 Supplemental \$46,903 Salaries - AVID teaching staff - 3/5 assignment - new expenditures Supplemental \$75,000 AP/IB test support - cost containment from 14/15 Supplemental \$5,000

		AP/IB test support - cost containment from 14/15 Supplemental \$5,000		
Scope of Service	TRHS		Scope of Service	TRHS
All			All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. More training is needed and expanded use of the Naviance program is expected to further support all students 2. More professional development is needed for teachers to support underrepresented student groups, including EL, FY, LI, HY and SWD attempting or struggling in honors, AP and/or IB courses. 3. AVID support is expected to increase with new sections for 16/17 at BPHS 4. AVID support is expected to increase with new sections for 16/17 at FUHS 5. AVID support is expected to increase with new sections for 16/17 at TRHS		

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

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

Original GOAL 4 from prior year LCAP:	All students will be engaged in high quality programs of sufficient breadth and depth so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive career.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify																																																				
Goal Applies to:	Schools:	District-wide																																																					
	Applicable Pupil Subgroups:	All students																																																					
Expected Annual Measurable Outcomes:	A. Meet or exceed previous year's performance in CAASPP tests, including embedded EAP results and CAHSEE results B. Meet or exceed % "a-g" completion rate C. Meet or exceed previous year's performance on AP and IB tests D. Meet or exceed previous year's performance in reclassifying EL students as fluent English proficient (RFEP) E. Meet or exceed previous year's performance on COMPASS test F. Meet or exceed enrollment in Counseling 50 course G. Meet or exceed % enrollment of students in CTE courses H. Meet or exceed number of conditionally qualified students (per EAP results) passing ERWC with "C" or better I. Meet or exceed number of students receiving Seal of Biliteracy		Actual Annual Measurable Outcomes:	A. CAHSEE results N/A CAASPP results: Baseline year under new SBAC test administration * ELA <table border="1"> <thead> <tr> <th>District</th> <th>County</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Standard Exceeded</td> <td>36%</td> <td>30%</td> </tr> <tr> <td>Standard Met</td> <td>33%</td> <td>34%</td> </tr> <tr> <td>Standard Nearly Met</td> <td>20%</td> <td>21%</td> </tr> <tr> <td>Standard Not Met</td> <td>11%</td> <td>14%</td> </tr> </tbody> </table> * Math <table border="1"> <tbody> <tr> <td>Standard Exceeded</td> <td>23%</td> <td>17%</td> </tr> <tr> <td>Standard Met</td> <td>23%</td> <td>22%</td> </tr> <tr> <td>Standard Nearly Met</td> <td>24%</td> <td>24%</td> </tr> <tr> <td>Standard Not Met</td> <td>30%</td> <td>35%</td> </tr> </tbody> </table> EAP results: Baseline year under new SBAC test administration * ELA <table border="1"> <thead> <tr> <th>CSU Ready</th> <th>CSU Conditional</th> <th>Not CSU Ready</th> </tr> </thead> <tbody> <tr> <td>BPHS</td> <td>81 (21%)</td> <td>150 (39%)</td> </tr> <tr> <td>FUHS</td> <td>131 (28%)</td> <td>192 (41%)</td> </tr> <tr> <td>LHHS</td> <td>131 (28%)</td> <td>79 (17%)</td> </tr> <tr> <td>SOHS</td> <td>132 (34%)</td> <td>147 (37%)</td> </tr> <tr> <td>SHHS</td> <td>247 (49%)</td> <td>171 (34%)</td> </tr> <tr> <td>TRHS</td> <td>441 (68%)</td> <td>171 (34%)</td> </tr> </tbody> </table> * MATH <table border="1"> <tbody> <tr> <td>BPHS</td> <td>24 (6%)</td> <td>71 (19%)</td> </tr> </tbody> </table>	District	County	State	Standard Exceeded	36%	30%	Standard Met	33%	34%	Standard Nearly Met	20%	21%	Standard Not Met	11%	14%	Standard Exceeded	23%	17%	Standard Met	23%	22%	Standard Nearly Met	24%	24%	Standard Not Met	30%	35%	CSU Ready	CSU Conditional	Not CSU Ready	BPHS	81 (21%)	150 (39%)	FUHS	131 (28%)	192 (41%)	LHHS	131 (28%)	79 (17%)	SOHS	132 (34%)	147 (37%)	SHHS	247 (49%)	171 (34%)	TRHS	441 (68%)	171 (34%)	BPHS	24 (6%)	71 (19%)
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			<p>FUHS 48 (10%) 125 (27%) 321 (63%) LHHS 64 (29%) 102 (46%) 55 (25%) SOHS 63 (16%) 113 (29%) 216 (55%) SHHS 161 (31%) 174 (29%) 207 (40%) TRHS 377 (58%) 135 (21%) 141 (22%)</p> <p>B. Students meeting "a-g" requirements at graduation remained the same at 48%</p> <p>C. AP test performance results: 13/14 = 68% pass rate 14/15 = 66% pass rate 13/14 tests taken = 7761 14/15 tests taken = 8363</p> <p>IB test performance results: 13/14 = 80% pass rate 14/15 = 81% pass rate 13/14 tests taken = 1135 14/15 tests taken = 950</p> <p>D. RFEP rate: 13/14 total tested = 1759 14/15 total tested = 1524 13/14 RFEP = 201 (13%) 14/15 RFEP = 349 (20%)</p> <p>E. COMPASS test - N/A (no longer being used by FCC)</p> <p>F. Counseling 50 enrollment - N/A (FCC did not keep accurate enrollment numbers)</p> <p>G. Enrollment of students in CTE courses grew from 57% to 64%</p> <p>H. Number of conditionally qualified students (per EAP results) passing ERWC with "C" or better: 13/14 = 390 (26%) of 1503 ERWC enrollment 14/15 = 352 (27%) of 1294 ERWC enrollment</p> <p>I. Number of students receiving Seal of Biliteracy: 13/14 = 432 (13%) of 3398 graduates 14/15 = 498 (15%) of 3324 graduates</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Continue developing writing literacy across all disciplines at all schools, aligned with CCSS</p> <p>TOSA-ELA will work with VAPA departments and Social Science departments to begin development of writing literacy norms across disciplines.</p>	<p>Sub and hourly pay for collaboration and workshops to develop grade level and discipline specific writing literacy strategies and rubrics. Other \$10,000</p>	<p>Continued developing writing literacy across all disciplines at all schools, aligned with CCSS.</p> <p>TOSA-ELA worked with VAPA departments and Social Science departments to begin development of writing literacy norms across disciplines.</p> <p>Performance tasks in ELA for grades 9-11 were created through collaboration with the ELA curriculum committee and with ELA teachers at each school site. These performance tasks adhere to the types of performance tasks required of students on State testing and to CCSS.</p> <p>Continue developing District-wide writing literacy in all disciplines.</p>	<p>Collaboration and sub pay Supplemental 2,000</p> <p>Collaboration and sub pay Educator Effectiveness Grant 2,000</p>
<p>Scope of Service</p>	<p>District-wide</p>	<p>Scope of Service</p>	<p>District-wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement practical skills initiative</p> <p>Curriculum and instructional units designed to provide at risk students with instruction in personal finance.</p>	<p>Consultation and workshop costs for speakers, professional presenters outside of school hours (before school, lunch, after school) and instructional materials. Supplemental 25,000</p>	<p>Practical skills is still a desired program among stakeholders. The initiative will be implemented in the fall of 2016 through an ROP course at each school site.</p>	<p>No additional costs to District 0</p>
<p>Scope of Service</p>	<p>District-wide</p>	<p>Scope of Service</p>	<p>District-wide</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)		<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)	
Senior survey on college and career readiness	Administer survey and analyze results 0	Senior survey on college and career readiness will be administered through an embedded survey within the Naviance program. More training and expanded usage of the program is necessary to administer the survey in the spring of 2017	No additional costs to District 0
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Site specific support to students identified as at risk and/or students identified as Foster Youth, Homeless Youth, English Learners, Low Income or at risk. HOWL support program SAT prep support program	HOWL coordinator - .40 FTE Supplemental \$38,000 Stipend or hourly pay for SAT preparation instruction and oversight Supplemental \$2,625	Site specific support to students identified as at risk and/or students identified as Foster Youth, Homeless Youth, English Learners, Low Income or at risk. HOWL support program SAT prep support program	HOWL coordinator - .40 FTE Supplemental \$38,000 Stipend or hourly pay for SAT preparation instruction and oversight Supplemental \$2,625

Scope of Service	BPHS		Scope of Service	BPHS	
<u> </u> All			<u> </u> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input checked="" type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> Foster Youth		
<input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>Identified as at risk</u>			<u>Identified as at risk</u>		
Tribe Time support program		Tribe Time coordinator salary .40 FTE Supplemental \$53,000	Tribe Time support program		Tribe Time coordinator salary .40 FTE Supplemental \$53,000
Scope of Service	FUHS		Scope of Service	FUHS	
<u> </u> All			<u> </u> All		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input checked="" type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> Foster Youth		
<input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>Identified as at risk</u>			<u>Identified as at risk</u>		
CAHSEE Boot Camp		Stipend or hourly pay for CAHSEE coordinator and instruction Supplemental \$10,000	Hi-Step support program - Co- Coordinators split a stipend.		Hi-Step coordinator stipend Supplemental \$3,600
Hi-Step support program		Hi-Step coordinator stipend Supplemental \$3,000	CAHSEE is now obsolete and therefore no CAHSEE Boot Camp or associated costs were expended.		CAHSEE coordinator - N/A 0
			The Hi-Step program may need a designated coordinator at .20 or .40 FTE		

Scope of Service	LHHS		Scope of Service	LHHS	
<u>All</u>			<u>All</u>		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		
summer Bridge program		Stipend for summer Bridge program for three teachers - cost containment from 14/15 Supplemental \$10,800	summer Bridge program		Stipend for summer Bridge program for three teachers - cost containment from 14/15 Supplemental \$10,800
R2 support program		R2 salary for .40 FTE assignment - new expenditure Supplemental \$50,000	R2 support program		R2 salary for .40 FTE assignment - new expenditure Supplemental \$50,000
Scope of Service	SOHS		Scope of Service	SOHS	
<u>All</u>			<u>All</u>		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		
District-wide support to students identified as at risk and/or students identified as Foster Youth, Homeless Youth, English Learners, Low Income or at risk.		Salaries for an additional two weeks of summer school. Supplemental \$395,000	District-wide support to students identified as at risk and/or students identified as Foster Youth, Homeless Youth, English Learners, Low Income or at risk.		Salaries for an additional two weeks of summer school. Supplemental \$395,000

Extend summer school for two additional weeks.		Extended summer school for two additional weeks. More summer school support is planned (potentially two additional weeks).	
Scope of Service	District-wide	Scope of Service	District-wide
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk.</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk.</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> * Continue developing District-wide writing literacy in all disciplines. * Practical skills is still a desired program among stakeholders. The initiative will be implemented in the fall of 2016 through an ROP course at each school site. * Senior survey on college and career readiness will be administered through an embedded survey within the Naviance program. More training and expanded usage of the program is necessary to administer the survey in the spring of 2017. * Continue offering HOWL, Tribe Time, Hi-Step and R2 programs. * The Hi-Step program may need a designated coordinator at .20 or .40 FTE. * Extension of summer school by two additional weeks is planned. 		

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

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

Original GOAL 5 from prior year LCAP:	There will be effective internal and external communications. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/District.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<p>A. Increase number of documents needing to be translated into Spanish and Korean as determined by previous year's needs assessment.</p> <p>B. Administer and analyze LCAP stakeholder survey.</p> <p>C. Meet or exceed number of parents actively participating in volunteer opportunities and leadership.</p>		Actual Annual Measurable Outcomes:	<p>A. The RFEP process, EL and LTEL surveys, Program Improvement letters, and dozens of school and District documents were translated into Spanish and Korean. DELAC meetings and ELAC meetings are conducted such that Spanish speaking parents may participate fully.</p> <p>B. LCAP stakeholder surveys were conducted and analyzed (see attachments) for all stakeholder groups. Focus groups with volunteer representatives from each stakeholder group were also conducted to glean feedback on LCAP data analysis and perceptions regarding how well the District met the LCAP goals from the previous year</p> <p>C. Site administrative teams working with other stakeholders at each site attempted to calculate the number of parents actively participating in volunteer opportunities and in leadership roles. Stakeholder feedback indicated that parent participation data appeared to underrepresent the amount of parent participation that actually takes place over the course of the school year. Stakeholders suggested a broader scope of participation, including email responses, should be part of the calculation for parent participation. Finally, stakeholders recommended tabulating the ways in which parents participate rather than sheer numbers of parents who participate in given events or activities.</p>
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	

<p>Increase personal communication to EL families</p> <p>Community liaison to increase personal communication with families of EL students and coordinate EL community outreach.</p>	<p>Salary for community liaison Supplemental \$75,000</p>	<p>Community liaison was hired to increase personal communication with families of EL students and coordinate EL community outreach.</p> <p>Additional support to EL families at each school site was identified as a need in stakeholder surveys and meetings.</p>	<p>Salary for community liaison Supplemental \$75,000</p>
<p>Scope of Service</p>	<p>District-wide</p>	<p>Scope of Service</p> <p>District-wide</p>	
<p>_ All</p>		<p>All</p>	
<p>OR:</p> <p>_ Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>_ Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Homeless Youth and students identified as at risk</u></p>	
<p>Translation of District communiqués into primary language of significant EL populations.</p> <p>Continue to translate District and site documents for families of EL students and provide training for in-house translators</p>	<p>consultants, hourly salaries, contracts Other 10,000</p>	<p>Dozens of school site and District documents were translated for families of EL students.</p> <p>Training was provided for in-house translators</p>	<p>consultants, hourly salaries, contracts Title I 1000</p> <p>Conferences, seminars Base 12,000</p>
<p>Scope of Service</p>	<p>District-wide</p>	<p>Scope of Service</p> <p>District-wide</p>	
<p>_ All</p>		<p>All</p>	
<p>OR:</p> <p>_ Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>_ Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>OR:</p> <p>_ Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>_ Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	

<p>Workshops, seminars and institutes to educate and inform parents of EL, Redesigned fluent English proficient (RFEP) students and students with disabilities about college requirements, financial aid, career opportunities, etc.</p>	<p>Parent education institutes and workshops Other \$50,000</p>	<p>Workshops, seminars and institutes to educate and inform parents of EL, Redesigned fluent English proficient (RFEP) students and students with disabilities about college requirements, financial aid, career opportunities, etc.</p> <p>Parent Institute for Quality Education (PIQE) organization was used by two schools (LHHS and SHHS).</p> <p>Other sites provided the above mentioned supports by using in-house experts and District-created programs.</p>	<p>Parent education institutes and workshops Title III 36,000</p>
<p>Scope of Service District-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>		<p>Scope of Service District-wide</p> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>Annual LCAP survey</p> <p>Conduct an annual stakeholder survey of key groups:</p> <p>Students</p> <p>Parents</p> <p>Certificated staff members</p> <p>Classified staff members</p> <p>Administration</p> <p>Community members</p>	<p>Consultants Base \$10,000</p>	<p>Annual LCAP survey was conducted for the following key stakeholders:</p> <p>Students</p> <p>Parents</p> <p>Certificated staff members</p> <p>Classified staff members</p> <p>Administration</p> <p>Community members</p> <p>The District contracted with OCDE to create and conduct the surveys and to synthesize the responses for analysis. The county also facilitated focus groups to accompany the surveys to get further</p>	<p>Consultants Base 9,600</p>

		<p>clarification on areas where the survey data indicated a need for deeper conversations.</p> <p>The District will continue to administer the annual LCAP survey in the future.</p>	
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>		<p>Stakeholder feedback indicated that parent participation data appeared to underrepresent the amount of parent participation that actually takes place over the course of the school year. Stakeholders suggested a broader scope of participation, including email responses, should be part of the calculation for parent participation. Finally, stakeholders recommended tabulating the ways in which parents participate rather than sheer numbers of parents who participate in given events or activities.</p> <p>Additional support to EL families at each school site was identified as a need in stakeholder surveys and meetings.</p> <p>The District will continue to administer the annual LCAP survey and facilitate focus groups in the future.</p>	

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

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

Original GOAL 6 from prior year LCAP:	All students will meet District standards in attendance and personal behavior and will have reached or surpassed District achievement standards upon graduation.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	A. Meet or exceed previous year's attendance rate B. Meet or exceed previous year's chronic absenteeism rate C. Meet or exceed previous year's dropout rate D. Meet or exceed previous year's graduation rate E. Meet or exceed previous year's CTE pathway completion rate F. Meet or exceed previous year's % enrollment of unduplicated students in honors, AP , IB courses G. Meet or exceed previous year's % "a-g" course completion rate H. Meet or exceed previous year's number of AP/IB exams taken		Actual Annual Measurable Outcomes:	A. Attendance rates: 14/15 = 91.0% 15/16 = 91.5% B. Chronic absenteeism: reduced 1% and therefore exceeded the goal 13/14 = 1251(9%) of 14,475 enrolled 14/15 = 1147(8%) of 14,375 enrolled C. Dropout rate: reduced .7% and therefore exceeded the goal 13/14 = 121(3.3%) of 3713 graduates 14/15 = 93(2.6%) of 3568 graduates D. Graduation rate: increased 2% and therefore exceeded the goal 13/14 = 3397(91%) of 3713 graduates 14/15 = 3330(93%) of 3568 graduates E. CTE pathway completion rate: down 8% and therefore did not meet goal 13/14 = 3331(40%) of 8383 participants 14/15 = 3009(32%) of 3009 participants NOTE: The District is still working with data processing to get a better comparison to measure CTE pathway completion rates. This will be completed by fall 2016 F. Unduplicated % enrollment of students in honors/AP/IB courses: exceeds goal 13/14 = 4942(34%) of 14,475 enrolled 14/15 = 5708(40%) of 14,375 enrolled

			<p>G. Students meeting "a-g" requirements at graduation: remained the same, meeting goal 13/14 = 1778(48%) of 3713 graduates 14/15 = 1710(48%) of 3568 graduates</p> <p>H. Number of AP/IB exams taken: AP exams increased. IB exams decreased</p> <table> <tr> <td>13/14 AP Exams</td><td>14/15 AP Exams</td><td>13/14 IB exams</td><td>1415</td></tr> <tr> <td>7761</td><td>8363</td><td>1135</td><td>950</td></tr> </table>	13/14 AP Exams	14/15 AP Exams	13/14 IB exams	1415	7761	8363	1135	950
13/14 AP Exams	14/15 AP Exams	13/14 IB exams	1415								
7761	8363	1135	950								

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase in-house interventions and reduce referrals to Access.</p> <p>Evaluate effectiveness of program being piloted by Sunny Hills High School to determine if it is to be expanded to the other campuses. Expand the program or find another means to reduce referrals to Access and reduce suspensions</p>	<p>Hourly salaries Saturday and after school intervention costs Instructional materials</p> <p>(Reduced Access referrals = increased ADA. Costs balanced by increased ADA) Supplemental \$3,500</p>	<p>Referrals to Access program - down from the previous year, from 245 to 175 District-wide. A decrease of 70 referrals. Meets goal</p> <p>SHHS pilot program results - a very positive success and worthy of providing materials and training to the other District sites (see goal 7 of annual review). Suspensions increased slightly: 13/14 = 640/14475 - 4.4% 14/15 = 881/14375 - 6.1% Expulsions are down: 13/14 = 4/14475 - .03% 14/15 = 3/14375 - .02% In-House interventions include: "Think Again" Saturday School</p>	<p>Hourly salaries Saturday and after school intervention costs Instructional materials Supplemental \$3,500</p>
Scope of Service	District-wide	Scope of Service	SHHS
_ All		X All	
OR:		OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase opportunities for students to connect with school and school programs Dean	Percentage of salary for Dean Supplemental \$26,500	Increase opportunities for students to connect with school and school programs Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$26,500
Scope of Service BPHS		Scope of Service BPHS	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
Dean	Percentage of salary for Dean Supplemental \$16,700	Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$16,700
Scope of Service FUHS		Scope of Service FUHS	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk or SWD</u>	

Dean	Percentage of salary for Dean Supplemental \$21,200	Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$21,200
Scope of Service LHHS		Scope of Service LHHS	
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>	
Dean	Percentage of salary for Dean Supplemental \$14,500	Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$14,500
Scope of Service LSHS		Scope of Service LSHS	
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk and SWD</u>	
Dean	Percentage of salary for Dean Supplemental \$119,200	Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$119,200
Scope of Service SHHS		Scope of Service SHHS	
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk or SWD</u>	
Dean	Percentage of salary for Dean Supplemental \$89,300	Dean salary adjusted to provide more direct student support for LI, FY, EL, and HY.	Percentage of salary for Dean Supplemental \$89,300
Scope of Service TRHS		Scope of Service TRHS	
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>	
Mental health services to FY, HY, EL, LI, and students identified as at risk. Mental Health Services Liaison to provide direct services to students and to coordinate local mental health support resources Mental health training for all staff members	Mental Health Services Liaison - 1.00 FTE assignment Supplemental \$110,000 Consultants for mental health training Supplemental \$5,000	Mental Health Services Liaison services will be fulfilled via consultant agreement with outside agency to begin in the fall of 2016. Stakeholder feedback indicated a strong need for student mental health services to support students academically. Mental health training was provided during the summer to administration, guidance and other staff members and at several District schools over the course of the school year.	Mental Health Services Liaison - 1.00 FTE assignment Not provided in 15/16 but will be provided in 16/17 through consultant agency. Supplemental 0 Consultants for mental health training: Supplemental \$10,000
Scope of Service District		Scope of Service District	
_ All		All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk</u>		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified as at risk or SWD</u>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District is still working with data processing to get a better comparison to measure CTE pathway completion rates. This will be completed by fall 2016.</p> <p>SHHS pilot program regarding student discipline alternative intervention results were very positive. The program is worthy of providing materials and training to the other District sites (\$25,000, see goal 7 of annual review for breakdown of SHHS pilot results).</p> <p>Stakeholder feedback indicated a strong need for student mental health services to support students academically. Mental Health Liaison services will be fulfilled via consultant agreement with outside agency to begin in the fall of 2016.</p>		

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

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

Original GOAL 7 from prior year LCAP:	Parents, staff members, and students will be satisfied with the support, the quality and the characteristics of the schools/District.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District-wide		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	A. Administer and analyze biennial stakeholder survey. B. Meet or exceed reduction of suspensions from previous year C. Meet or exceed reduction of expulsions from previous year		Actual Annual Measurable Outcomes:	A. Annual LCAP stakeholder survey was conducted between January and March of 2016. the results were collated and analyzed and effectively replaces the biennial stakeholder survey. B. Suspensions: increased, not meeting goal 13/14 = 640(4%) of 14,475 enrollment 14/15 = 881(6%) of 14,375 enrollment C. Expulsions: decreased, meeting goal 13/14 = 4(.03%) of 14,475 enrollment 14/15 = 3(.02%) of 14,375 enrollment
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional development in safety training for staff, students and parents.	Seminars, workshops, consultants, substitute and hourly salaries for workshops and collaboration Base 10,000	Professional development in safety training for staff, students and parents. Stakeholder engagement indicated that parents desire more timely information on school disaster drills and training in their respective roles before, during and after disaster drills.	Seminars, workshops, consultants, substitute and hourly salaries for workshops and collaboration Base 5,000	
Scope of Service	District-wide	Scope of Service	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)		<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)	
Staff development in customer service.	Workshops at no additional cost to District 0	Staff development in customer service.	Workshops at no additional cost to District 0
<div>Scope of Service</div> <div>District-wide</div>		<div>Scope of Service</div> <div>District-wide</div>	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Reduce suspensions and expulsions	Implementation of plan to reduce suspensions and expulsions based upon District study. Other 25,000	Reduce suspensions and expulsions	Implementation of plan to reduce suspensions and expulsions based upon District pilot study at SHHS. Other 0
		<p>Implementation of District-wide program to reduce suspensions and expulsions and to find creative ways to intervene to support students will be expanded for the fall of 2016</p> <p>Below is a short synopsis of data related to the "Think Again" pilot program at SHHS:</p> <ul style="list-style-type: none"> * 41 students have been assigned to the program * 20 assigned for Drug Abuse * 13 assigned for Tobacco Abuse * 3 assigned for combined Drug & Tobacco Abuse * 5 assigned for Cyberbullying 	

				* 6 of these students did not complete (4 moved schools and 2 completed an outside program according to their parents) * 39 students did not repeat the behavior * Approximately a 65 day reduction in suspension days to date * 70 days total attending a 4-hour Saturday School (for ADA recovery purposes) * 140 hours of training completed by students * Perception data from parents showed support of the training/education opportunities these students received and for how this reduces suspension days for these types of disciplinary incidents.	
Scope of Service	District-wide		Scope of Service	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)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Stakeholder engagement indicated that parents desire more timely information on school disaster drills and training in their respective roles Implementation of District-wide program to reduce suspensions and expulsions and to find creative ways to intervene to support students will be expanded for the fall of 2016 (Think Again program - \$25,000 est).		

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

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a District-wide, 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 District-wide 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:	\$8,411,832
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Supplemental funds shown include 2.13 million for 186 day work year, 28.5:1 ratio and itemized expenditures detailed in 2015/16 LCAP.

Though supplemental funds are, in some cases, used to increase and/or improve services schoolwide or District-wide, services are principally directed toward meeting District goals for its unduplicated pupils in the State priority areas. The District, in collaboration with stakeholders, believes the following actions, services, and expenditures to be the most effective use of funds to meet the needs of Low-Income, English learner and Foster Youth students.

The District is spending supplemental funds in the 2016/17 academic year along the following District and targeted lines:

District-wide:

- Continued reinstatement of the foundational educational program of 180 school days, 186 duty days for employees and maintaining 28.5:1 student to teacher ratio
- Transportation to support EL students requiring ELD instruction.
- Purchase of Naviance guidance program for all comprehensive schools to improve guidance services to all students including Foster Youth (FY), English Learners (EL), and Low Income students (LI).
- Teacher on Special Assignment supporting integration of standards and support to targeted student populations - Math, ELA, EL & AVID
- Common Core State Standards alignment - Math and ELA site coaches
- Next Generation Science Standards - integration support
- Read 180 for English Language Development - support
- English Language Development - instructional support
- Professional Development - targeted to support struggling students in honors/AP/IB courses - FY, EL, LI and identified at risk students
- Practical Skills training, curriculum, and support
- Summer School extension to support targeted student population - FY, EL, LI and identified at risk students
- Reduce referrals to Access with intervention support
- Mental Health Liaison to meet the needs of FY, HY, EL, and LI
- Mental Health training

School sites:

Buena Park HS

AVID support for all students including FY, HY, EL, LI and at risk students

AP/IB test support for LI students

HOWL support program for identified at risk student support during the school day

SAT preparation support

Dean percentage assignment shift to focus on FY, HY, EL and LI students

Additional support to FY, HY, EL and LI students

EL Family Liaison TOSA

Fullerton Union HS

AVID support for all students including FY, HY, EL, LI and at risk students

AP/IB test support for LI students

Tribe Time support program for identified at risk student support during the school day

Dean percentage assignment shift to focus on FY, HY, EL and LI students

Additional support to FY, HY, EL and LI students

EL Family Liaison TOSA

La Habra HS

AP/IB test support for LI students

Hi-Step support program for identified at risk student support during the school day

Dean percentage assignment shift to focus on FY, HY, EL and LI students

Additional support to FY, HY, EL and LI students

EL Family Liaison TOSA

La Sierra/La Vista HS

Direct services to Florence Crittenton Foster Youth program - instruction, aide support, materials, supplies and equipment

Direct services to LI, EL, FY and HY students needing credit makeup and additional support through the Opportunity program - instruction, materials, supplies and equipment

Additional support to FY, HY, EL and LI students

EL Family Liaison TOSA

Sonora HS

AP/IB test support for LI students

iPath support program for struggling students

Summer Bridge program for incoming 9th grade at risk students

Raider Revolution (R2) support program for identified at risk student support during the school day

Additional support to FY, HY, EL and LI students

EL Family Liaison TOSA

Sunny Hills HS

AVID support for all students including FY, HY, EL, LI and at risk students

AP/IB test support for LI students

Dean percentage assignment shift to focus on FY, HY, EL and LI students

Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

Troy HS
AVID support for all students including FY, HY, EL, LI and at risk students
AP/IB test support for LI students
Dean percentage assignment shift to focus on FY, HY, EL and LI students
Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

Given that the percentage of unduplicated pupils District-wide is 47%, the District has determined that the improved and/or increased services outlined in the plan are the most effective use of supplemental funds to meet the goals for Foster Youth, English Learners, and Low Income students.

Research supports the District's goals for unduplicated pupils. Some examples of research considered in developing District goals include:

Increasing access to technology as a learning tool engages and enhances learning outcomes for underachieving students (Tracey and Young 2006, Blok et al. 2002, Batchelder and Rachal 2000 and six studies from the What Works Clearinghouse dated August 13, 2007b; July 30, 2007; July 16, 2007a; July 16, 2007b; July 2, 2007; and March 12, 2007.

Early and consistent monitoring of student engagement with college readiness courses of study, college awareness guidance services and post-secondary education/training opportunities increases the likelihood that students will enroll and complete post-secondary education/training (College Board, 10/3/2014, "The Benefits of Early Engagement in the College-Preparation Process: Implications for Practitioners"; College Board, 2/1/2013, "Measuring the Impact of High School Counselors on College Enrollment"; et al.)

A Multi-Tiered System of Supports (MTSS) that is data-driven and supports all students, according to their individual needs, increases student outcomes (California Department of Education, Averill, Orla Higgins and Claudia Rinaldi. Research Brief: "Multi-tier System of Supports (MTSS)" , The Collaborative. Urban Special Education Leadership Collaborative, 2011.

AVID program graduates show greater retention rates and potential college graduation rates despite being from groups that are underrepresented at the college level (Watt, Huerta and Alkan, Identifying predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements, Journal of Hispanic Higher Education, 2011.

Students who receive social-emotional support and prevention services achieve better academically in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).

- 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.

8.57	%
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Fullerton Joint Union High School District is committed to meeting or exceeding the requirement to improve or increase services to unduplicated students by 8.57% through the following actions, services and expenditures:

Buena Park HS

AVID support for all students including FY, HY, EL, LI and at risk students
 AP/IB test support for LI students
 HOWL support program for identified at risk student support during the school day
 SAT preparation support
 Dean percentage assignment shift to focus on FY, HY, EL and LI students
 Additional support to FY, HY, EL and LI students
 EL Family Liaison TOSA

Fullerton Union HS

AVID support for all students including FY, HY, EL, LI and at risk students
 AP/IB test support for LI students
 Tribe Time support program for identified at risk student support during the school day
 Dean percentage assignment shift to focus on FY, HY, EL and LI students
 Additional support to FY, HY, EL and LI students
 EL Family Liaison TOSA

La Habra HS

AP/IB test support for LI students
 Hi-Step support program for identified at risk student support during the school day
 Dean percentage assignment shift to focus on FY, HY, EL and LI students
 Additional support to FY, HY, EL and LI students
 EL Family Liaison TOSA

La Sierra/La Vista HS

Direct services to Florence Crittenton Foster Youth program - instruction, aide support, materials, supplies and equipment
 Direct services to LI, EL, FY and HY students needing credit makeup and additional support through the Opportunity program - instruction, materials, supplies and equipment

Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

Sonora HS
AP/IB test support for LI students
iPath support program for struggling students
Summer Bridge program for incoming 9th grade at risk students
Raider Revolution (R2) support program for identified at risk student support during the school day
Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

Sunny Hills HS
AVID support for all students including FY, HY, EL, LI and at risk students
AP/IB test support for LI students
Dean assignment shift to focus on FY, HY, EL and LI students
Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

Troy HS
AVID support for all students including FY, HY, EL, LI and at risk students
AP/IB test support for LI students
Dean assignment shift to focus on FY, HY, EL and LI students
Additional support to FY, HY, EL and LI students
EL Family Liaison TOSA

District-wide

Transportation to support EL students requiring ELD instruction.
Naviance guidance program for all comprehensive schools to improve guidance services to all students including Foster Youth (FY), English Learners (EL), and Low Income students (LI).
Teacher on Special Assignment supporting integration of standards and support to targeted student populations - Math, ELA, EL, AVID, science and educational technology
Read 180 for English Language Development - support
English Language Development - instructional support
Professional Development - targeted to support struggling students in honors/AP/IB courses - FY, EL, LI and identified at risk students
Practical Skills training, curriculum and support for FY, HY, EL, LI and at risk students
Summer School extension to support targeted student population - FY, EL, LI and identified at risk students
Reduce referrals to Access with intervention support
Mental Health consultant to meet the needs of FY, HY, EL, and LI
Mental Health training for staff members
Community Liaison to support families of EL, FY, HY and LI students
Trained translators/Interpreters at each site
Parent institutes/workshops

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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Funding Sources	6,700,001.00	5,246,017.00	138,333,958.00	136,925,958.00	139,125,958.00	414,385,874.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,670,000.00	926,600.00	125,634,000.00	125,534,000.00	127,734,000.00	378,902,000.00
Carl D. Perkins Career and Technical Education	0.00	0.00	35,000.00	35,000.00	35,000.00	105,000.00
Educator Effectiveness Grant	0.00	8,000.00	299,000.00	299,000.00	299,000.00	897,000.00
Other	1,230,000.00	312,000.00	1,565,000.00	65,000.00	65,000.00	1,695,000.00
Special Education	0.00	0.00	43,000.00	55,052.00	43,000.00	141,052.00
Supplemental	3,800,001.00	3,825,291.00	10,447,958.00	10,627,906.00	10,639,958.00	31,715,822.00
Title I	0.00	138,126.00	305,000.00	305,000.00	305,000.00	915,000.00
Title II	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
Title III	0.00	36,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	0.00	60,000.00	132,279,958.00	130,671,958.00	132,665,518.00	395,417,634.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	4,573,184.00	4,765,184.00	4,758,744.00	14,097,112.00
2000-2999: Classified Personnel Salaries	0.00	0.00	449,074.00	449,074.00	449,074.00	1,347,222.00
4000-4999: Books And Supplies	0.00	0.00	4,599,500.00	1,599,500.00	1,599,500.00	7,798,500.00
5000-5999: Services And Other	0.00	0.00	823,200.00	823,200.00	823,200.00	2,469,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	0.00	60,000.00	132,279,958.00	130,671,958.00	132,665,518.00	395,417,634.00
	Base	0.00	0.00	121,800,000.00	123,000,000.00	125,000,000.00	369,800,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
	Carl D. Perkins Career and Technical Education	0.00	0.00	35,000.00	35,000.00	35,000.00	105,000.00
	Other	0.00	60,000.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	4,573,184.00	4,765,184.00	4,758,744.00	14,097,112.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	12,052.00	0.00	12,052.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	449,074.00	437,022.00	449,074.00	1,335,170.00
4000-4999: Books And Supplies	Base	0.00	0.00	2,455,000.00	955,000.00	955,000.00	4,365,000.00
4000-4999: Books And Supplies	Educator Effectiveness Grant	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	1,500,000.00	0.00	0.00	1,500,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	434,500.00	434,500.00	434,500.00	1,303,500.00
4000-4999: Books And Supplies	Title I	0.00	0.00	200,000.00	200,000.00	200,000.00	600,000.00
5000-5999: Services And Other Operating Expenditure	Supplemental	0.00	0.00	818,200.00	818,200.00	818,200.00	2,454,600.00
5000-5999: Services And Other Operating Expenditure	Title II	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

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).

Staff Survey - Districtwide

1. Location: (select from drop down menu)

All Locations

2. District Classification: (select from drop down menu)

All Classifications

Number of Surveys:

664

	5	4	3	2	1	0		
Survey Questions	Strongly Agree or Agree	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	No Response
3. Facilities and grounds are continually kept neat and clean.	81%	33%	48%	7%	8%	2%	0%	2%
4. Facilities and grounds are continually maintained in good repair.	78%	23%	54%	10%	8%	2%	0%	3%
5. Technology is consistently used as an instructional resource.	62%	16%	46%	17%	14%	3%	3%	2%
6. Technology is effectively used as an instructional resource.	62%	13%	49%	18%	12%	3%	3%	2%
7. Professional development in technology is sufficient to meet instructional needs.	49%	12%	37%	18%	20%	7%	3%	3%
8. Students regularly use technology as a learning resource.	57%	13%	44%	19%	13%	4%	5%	2%
9. Professional development to implement the new State standards is sufficient to meet instructional needs.	45%	9%	35%	26%	17%	4%	5%	2%
10. Teachers have sufficient opportunities to collaborate on aligning curriculum and instruction, and develop best practices.	45%	9%	35%	16%	21%	9%	6%	3%
11. Students can take more challenging or rigorous courses if they want to.	80%	37%	42%	9%	3%	1%	4%	3%
12. Students who take more challenging or rigorous courses receive the support they need to be successful.	67%	20%	48%	16%	6%	1%	6%	3%
13. Mental health training is sufficient to effectively support students.	31%	8%	24%	29%	20%	7%	9%	4%
14. Teachers regularly encourage students to take CTE courses.	34%	9%	25%	36%	10%	2%	13%	4%
15. Teachers regularly encourage students to complete "a-g" courses.	67%	27%	40%	18%	3%	0%	8%	3%
16. Teachers regularly encourage students to take honors/AP/IB courses.	60%	20%	40%	23%	3%	1%	9%	3%
17. Professional development is sufficient to effectively support students struggling in honors/AP/IB courses.	34%	9%	26%	30%	17%	3%	11%	4%
18. Teachers are aware of the support systems in place for struggling students.	61%	13%	47%	18%	10%	2%	5%	4%
19. Students have ample opportunities to strengthen the critical thinking skills they will need after high school.	66%	17%	49%	18%	7%	2%	5%	3%
20. Students have ample opportunities to strengthen the college- and career-level writing skills they will need after high school.	69%	18%	51%	16%	6%	1%	5%	3%
21. Students have ample opportunities to strengthen the communication skills they will need after high school.	69%	16%	53%	15%	7%	1%	4%	3%
22. Students learn practical skills in personal finance before graduation.	26%	5%	20%	26%	25%	11%	8%	4%
23. Internal communication (within the organization) is timely.	58%	11%	47%	17%	12%	7%	2%	4%
24. External communication (with the community) is timely.	51%	11%	40%	27%	9%	3%	6%	3%
25. District documents for families and/or the community are readily available in the appropriate languages.	52%	12%	41%	25%	4%	3%	12%	4%
26. School/site documents for families and/or the community are readily available in the appropriate languages.	54%	14%	40%	25%	5%	2%	11%	4%
27. In-house translators are effectively trained to communicate with families and/or the community.	38%	9%	29%	25%	11%	7%	16%	4%
28. Parents and families are regularly encouraged to attend events related to college entrance requirements, financial aid, career opportunities, etc.	75%	23%	52%	15%	1%	1%	5%	3%
29. Students are encouraged to participate in co-curricular and extra-curricular activities.	83%	33%	50%	7%	2%	1%	4%	3%
30. Students receive adequate support to identify, monitor, and achieve their post-secondary goals.	67%	17%	50%	17%	7%	1%	5%	3%
31. Academic interventions are tailored to students' needs.	62%	13%	49%	20%	9%	1%	4%	3%
32. Behavioral interventions are tailored to students' needs.	58%	13%	46%	20%	10%	2%	6%	4%
33. Social-emotional interventions are tailored to students' needs.	54%	13%	42%	23%	10%	2%	6%	5%
34. Staff members are regularly trained in school safety and disaster preparedness practices.	75%	21%	54%	11%	8%	2%	1%	4%
35. Students are regularly trained in school safety and disaster preparedness practices.	71%	16%	55%	12%	8%	2%	2%	4%
36. Parents and families are regularly trained in school safety and disaster preparedness practices.	23%	6%	17%	33%	19%	6%	14%	4%
37. Staff members provide excellent customer service to students.	81%	34%	47%	10%	2%	1%	2%	4%
38. Staff members provide excellent customer service to parents and families.	80%	31%	48%	12%	2%	0%	2%	4%

Note. Percentages are rounded to the nearest whole number. The percentage of the most common response for each item is highlighted in bold.

Parent Survey - Districtwide

1. Location: (select from drop down menu)

All Locations

2. Survey Translation: (select from drop down menu)

All Languages

Number of Surveys:

886

Number of Children Currently Attending FJUHSD Schools:	2 or more	1	0	Did not specify
	19%	78%	1%	1%

Survey Questions	5 4 3 2 1 0							
	Strongly Agree or Agree	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	No Response
3. School facilities and school grounds are continually kept neat and clean.	77%	27%	51%	8%	5%	1%	1%	8%
4. School facilities and school grounds are continually maintained in good repair.	68%	20%	48%	14%	7%	2%	2%	8%
5. My child/children often receive the required basic instructional materials they need for school.	76%	28%	48%	11%	4%	1%	0%	8%
6. My child/children often use technology as a learning resource.	71%	31%	40%	11%	8%	1%	1%	8%
7. My child/children spend an appropriate amount of time completing homework each night.	67%	23%	45%	9%	10%	5%	1%	8%
8. My child/children can take more challenging or rigorous courses if they want to.	75%	37%	38%	11%	4%	1%	1%	8%
9. I am confident that my child/children will receive the support they need to be successful if they take more challenging or rigorous courses.	60%	26%	35%	16%	11%	4%	1%	8%
10. I am confident that my child/children will receive the support/interventions they need to be successful if they are struggling academically.	55%	22%	34%	18%	12%	6%	1%	8%
11. I am confident that my child/children will receive the support/intervention they need to be successful if they are struggling with behavior issues.	51%	21%	30%	23%	5%	2%	7%	13%
12. I am confident that my child/children will receive the support/intervention they need to be successful if they are struggling with social-emotional issues.	44%	18%	26%	27%	7%	3%	6%	13%
13. My child/children are often encouraged to take CTE courses.	25%	8%	17%	32%	7%	2%	18%	15%
14. My child/children are often encouraged to complete "a-g" courses.	47%	20%	26%	25%	4%	1%	10%	14%
15. My child/children are often encouraged to take honors/AP/IB courses.	58%	26%	32%	16%	7%	3%	3%	13%
16. My child/children have plenty of opportunities to strengthen the critical thinking skills they will need after high school.	59%	22%	36%	17%	8%	2%	1%	13%
17. My child/children have plenty of opportunities to strengthen the college- and career-level writing skills they will need after high school.	61%	22%	39%	16%	6%	3%	1%	13%
18. My child/children have plenty of opportunities to strengthen the communication skills they will need after high school.	58%	21%	37%	19%	7%	2%	1%	13%
19. I am confident that my child/children will learn practical skills in personal finance before graduation.	33%	12%	22%	27%	18%	6%	2%	13%
20. My child/children are often encouraged to participate in co-curricular and extra-curricular activities. (For example, tutoring during the school day, SAT prep, etc.)	52%	18%	34%	19%	10%	4%	2%	13%
21. Extending summer school by 2 more weeks is a good way for my child/children to get the support they need to be successful in school.	37%	16%	21%	23%	16%	6%	2%	15%
22. The school regularly informs me of my child's/children's progress.	53%	20%	33%	12%	15%	4%	1%	15%
23. The school regularly informs me of ways I can be involved at my child's/children's school.	52%	17%	35%	16%	13%	3%	0%	15%
24. The school staff and administration promptly respond to my phone calls and/or emails.	56%	22%	34%	12%	8%	4%	5%	15%
25. My child's/children's teachers promptly respond to my phone calls and/or emails.	54%	20%	34%	15%	6%	3%	6%	16%
26. I often receive documents and communications from the school in my preferred language(s).	61%	28%	32%	12%	4%	2%	6%	15%
27. I am confident that I can easily/freely talk with school staff in my preferred language(s).	62%	30%	32%	11%	5%	2%	6%	15%
28. I am often encouraged to attend events for parents and families related to college entrance requirements, financial aid, career opportunities, etc.	58%	25%	34%	16%	6%	2%	2%	15%
29. I am confident that my child/children are getting the support they need to identify, monitor, and achieve their post-secondary goals.	51%	19%	32%	18%	11%	3%	1%	16%
30. I am notified of when my child/children participate in school safety and disaster preparedness drills.	49%	18%	31%	14%	15%	5%	2%	16%
31. I am adequately informed of when emergency drills take place.	45%	16%	28%	17%	16%	5%	1%	15%
32. I know the procedures to follow in the event an emergency takes place at the school.	37%	13%	24%	17%	22%	7%	2%	16%
33. Overall, I am satisfied with the level of support my child/children receive from the school.	62%	24%	38%	12%	8%	2%	0%	15%
34. Overall, I am satisfied with the level of support I receive from the school.	59%	22%	38%	14%	8%	2%	0%	15%

Note. Percentages are rounded to the nearest whole number. The percentage of the most common response for each item is highlighted in **bold**.

Student Survey - Districtwide

1. Location: (select from drop down menu)

All Locations

2. Grade Level: (select from drop down menu)

All Grades

Number of Surveys:

4,982

		5	4	3	2	1	0	
Survey Questions	Strongly Agree or Agree	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	No Response
3. School facilities and school grounds are continually kept neat and clean.	63%	12%	51%	21%	9%	2%	1%	3%
4. School facilities and school grounds are continually maintained in good repair.	66%	13%	53%	21%	7%	2%	1%	3%
5. Technology is consistently used as an instructional resource.	69%	22%	47%	18%	7%	2%	1%	3%
6. Technology is effectively used as an instructional resource.	69%	22%	47%	19%	6%	2%	1%	4%
7. I often use technology as a learning resource.	73%	31%	42%	15%	6%	2%	1%	4%
8. I often receive the required basic instructional materials I need for school.	74%	22%	53%	15%	5%	2%	1%	4%
9. I spend an appropriate amount of time completing homework each night.	56%	18%	37%	22%	11%	7%	1%	3%
10. I can take more challenging or rigorous courses if I want to.	66%	26%	41%	20%	6%	3%	2%	3%
11. I am confident that I will receive the support I need to be successful if I take more challenging or rigorous courses.	64%	21%	43%	20%	6%	3%	1%	6%
12. I am confident that I will receive the support/interventions I need to be successful if I am struggling academically.	64%	19%	45%	19%	7%	3%	1%	6%
13. I am confident that I will receive the support/interventions I need to be successful if I am struggling with behavior issues.	62%	18%	44%	20%	6%	3%	3%	6%
14. I am confident that I will receive the support/interventions I need to be successful if I am struggling with social-emotional issues.	54%	16%	37%	24%	9%	4%	3%	6%
15. Teachers often encourage me to take CTE courses.	27%	8%	19%	33%	15%	6%	12%	6%
16. Teachers often encourage me to complete a-g courses.	57%	26%	31%	21%	8%	3%	5%	6%
17. Teachers often encourage me to take honors/AP/IB courses.	56%	24%	32%	21%	10%	4%	2%	7%
18. I have plenty of opportunities to strengthen the critical thinking skills I will need after high school.	65%	20%	45%	20%	5%	3%	1%	7%
19. I have plenty of opportunities to strengthen the college- and career-level writing skills I will need after high school.	66%	21%	45%	19%	5%	2%	1%	6%
20. I have plenty of opportunities to strengthen the communication skills I will need after high school.	65%	22%	44%	19%	5%	3%	1%	6%
21. I am learning practical skills in personal finance before graduation.	36%	9%	26%	24%	19%	11%	3%	8%
22. I am often encouraged to participate in co-curricular and extra-curricular activities. (For example, choir, sports, clubs, SAT prep, etc.)	62%	23%	38%	18%	8%	3%	1%	8%
23. Extending summer school by 2 more weeks is a good way for me to get the support I need to be successful in school.	33%	12%	21%	27%	15%	13%	4%	8%
24. The school regularly informs my parent(s)/family of my progress.	55%	15%	40%	23%	9%	4%	2%	8%
25. The school regularly informs my parent(s)/family of ways they can be involved at my school.	45%	12%	33%	26%	13%	5%	2%	8%
26. The school staff and administration promptly respond to my parent(s)/family's phone calls and/or emails.	47%	13%	34%	26%	8%	5%	6%	8%
27. The school staff and administration promptly respond to my phone calls and/or emails.	42%	11%	31%	28%	8%	5%	8%	8%
28. My teachers promptly respond to my parent(s)/family's phone calls and/or emails.	50%	14%	36%	26%	5%	3%	7%	8%
29. My teachers promptly respond to my phone calls and/or emails.	51%	15%	36%	25%	6%	4%	7%	9%
30. My parent(s)/family often receive documents and communications from the school in their preferred language(s).	61%	20%	40%	19%	4%	3%	5%	8%
31. I am confident that my parent(s)/family can easily/freely talk with school staff in their preferred language(s).	62%	21%	41%	17%	6%	3%	3%	9%
32. My parent(s)/family is often encouraged to attend events for parents and families related to college entrance requirements, financial aid, career opportunities, etc.	54%	16%	38%	23%	8%	3%	3%	9%
33. I am confident that I am getting the support I need to identify, monitor, and achieve my post-secondary goals.	60%	17%	43%	20%	6%	3%	2%	9%
34. Students are regularly trained in school safety and disaster preparedness practices.	66%	20%	45%	16%	5%	3%	1%	9%
35. My parent(s)/family are notified of when we participate in school safety and disaster preparedness drills.	42%	13%	30%	24%	14%	6%	4%	9%
36. My parent(s)/family know the procedures to follow in the event an emergency takes place at the school.	46%	13%	33%	22%	14%	6%	3%	9%
37. Overall, I am satisfied with the level of support I receive from the school.	60%	19%	41%	19%	6%	4%	1%	9%
38. Overall, I am satisfied with the level of support my parent(s)/family receive from the school.	56%	18%	38%	24%	5%	3%	3%	9%

Note. Percentages are rounded to the nearest whole number. The percentage of the most common response for each item is highlighted in **bold**.

FJUHSD Staff Focus Group Findings

Methods:

Focus group discussions were free flowing conversations with no feedback from interviewer except to guide the conversation towards the topic areas at hand. Each discussion was recorded and transcribed and later analyzed (thematically coded) using Atlatl.TI software. The analysis consisted of coding participant comments to the topic areas previously identified by OCDE evaluator along with FJUHSD input. Topic areas were chosen according to low scores in the LCAP Staff Survey. Focus group discussions were intended to shed light on the negative or neutral survey responses. The focus group discussion topic areas included the following:

- 1) Professional development, including time for collaboration with others.
- 2) Technology use (effective integration in classrooms, comfort level, supports, etc.).
- 3) Student educational opportunities (are teachers encouraging students to take IB/AP and CTE courses and personal finance courses).
- 4) Availability and knowledge of tailored interventions for students.
- 5) Communication, both internal and external.

Results:

A total of 10 teachers and one staff member participated in the discussion. Most were experienced personnel with long tenures at FJUHSD while one teacher identified herself as being “new to teaching.” Staff indicated being from multiple different sites, bringing with them varied experiences.

Professional Development (PD) and Technology Use

A few main topics came to surface during the discussions related to PD. The topic of technology use continuously emerged within the PD discussion. Therefore findings related to PD and technology use are summarized together in this section.

According to the focus group participants, a lot of the current PD time is spent looking at test data or on technology trainings. Participants did not see the relevance of spending a lot of time on testing data to their everyday experience in the classroom. They also indicated that PD topics were often a consequence of top-down decisions that feel forced upon the teachers, in contrast to PD that teachers themselves are requesting to further their profession. They also felt that too many technology changes were taking place to feel comfortable using technology in the classroom. Many suggestions were given for ways to improve the PD received by staff at the district:

- a. Staff asked for more time for collaboration and sharing of best practices. They indicated a need for time to share best practices, or even book studies. In particular, longer periods of time for the collaboration was requested (for example: better to have one hour of collaborative time every other week than having half hour of collaborative time every week).

FJUHSD Staff Focus Group Findings

- b. Allow for bottom –up PD topic development. A few strategies were specified:
 - Ask teachers for types of/topics for trainings they would like to have.
 - To increase relevance, provide trainings for work-alike groups rather than blanket PD for all staff.
 - Allocate a certain number of professional learning hours for each staff member. Allow staff to provide a plan on how to spend those hours and hold staff accountable to their PD plan (similar system to LCAP plans for schools).
- c. Staff discussed a need for a change in how they receive PD in technology education. It was indicated that technology is introduced either too abstractly (i.e. google apps trainings without actual Chromebook in the classrooms) or not deeply enough. Therefore staff suggested the following changes for professional development as it pertains to technology use:
 - Provide more hands-on learning in the classroom.
 - Provide more tailored learning opportunities where teachers can learn to apply the education to their specific situations.
 - Allow for longer period of time to learn and implement programs.
 - Provide more on-demand technical help: either in person technicians or via manuals or “how-to” videos.
 - Teachers need more free-time/support to be able to take-on new technologies and implement them in the classroom (being mindful of full-time teaching workload).

Student Educational Opportunities

When asked if teachers were encouraging students to take CTE courses or AP/IB courses, staff reported not knowing that it was required of them promote such classes. For a few teachers the acronym CTE was foreign, indicating a lack of knowledge on this topic completely. Although all agreed it would be a good idea, none of the staff were aware of any personal finance classes offered to students before graduation.

Tailored interventions for students:

When asked about tailored interventions for students and if staff knew what to do in case a student has, academic, social, emotional or behavioral needs, all participant mentioned the existence of Student Intervention Team (SIT) in the schools. However, SIT was described as inefficient and often ineffective by all who were in attendance. Instead, teachers with more experience and established relationship indicated that they would bypass the SIT and go directly to the counselor or other individuals who can help their students.

Parents were mentioned either as roadblocks for interventions or advocates who could be rallied to further the cause of the child.

FJUHSD Staff Focus Group Findings

Staff also indicated having had some trainings in which they learned to identify signs of particular behavior that would indicate a need for a referral.

Communication (internal and external):

Many participants felt that there was a lack of internal communication. All participants also reported being unaware of what communications were made externally to families. Many respondents indicated that they feel 'left in the dark' on purpose. A few improvements were suggested:

- Administrators provide regular bulleted (for fast reading) updates for staff.
- Provide staff with notices when system –wide technology changes are made.
- Provide staff with information that is shared with parents.
- Set-up systems for more transparency.
- Consider families who do not have regular access to internet.
- Provide information in different languages

Other Findings:

In addition to the pre-identified topic areas discussed, participants also raised two other notable topics during the discussions. In particular they raised the topic of trust, or rather the lack of trust between the teachers and the administration. It was also indicated that the work culture of teachers and administrators are significantly different. It was pointed out that while administrative staff have time to continuously collaborate and learn from one another while sitting "in cubicles" next to each other, teacher don't have that opportunity as they are each in their own classrooms throughout the day with often conflicting schedules. Therefore, participants indicated that expectations from one sector may not transfer as easily to the other.

FJUHSD – Parent/Guardian Focus Group Findings

Methods:

Focus group discussions were free flowing conversations with no feedback from interviewer except to guide the conversation towards the topic areas at hand. Each discussion was recorded and transcribed and later analyzed (thematically coded) using Atlast.TI software. The analysis consisted of coding participant comments to the topic areas previously identified by OCDE evaluator along with FJUHSD input. Topic areas were chosen according to low scores in the LCAP Staff Survey. Focus group discussions were intended to shed light on the negative or neutral survey responses. The focus group discussion topic areas included the following:

- 1) Student educational opportunities (access to classes of rigor such as IB/AP and CTE courses)
- 2) Availability and knowledge of tailored interventions for students.
- 3) Communication from schools and district
 - a. General information to parents.
 - b. Disaster preparedness messaging to parents.

Results:

A total of 14 parents/ guardians participated in the discussion. Parents represented multiple schools within the district (Sonora, Sunny Hill, Fullerton and Troy were mentioned during the discussion. La Habra was also discussed, but it wasn't clear if any current students attended this school). Most were parents or guardians of freshmen or sophomores with at least one parent indicating they had a junior. Although none of the participants indicated having a current high school senior a few mention having other children who had already graduated from the FJUHSD schools.

Student Educational Opportunities

When asked if participants were satisfied with the educational opportunities for their children, responses were mostly neutral or positive. The placement of student in correct courses through testing was considered a good process in general.

When asked if participants and their students were encouraged to take CTE courses. Most were unaware of the CTE opportunities. The main exception, parents of AVID students, indicated that AVID teachers encourage students to take CTE courses.

A few other participants indicated that at least at Troy High school, once placed in a particular educational track, students had little room for movement between tracks, limiting access to certain courses including CTE classes. Participants found this process limiting for their children. One parent indicated that although her son may not be academically proficient in science or math they may be inspired or find themselves talented in a CTE class such as a digital arts class.

The following are a few typical quotes from the focus group discussion that reflects the discussion about access to academic and career technical classes:

FJUHSD – Parent/Guardian Focus Group Findings

Tailored Interventions:

i. Academic interventions

Another area of discussion was around the availability of tailored interventions for students. In general focus group participants did not think it was easy to obtain tailored interventions for their children unless parents persisted. Although many have had good experiences with school counselors, participants didn't feel that their children had advocates at school that would initiate an intervention. The only exceptions were parents of AVID students. According to these parents, AVID program provides a system in which a teacher has the potential to see the whole student and therefore able to advocate and initiate an intervention process even when parents weren't involved.

According to the respondents, if non-AVID students need an intervention it falls on the parents' shoulders to advocate for those services. Parents indicate that if not for their persistent communications with the schools, their students will not receive the interventions needed. A few of the parents found it difficult to even get the attention of school personnel when their students encountered problems. One elderly guardian in particular found the high school especially distant and hard to navigate and teachers and counselors less accessible than his ward's middle school teachers. The exceptions were parents who were highly involved in the school site (such as PTA members) or those parents who have had multiple children graduating from the same school. These parents generally had personal relationships with key individuals in the school which in turn helped them get the necessary care for their children.

Troy parents also discussed two issues that were specific to that school. One parent noted that if a student finds himself in a class that is too challenging, due to the high volume of students in the school, it is near impossible to move from a more challenging class to a class that is less challenging. In addition, Troy parents didn't think their students were getting the right academic interventions in terms of tutoring and other school day/afterschool options. It was discussed that while other schools have tutoring programs such as "tribe time" offered within a school year, the only intervention available to academically struggling Troy students was summer school.

Social-emotional or mental health interventions:

Parents were less informed about social emotional or mental health interventions for their children. Participants had mostly positive comments or were curious to find out what professional development the teachers and school staff received on this topic.

Communication from School and District:

i. General school communications

Focus group participants indicated that they are not receiving sufficient communication from schools. They discussed the difference in the level of communication from middle school to high school. Many

FJUHSD – Parent/Guardian Focus Group Findings

were unsure where to find information or whom to call for information. Examples of missing parent information nights or other school events due to lack of communication were provided.

Respondents also indicated that the schools websites are not easy to navigate. Many items are “lost in the website” according to the focus group participants. In addition, they indicate that not all teachers are consistent about uploading grades to Aeries system, making it difficult to monitor student school activity. Respondents described spending an average of 10-15 mins per day, every day visiting various websites looking for school updates, daily announcements/activities, student grades by class teacher and information on sports or other extra-curricular activity. It was felt that this process was highly cumbersome and disjointed as parents and guardians interested in staying informed have to navigate multiple websites and login many times over to view all the required information.

Participants brought up problems non-English speakers have in obtaining school related information. One English speaking Korean participant indicated that a lot of Korean parents are not informed about the school news. Another described how it was revealed at a PTA meeting that Spanish speaking parents had trouble looking up student grades. The PTA parents indicated that having had a Spanish speaking community liaison was helpful in this situation. Respondents wondered if Korean parents also had the same access problems and if they similarly had access to a Korean speaking community liaisons.

Parents requested more phone calls on cell phones (not just to home phones), emails, and paper communications. When it was found that a principal was sending weekly email updates to parents in one school, all other respondents indicated that it would be extremely helpful to receive such an update. Some mentioned the information packet they received at the beginning of the year as a very useful resource that schools already provide.

ii. Emergency communications

All participants agreed that they do not know what to do in an event of an emergency. Participants described confusion that occurred during lockdowns and other school emergencies that had occurred in the past. Phone messages left at home while parents were driving to school or at work, receiving diverging directions from school personnel during an emergency situation and other such stories were provided as examples of the confusion surrounding the communications about disasters/emergencies.

Parents requested, clear, specific and timely directions from the schools. Again, it was discussed that emergency messages should be provided to multiple phone numbers and voice and text messages were both considered important.

Methods:

All FJUSHSD students were invited to complete a district-wide LCAP online survey. At the end of each survey, each student was invited to participate in a focus group. Those who were interested in participating in a focus group provided their contact information to be randomly called upon at a future time. Thereafter, the OCDE evaluator randomly invited students via email to participate in focus group discussions. Due to the low acceptance of the focus group invitation via email, the evaluator used both focus group discussions as well as individual phone interviews to obtain student feedback.

Focus group discussions were free flowing conversations with no feedback from interviewer except to guide the conversation towards the topics at hand. Each focus group discussion was recorded and transcribed and later analyzed (thematically coded) using Atlas.TI software (detailed notes were taken to record the responses from phone interviews). The analysis consisted of coding participant comments to the topic areas previously identified by OCDE evaluator along with FJUSHSD input. Topic areas were chosen according to low scores in the LCAP Staff Survey. Focus group discussions were intended to shed light on the negative or neutral survey responses. The focus group discussion topic areas included the following:

- 1) Student educational opportunities (Access and teacher encouragement for IB/AP and CTE courses and personal finance courses).
- 2) Availability and knowledge of tailored interventions for students.
- 3) Communication, both school and district level.

Results:

A total of 15 students participated in the study. Tary, Fullerton, Buena Park, Sunny Hill and La Vista/La Sierra High Schools were represented. The Evaluator was unable to recruit any students from La Habra High School. Students interviewed ranged from freshman to seniors.

Student Educational Opportunities (Access/teacher encouragement)

When asked about educational opportunities including access to rigorous classes such AP/IB/Honors classes. All respondents indicated they have sufficient access to classes of rigor and Career Tech classes. Only one student (from La Sierra/La Vista) indicated they have taken or heard of a personal finance class. La Sierra/La Vista respondents also indicated that they have access to College level classes due to the school's proximity to the State University.

Respondents from two schools (Troy and Fullerton High Schools) brought up the issue of having to test into AP/IB classes as a possible barrier to access. However, these respondents were unsure of its merits. While a few respondents believed that all students should be exposed to deeper learning offered in the AP/IB classes, other's indicated that their teachers were probably the best judges of who would succeed

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in these more rigorous classes. In contrast, students from one school (Buena Park High School) indicated that all students had access to AP classes at their school.

While few respondents indicated that their teachers encourage them to take classes of rigor or classes in their area of career interests, it was inferred from the discussions that academic counselors were more influential in this area than teachers. Most respondents described tailored academic plans according to their personal academic needs/interests. In general, respondents indicated that counselors provide them with a variety of choices that meet their academic needs. However, participants from La Sierra/La Vista high schools indicated that it would be more beneficial for them if the counselors provided them with a list of all possible classes so they could make more informed choices.

Finally, one respondent indicated, that at least at his school site (Fullerton High School), only the students who seek out a counselor's' help actually receives the academic guidance. This respondent was distraught that students who had the least self-motivation and possibly lowest parental supports end up getting the least academic guidance at the schools.

Availability and Knowledge of Tailored Interventions for Students

1) Academic Interventions

Most often, respondents mentioned that the main academic interventions were offered by informal help from their teachers. According to the respondents, teachers keep students abreast on missing assignments, provide opportunities for earning extra credit and provide informal tutoring.

Beyond the informal teacher specific interventions, a few other intervention strategies were discussed. However strategies and systems varied by school site. Respondents from Fullerton and Buena Park High Schools mentioned school-wide systems for academic interventions; such as "Tribe Time", "Howl" or afterschool tutoring programs in the library. While Buena Park respondents were satisfied with their school-wide academic system of 'Howl', respondents from Fullerton High school felt that Tribe Time was not being implemented effectively in their school.

Interestingly, respondents from Troy High School mentioned that most students will drop the class before they need academic interventions. In this case, a student would need help from the academic counselor to help fill their class schedules. These respondents also mentioned that although they have tutoring programs available to the student body, few students actually utilize these opportunities.

La Sierra/La Vista High schools respondents indicated being more reliant on counselors for academic interventions. These respondents wished for more counselor-initiated follow-up meetings to ensure students were on the right track and in good pace with their academic plans.

2) Social/Emotional/Mental Health Interventions

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None of the respondents were aware of any formal social/emotional supports available in their schools. Respondents indicated that they would feel comfortable speaking to their teachers and some to their academic counselors if they needed help. A few indicated that they have witnessed situation in which teachers reached out to students in need. Many were unsure if the schools were able to support students with mental health problems.

Communication (School and District level)

When asked about communication, respondents were generally favorable about the school to parent communication. They described varying levels of school to parent communication ranging from parent teacher conversations to weekly principal letters and daily automated messages. The only exception to the school/parent communication is in the area of disaster/emergency preparedness. Students did not believe their parents were informed of emergency procedures.

All respondents indicated they did not know the level of communication from school district to parents. A few respondents from two schools mentioned the lack of communication in relation to teacher protests as a possible failure in the part of the district.