jo§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Delano Joint Union High School District Contact (Name, Title, Email, Phone Number):_Adelaida C. Ramos, Executive Director, aramos@djuhsd.org, 661-720-4125 LCAP Year: 2015-18

Delano Joint Union High School District is located at 1720 Norwalk Street and has a total enrollment of 4235 (CBEDS 2014) with approximately 1307 ninth, 948 tenth, 971 eleventh, and 977 twelfth grade students with 31 ungraded special education students in our Severely Handicapped Program. Based on the 2012 Census Poverty Data, it is estimated that 42.25% of the Delano Joint Union High School District students live in poverty. Delano Joint Union High School is comprised of three comprehensive high schools, one alternative school, and one adult school. Delano Joint Union High School District employs over 400 staff members district wide. All staff provides academic and emotional support to our students. We have additional support staff such as the school nurses, school psychologists, resource officers, and student affairs specialists to assist students with social, emotional, discipline, and attendance problems.

The educational staff in our district is committed to providing its students with a rigorous, above standards education that will help our students experience academic success. The Professional Learning Communities within our schools are committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

Delano Joint Union High School District continues to model a rigorous, standards-based curriculum. Within our district, we have an awarded National Title I School, the three comprehensive high schools recognized as America's Best High Schools by US News & World Report, and in 2014 Valley High School earning recognition as America's Best High school. In addition, two comprehensive high schools are award winning California Distinguished Schools and Cesar E. Chavez High school as a Title I Academic Achievement Award School. As the CSTs sunset, all three comprehensive high schools achieved a decile 10 similar school ranking. Similarly, all four high schools in the Delano Joint Union High School District are fully accredited by the Western Association of Schools and Colleges.

Our district is committed to providing our students with superior standards-based instruction. With the implementation of the Smarter Balanced assessments, we are implementing curricular and instructional changes that support and improve student learning. Our teachers have worked extensively on aligning curriculum to the Common Core State Standards (CCSS) for English and mathematics as well as the Next Generation Science Standards (NGSS) and the National Curriculum Standards for Social Sciences. In alignment with the CCSS, DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student. Twenty-First century standards, assessments, curriculum, instruction, and professional development must be aligned to produce a support system that produces 21st century outcomes for our students. In addition, DJUHSD has expanded the number of career pathways to ensure our students are college or career ready. These pathways include construction, Ag science, Ag mechanics, education pathway, home economics, health care, welding, engineering, business and legal services.

District Mission Statement:

At the Delano Joint Union High School District, students will attain daily academic success through superior sequential standards based instruction.

District Vision:

Each DJUHSD professional learning community family team member is personally committed to creating a positive culture of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

District Goals:

<u>TEACHING AND LEARNING:</u> To collaboratively support quality research-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.

ENRICHMENT: To provide enrichment opportunities that promote academic, social, and emotional development.

ACHIEVEMENT: To promote superior academic results, the DJUHSD Board of Trustees, administrators, teachers, support staff, parents, and students will foster, recognize, and celebrate learning.

MODEL: To effectively model our mission and vision, every team member will exemplify *character, loyalty, and excellence.*

Enrollment:

Table 2: Racial/Ethnic Breakdown					
Racial/Ethnic Category	Number of Students	% of Students			
African-American	29	.66			
American Indian or Alaska Native	3	.06			
Asian-American	31	.7			
Filipino-American	461	10.9			
Hispanic or Latino	3625	85.6			
Pacific Islander	3	.06			
White (Not Hispanic)	73	2			
Two or more races/not reported	10	.02			
Total Number of Students	4235	100			

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
September 9 The LCAP was presented at parent forum for CCHS September 15 The LCAP was presented at parent forum for DHS September 18 The LCAP was presented at parent forum for VHS September 29 The LCAP was presented at parent forum for RFK September 30 DLT meeting on LCAP and Lea plan	Reviewed the eight state priorities, implementation of common core, the importance of parent involvement in the LCAP process, and opportunities for parent involvement. Reviewed goals and actions for both the LCAP and LEA plans. Provided for input and final revisions to the LEA plan. Went over metrics and expected outcomes for the year on the LCAP.
October 14 DLT LCAP meeting and district counseling staff	Informed the teams of the quarterly LCAP implementation plan, the quarterly monitoring metric, and reviewed increased college readiness options
November 4 DLT LCAP meeting	LCAP 2014 data analysis: CAHSEE, CAASPP life science, EAP, AP, SAT, ACT, graduation rates, physical fitness. The DLT recommended amending LCAP actions to include data analysis, teacher collaboration time, development and refinement of curriculum.
December 4 LCAP student forum RFK December 5 LCAP student forum DHS December 9 LCAP student forum CCHS December 10 LCAP student forum VHS	Data analysis, review of LCAP priorities, informed students of implementations based off of students surveys from last year input session for students. CCHS students requested a speech & debate and Drama class. VHS student forum participants requested more college visitations and a career day. DHS students requested AP, SAT, ACT, and EAP tutorials as well as access to their grades and attendance, student celebrations (i.e. Rising Stars, Student of the Month for improved GPA), and more college visitations. Students at RFK are content with all offerings, programs, and activities.
February 10 LCAP presentation to the Board at public hearing for Valley High school	Valley High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.
March 10 LCAP presentation to the Board at public hearing for RFK	Robert F. Kennedy High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.
March 13 LCAP priorities presentation Delano High School Parent Advisory group	The principal of Delano High School presented the LCAP priorities, goals, and this year's outcomes to the parent and student advisory group. Informed the groups of the importance of their input and requested any recommendations be submitted.
March 2015 TA review of LCAP 2014-2015	The TA indicated that there are no salary increases for teachers noted in the

April 10 LCAP Priorities presentation Robert F. Kennedy High School to Parent/teacher/student advisory group.

April 14 LCAP presentation to the Board at public hearing for DHS

LCAP presentation to DELAC

CCHS presented LCAP goal performance and outcomes to the Board.

May 2015 Meeting with site administrators, special education director, PACT staff.

May 26, 2015 LCAP Parent Advisory meeting.

May 28 DELAC final review and approval of LCAP.

June 2, 2015 LCAP presented to Community Alliance at Bakersfield College.

June 16, 2015 Consultation with TA on LCAP

June 16, 2015 Board meeting - Public Hearing

LCAP and that other districts in the county had included salary raises in the LCAP. The district administration informed the TA that state officials advised districts that LCAP allocations are supplemental and concentration monies and should not be used for salaries. The TA also indicated our new teacher salaries are below other districts. Thus, new core teachers leave our district to go to other districts.

Executive Director presented LCAP priorities, recent data, goals and objectives. Informed the groups of the importance of their input and requested any recommendations be submitted.

Delano High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.

CCHS presented LCAP performance and outcomes for 2014-2015.

Data and needs analysis and final LCAP recommendations. Added AP exam fees as well as GED exam fees. DHS recommended adding College Board web based curriculum.

Final data and needs analysis and LCAP recommendations. The Parent Advisory Committee recommended financial support for fine arts competitions and approved the LCAP allocations to meet goals and targets.

DELAC reviewed and approved final expenditure allocations to meet goals and targets.

Presented LCAP actions and services for 2015-2016. Community Alliance was informed that the actions and services were a result of data analysis, student forums, district and parent advisories, and teacher and staff presentations. Informed Community Alliance that all stakeholders are provided opportunity to give input and recommendations on increasing or improving services or actions on the eight priorities for English Learners, foster youth and low socio-economic pupils.

Reviewed actions and services for 2015-2016 with TA. The TA expressed concerns regarding identification/title of additional & proposed additional FTE's and the ability to find appropriately credentialed individuals for the specific programs, especially those in Career Technical Education areas.

June 19, 2015 LCAP consultation with CSEA.

June 23, 2015 LCAP consultation with the TA.

The Governing Board presented an open hearing on the LCAP to provide public input. Announced that the LCAP will be presented to the Governing Board on June 23, 2015 for approval.

Review and consultation of LCAP.

Final review and approval.

Annual Update:

DJUHSD conducted a series of staff meetings, parent forums, student forums, parent presentations, presentations to school site council, schools reported in open session their progress at board meetings, presented to Community Alliance, DELAC, collective bargaining units, and district parent advisories. Stakeholders participated in data review and analysis, outcome analysis, and performance analysis as well as providing additional recommendation to meet targeted goals. All stake holders were informed of all actions executed during 2014-2015 and justifications for actions that were not completed.

Annual Update:

The following updates for the 2015-2016 LCAP were a result of stakeholder input after evaluation of data, outcomes and performance. Stakeholder groups included parent advisories, parent forums, DELAC, student forum, School Site Council, District advisories, consultations with teachers and classified staff, community committees, and the collective bargaining units.

- Based on data, we do not have 100% highly qualified teachers in core areas.
 Salaries for teachers are at the low end of salary ranges in our county.
 Training such as BTSA will be provided to all new teachers for improved services.
- Student and staff surveys indicate repairs are needed at some older sites.
- DJUHSD will add an additional mathematics teacher at RFK and an English teacher at DHS to reduce class size and provide more focused instruction. Support staff is utilized to assist students in making academic progress.
- College and career readiness continue to be below state levels. DJUHSD will hire an additional foreign language teacher as well as additional Career Technical Education teachers for DHS, CCHS and RFK and an additional SH teacher to reduce class size to teach individual readiness. Special Education staff indicated a need for additional transportation to work sites for job skills development. School site administrators indicated need for more participation in college exams and programs as well as GED opportunities.
- Chronic absenteeism increased in 2014-2015. Offer 7 sessions of independent study to meet student needs. Recognize and foster student success and promote a districtwide, positive educational climate/culture. Repairs around campus are needed to ensure student safety.
- There is concern and need for the physical development, health and nutrition
 of our students. Our district continues to perform below state levels in the
 physical fitness zones. Parents indicated concern of weight and activity
 required to pass the state Physical Fitness Test. Thus, we will hire three
 athletic trainers for each school site to teach nutrition and safe physical
 activity practices.
- More opportunities will be provided for students to participate in other areas and outcomes. Thus, additional resources are required for equipment and supplies.

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).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:		I core academic subjects will have standards aligned curriculum by the 2016-2017. ntion of highly qualified teachers.			Related State and/or Local Priorities: 1_X 2_X 3 4_ 5 6 7_ 8 COE only: 9 10 Local: Specify	
Identified	Need:	75% of the core academic subjects do	not have standa	ards aligned textbooks as measured by the	e CCSS and NGSS.	
Goal An	ADJIDE TO:	Schools: All				
		Applicable Pupil Subgroups: Al		ear 1: 2015-2016		
Mea	ed Annual surable comes:	Priority 1: Instructional materials: 100% confistrict schools need repairs due HQT/Teacher rate: 93.4% district Priority 2: 100% implementation of academ Based on classroom observations	subject textboo npliance on Will schools and Go to age and wea wide, teacher m ic content and p s, instructional of ruction and instr	ks/e-books to include science, English, Aleliams bood ratings for our older schools. In addition	on, staff and student surv earner access to CCSS. nt performance assessm	reys indicate
	A	ctions/Services	Scope of Service	Pupils to be served within identified	ed scope of service	Budgeted Expenditures
books sciend For 2015 Trigo	for the core ace, and social	, science and Algebra II, Geometry,	LEA-wide	_XALL	ers English proficient ers English proficient	Certificated salaries \$22,025 Benefits \$2,975 Books & supplies \$175,000 LCFF S&C Services/operat ing expenses \$45,000 LCFF S&C Title I/II
		r meetings for data analysis, outcome	LEA wide	Other Subgroups:(Specify)		\$35,000 Books/Supplies

			Tor:	operating
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	expenses \$1,159 LCFF S&C
		LCAP Ye	ar 2: 2016-2017	20 03.0
Expected Annual Measurable Outcomes:	Priority 1: Instructional materials: 100% com FIT: Exemplary ratings for newer district schools need repairs due the HQT/Teacher rate: 93.4% district Priority 2: 100% implementation of academic Based on classroom observations	npliance on Will schools and Go to age and wea wide, teacher me c content and per instructional couction and instruction and instruction and instruction.	ood ratings for our older schools. In addition, staff and student sur r of facilities.	veys indicate s. nent data, English
,	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	nental standards aligned textbooks/e- areas of English, Mathematics, al studies.	LEA-wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$22,025 Benefits \$2,975 Books & supplies \$175,000 LCFF S&C

			supplies \$175,000 LCFF S&C
2. BTSA training for new teachers	LEA-wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Services/operat ing expenses LCFF S&C \$45,000 Title I/II \$35,000
District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	Books/Supplies \$500 Services/ operating expenses

Other Subgroups:(Specify)	\$1,000
	LCFF S&C

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Purchase 75% of the core academic standards aligned textbooks/e-books Retain 95% highly qualified teachers.

Priority 1:

- Instructional materials: 100% compliance on Williams
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.
- HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0

Priority 2:

- 100% implementation of academic content and performance standards including English Learner access to CCSS.
- Based on classroom observations, instructional content and mtheodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Purchase supplemental standards aligned textbooks/e-books for the core areas of English, Mathematics, science, and social studies.	LEA-wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$22,025 Benefits \$2,975 Books & supplies \$175,000 LCFF S&C
2.	BTSA training for new teachers	LEA-wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Services/operat ing expenses \$45,000 LCFF S&C \$35,000 Title I/II
3.	District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books/Supplies \$500 Services/ operating expenses \$1,000 LCFF S&C

GOAL:	Thirty perc	s will be cleaned and monitored daily. cent of the facilities that are damaged.		paired by 2017-2018. are for facilities as a result of student surve	Related State and/or 1_X 2 3 4 5_ COE only: 9_ Local: Specify	6 7 8 10
Goal Applies to: Schools: All Applicable Pupil Subgroups: All						
Guai Ap	Applicable Pupil Subgroups: All LCAP Year 1: 2015-16					
				'ear 1 : 2015-16		
Meas	ed Annual surable comes:	Restrooms will be cleaned and mo 10% of facilities that are damaged Priority 1: Instructional materials: 100% co FIT: Exemplary ratings for new district schools need repairs du HQT/Teacher rate: 93.4% distri	or worn will be re ompliance on Will er schools and Go e to age and wea	iams bod ratings for our older schools. In addition r of facilities.	on, staff and student surv	/eys indicate
	,	Actions/Services	Scope of Service	Pupils to be served within identifie	ed scope of service	Budgeted Expenditures
1. Clean	and monitor	restrooms.	LEA-wide	_XALL	English proficient	Custodian Classified Salary \$49,298 Benefits \$25,702 Custodian LCFF S&C
2. Implen	nent Charac	eter Development curriculum.	LEA-wide	_XALL OR:Low Income pupilsEnglish LearneFoster YouthRedesignated fluentOther Subgroups:(Specify)	English proficient	Books and Supplies \$10,000 LCFF S&C

3.	Repair facilities (i.e.				
	3. Repair facilities (i.e. asphalt, roof, auditorium curtains).		LEA-wide	<u>X</u> ALL	Supplies \$200,000
ł				OR:	Rentals,
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	Leases, &	
				Repairs	
				Other Subgroups:(Specify)	\$400,000
4	District stakeholder	maatings for data analysis, autooma	LEA wide	VALL	LCFF S&C Stakeholder
	 District stakeholder meetings for data analysis, outcome analysis and performance analysis. 		LEA wide	_XALL	meetings
				OR:	Supplies
			Low Income pupilsEnglish Learners	\$200	
				Foster YouthRedesignated fluent English proficient	services/operati
				Other Subgroups:(Specify)	ng expenses
					\$800 LCFF S&C
			I CAP \	Year 2 : 2016-17	LOTT OGO
		Restrooms will be cleaned and monit		16th 2. 2010 17	
		Restrooms will be cleaned and morn	lored daily.		
		20% of facilities that are damaged or	worn will be re	paired.	
E	xpected Annual			•	
	Measurable	Priority 1:			
	Outcomes:	l locturational mantavials, 1000/ as a	anlianaa an Mil	lia ma a	
		Instructional materials: 100% con			and the Proofs
		 FIT: Exemplary ratings for newer 	schools and G	ood ratings for our older schools. In addition, staff and student sur	veys indicate
		 FIT: Exemplary ratings for newer district schools need repairs due 	schools and G to age and wea	ood ratings for our older schools. In addition, staff and student sur ar of facilities.	veys indicate
	A	 FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district 	schools and G to age and wea wide, teacher n Scope of	ood ratings for our older schools. In addition, staff and student sur ar of facilities. nisassignments: 0	Budgeted
		 FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n	ood ratings for our older schools. In addition, staff and student sur ar of facilities. nisassignments: 0 Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Ao Clean and monitor r	 FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of	ood ratings for our older schools. In addition, staff and student sur ar of facilities. nisassignments: 0	Budgeted Expenditures Custodian
1. (FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service XALL	Budgeted Expenditures Custodian Classified
1. (FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of Service	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL	Budgeted Expenditures Custodian
1. (FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits
1.		 FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of Service	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL OR: _Low Income pupilsEnglish Learners	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200
1. (FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of Service	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian
	Clean and monitor r	FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services estrooms.	schools and G to age and wea wide, teacher n Scope of Service LEA-wide	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service XALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian LCFF S&C
	Clean and monitor r	 FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of Service	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian LCFF S&C Books and
	Clean and monitor r	FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services estrooms.	schools and G to age and wea wide, teacher n Scope of Service LEA-wide	ood ratings for our older schools. In addition, staff and student surer of facilities. Pupils to be served within identified scope of service XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian LCFF S&C
	Clean and monitor r	FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services estrooms.	schools and G to age and wea wide, teacher n Scope of Service LEA-wide	ood ratings for our older schools. In addition, staff and student surer of facilities. Pupils to be served within identified scope of service XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian LCFF S&C Books and Supplies
1. (FIT: Exemplary ratings for newer district schools need repairs due HQT/Teacher rate: 93.4% district ctions/Services 	schools and G to age and wea wide, teacher n Scope of Service	ood ratings for our older schools. In addition, staff and student surer of facilities. nisassignments: 0 Pupils to be served within identified scope of service _XALL	Budgeted Expenditures Custodian Classified Salary \$51,800 Benefits \$26,200

	Repair facilities		LEA-wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Supplies, \$250,000 Rentals, Leases, & Repairs \$450,000 LCFF S&C
	District stakeholder analysis and perfori	meetings for data analysis, outcome mance analysis.	LEA wide	XALL	Stakeholder meetings Supplies \$200 services/operati ng expenses \$800 LCFF S&C
			LCAP Y	ear 3: 2017-18	
	Expected Annual Measurable Outcomes:	Restrooms will be cleaned and m 20% of facilities that are damaged	•	e repaired.	
		Priority 1: Instructional materials: 100% com FIT: Exemplary ratings for newer district schools need repairs due to HQT/Teacher rate: 93.4% districts	schools and Go to age and wea wide, teacher m	ood ratings for our older schools. In addition, staff and student sur r of facilities.	
	A	 Instructional materials: 100% com FIT: Exemplary ratings for newer district schools need repairs due 	schools and Go to age and wea wide, teacher m Scope of	ood ratings for our older schools. In addition, staff and student sur r of facilities.	Budgeted
1.	A Clean and monitor	Instructional materials: 100% com FIT: Exemplary ratings for newer district schools need repairs due to HQT/Teacher rate: 93.4% district ctions/Services	schools and Go to age and wea wide, teacher m	ood ratings for our older schools. In addition, staff and student sur r of facilities. iisassignments: 0 I	

3.	Repair facilities	LEA-wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Supplies, \$250,000 Rentals, Leases, & Repairs \$450,000 LCFF S&C
4.	District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Stakeholder meetings Supplies \$200 services/operati ng expenses \$800 LCFF S&C

GOAL:	every year	the academic achievement gap for all lead from the established CAHSEE and loca There is an achievement gap on the En CST 12% proficient which is a 45% gap	I measures of a glish language and grade 11 (arts CSTs with a grade 9 CST 14% pro CST 8% proficient which is a 33%. The	re is a similar gap on CAHS	6 7_X 8_ 10 gap, grade 10 SEE proficiency
with our English Learner subgroup where the English learner subgroup. A simil					or achievement gap in ma	thematics with
Goal Ap	oplies to:	Schools: All Applicable Pupil Subgroups: All				
	· ·	7. Ipplicable 7 april cabgroupe.	LCAP Y	ear 1: 2015-16		
		29% English Learner Grade level Pro-				
Based on classroom observations, Learners are provided 100% instruing Priority 4: Pupil Achievement State assessments:			emic Content and p c content and p , instructional c uction and instructional c eclined 0.1%, El chensive high so ase) college rea ion completion:		dent performance assessmend ELA CCSS. In increased 1.3%, Math English a 67% proficiency. E average), CTE completers	glish Learner
			a). Individuals v d services for S	. All students, including unduplicated p vith exceptional need are provided with DC, ED, RSP and SH.		ailed in their IEP
	,	Actions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures
Increase support services, monitoring, and instructional time for all students. Recovered furlough days.		LEA-wide	_XALL		Certificated salaries	

			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$388,923 Classified Salaries \$152,488 Benefits \$84,291 Total Cost- \$625,702 LCFF S&C
2.	Additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap.	DHS and RFK	_XALL	Two English teachers Certificated salaries \$107,902 benefits \$44,098 One mathematics teacher Certificated salary \$54,932 Benefits \$22,168 LCFF S&C
3.	Provide core content classroom instruction practices aligned with the CCSS. Teachers will guide instruction and student learning.	LEA-wide	_XALL	Curriculum alignment, refinement Certificated salaries \$96,909 benefits \$13,091 Books & supplies \$70,000 services/operati ng expenses \$20,000 LCFF S&C \$50,000 Title I, Title II
4.	Instruct students in core content for meaningful	LEA-wide	_XALL	Assistant

	understanding of content aligned with the CCSS as well as the CCR Anchor Standards. Principal and Assistant Principal of Instruction are responsible for parameters.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Principal Instruction Administrative salary \$97,120 & benefits \$27,880 LCFF S&C
5.	Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.	LEA-wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$22,000 benefits \$3,000 Books & supplies \$10,000 services/operating expenses \$10,000 LCFF S&C
6.	Collaborative teaching with special education teachers and regular education teachers.	LEA-wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Staff Development Certificated salaries \$19,850 benefits \$2,650 Materials, supplies \$500 services/operati ng expenses \$2,000 LCFF S&C \$5,000 Title I
7.	Administer intervention by promoting reading and writing instruction and mathematics intervention. Create a Response to Intervention plan for students who are non-proficient in reading or writing. Counselors, Psychologist and site administration will be	LEA-wide	_XALL	Professional Development Certificated salaries \$7050 Benefits \$950

			T		
	responsible for intervention plan, actions, and outcomes.			Materials, supplies \$1000 services/operati ng expenses \$1,000 LCFF S&C \$10,000 Title 1, Title II Intervention Certificated salaries \$293,548 & benefits \$76,552 LCFF S&C	
8.	Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.	LEA-wide	XALL	Professional Development Certificated salaries \$17,600 benefits \$2,400 Materials, supplies, \$5,000 services/operati ng expenses \$5,000 LCFF S&C \$50,000 Title 1, Title II	
9.	Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials. Teachers will guide instruction and student learning.	LEA-wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Intervention/Su pplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies	Intervention/Su pplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials,

Reduce class sizes for students not attaining proficiency. Principal and Assistant Principal of Instruction are responsible for setting parameters. LEA-wi	deALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$500 services/operati ng expenses \$4,500 LCFF S&C Additional after school transportation Classified salaries \$68,500 Benefits \$29,660 Services/operat ing expenses \$30,000 LCFF S&C Additional sections Certificated salaries \$82,845 benefits \$25,952 LCFF S&C
Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions. Teachers will Analyze data and modify instruction and curriculum	de _XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Professional development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C
12. Purchase intervention software that incorporates reading, listening, speaking and writing.	OR: Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Software Books & supplies \$2,000 Services/operat ing expenses \$23,000 LCFF S&C

Provide additional compensation for teachers to provide intervention after school.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Salary for Afterschool tutorial Certificated salaries \$30,850 benefits \$4,150 Books & supplies \$5,000 LCFF S&C
14. Provide extra duty pay to create learning plans, review student data, refine curriculum.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Extra duty pay Certificated salaries \$13,215 benefits \$1,785 Books & supplies \$1,000 services/operati ng expenses \$1,000 LCFF S&C
15. Provide additional intervention during the school day.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Intervention Certificated salaries \$225,496 benefits \$89,504 Books & supplies \$5,000 LCFF S&C \$78,750 Title I
16. Reduce class size for English Learners.	LEA wide	ALL	Cost to reduce class size Certificated salaries \$97,330

		Other Subgroups:(Specify)	benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and - Supplies \$50,000 LCFF S&C \$30,000 Title I
18. Implement Summer Bridge Program.	LEA-wide	ALLOR:Low Income pupilsXEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated - salaries \$16,210 benefits \$2,190 Books & supplies \$2,000 LCFF S&C
19. Provide support staff to assist English Learners attain proficiency.	LEA Wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Administrative Salaries \$147,648 Benefits \$36,452 Certificated Salaries \$259,554 Benefits \$50,546 Classified Salaries \$134,182 Benefits \$71,618 LCFF S&C
20. Student and staff recognition and incentives.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$5,000, Services/operat ing expenses \$10,000 LCFF S&C
21. District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL	Stakeholder

District support including parent outreach and assistance.	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$500 services/operating expenses \$1,500 LCFF S&C Classified salaries \$11,600 benefits \$2,400 Services & other operating
		expenses \$1,000 LCFF S&C
	LCAP Year 2: 2016-17	<u>'</u>
100% implementation of academic cBased on classroom observations, ir		

Expected Annual Measurable Outcomes:

• State assessments:

Priority 4: Pupil Achievement

- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan

	that includes courses and services for SDC, ED, RSP and SH.				
	Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Increase support services, monitoring, and ir time for all students.	nstructional	LEA-wide	_XALL	Recover furlough days Certificated salaries \$396,077 Classified salaries \$155,292 Benefits \$85,842 Total Cost- \$637,211 LCFF S&C
2.	Hire additional English and mathematics tead targeted instruction at each of the PI schools the achievement gap.		DHS and RFK	_XALL	Two English teachers Certificated salaries \$113,000 benefits \$47,000 One mathematics teacher Certificated salary \$57,500 Benefits \$22,500 LCFF S&C
3.	Provide core content classroom instruction p aligned with the CCSS.	ractices	LEA-wide	_XALL	Curriculum alignment, refinement Certificated salaries \$88,100 benefits \$11,900 Books & supplies

4.	Instruct students in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards.	LEA-wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$70,000 services/operati ng expenses \$20,000 LCFF S&C \$50,000 Title I, Title II Assistant Principal Instruction Administrative salary \$100,000 & benefits \$28,000 LCFF S&C
5.	Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.	LEA-wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$22,000 benefits \$3,000 Books & supplies \$10,000 services/operati ng expenses \$10,000 LCFF S&C
6.	Collaborative teaching with special education teachers and regular education teachers.	LEA-wide	_XALL	Staff Development Certificated salaries \$19,850 benefits \$2,650 Materials, supplies \$500 services/operati ng expenses \$2,000 LCFF S&C

				\$5,000
7.	Administer intervention by promoting reading and writing instruction and mathematics intervention. Create a Response to Intervention plan for students who are non-proficient in reading or writing. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes.	LEA-wide	_XALL	Title I Professional Development Certificated salaries \$7050 Benefits \$950 Materials, supplies \$1000 services/operati ng expenses \$1,000 LCFF S&C \$10,000 Title 1, Title II Intervention Certificated salaries \$293,548 & benefits \$76,552 LCFF S&C
8.	Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.	LEA-wide	_XALL	Professional Development Certificated salaries \$17,600 benefits \$2,400 Materials, supplies, \$5,000 services/operati ng expenses \$5,000 LCFF S&C \$50,000 Title 1, Title II
9.	Provide supplementary Mathematics instruction, RTI,	LEA-wide	_XALL	Intervention/Su

academic interventions, and afterschool tutorials.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	pplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies \$500 services/operati ng expenses \$4,500 LCFF S&C Additional after school transportation Classified salaries \$74,150 Benefits \$30,850 Services/operat ing expenses \$30,000 LCFF S&C
Reduce class sizes for students not attaining proficiency.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Additional sections Certificated salaries \$86,987 benefits \$26,512 LCFF S&C
11. Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions.	LEA-wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Professional development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C

12. Purchase intervention software that incorporates reading, listening, speaking and writing.	LEA-wide	ALL	Software Books & supplies \$2,000 Services/operat ing expenses \$23,000 LCFF S&C
Provide additional compensation for teachers to provide intervention after school.	LEA-wide	ALL OR:Low Income pupilsXEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Salary for Afterschool tutorial Certificated salaries \$30,850 benefits \$4,150 Books & supplies \$5,000 LCFF S&C
14. Provide extra duty pay to create learning plans, review student data, refine curriculum.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Extra duty pay Certificated salaries \$13,215 benefits \$1,785 Books & supplies \$1,000 services/operati ng expenses \$1,000 LCFF S&C
15. Provide additional intervention during the school day.	LEA-wide	ALL	Intervention Certificated salaries \$225,496 benefits \$89,504 Books & supplies \$5,000 LCFF S&C

16. Reduce class size for English Learners.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$78,750 Title I Cost to reduce class size Certificated salaries \$97,330 benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies, \$50,000 LCFF S&C \$30,000 Title 1
18. Implement Summer Bridge Program.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$16,210 benefits \$2,190 Books & supplies \$2,000 LCFF S&C
19. Provide support staff to assist English Learners attain proficiency.	LEA Wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Administrative Salaries \$147,648 Benefits \$36,452 Certificated Salaries \$259,554 Benefits \$50,546 Classified Salaries \$134,182 Benefits \$71,618 LCFF S&C

20.	Student and staff r	ecognition and incentives.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$5,000, Services/operat ing expenses \$10,000 LCFF S&C
21.	analysis and perfor	r meetings for data analysis, outcome rmance analysis. luding parent outreach and	LEA wide	_XALL	Stakeholder meetings Books & supplies \$500 services/operating expenses \$1,500 LCFF S&C Classified salaries \$11,600 benefits \$2,400 Services & other operating expenses \$1,000 LCFF S&C
			LCAP \	/ear 3: 2017-18	
_	38% English Learner Grade level Proficiency in English 48% English Learner Grade level Proficiency in mathematics Priority 2: Implementation of Academic Content and Performance Standards • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and mtheodology as well as student performance assessment data, English Learners are provided 100% instructional materials aligned to the ELD and ELA CCSS.				

Expected Annual Measurable Outcomes:

Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Priority 4: Pupil Achievement

- State assessments:
 - CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
 - Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
 - EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33%

increase over previous year.

- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Increase support services, monitoring, and instructional time for all students.	LEA-wide	_XALL	Recover furlough days Certificated salaries \$407,959 Classified salaries \$159,951 benefits \$88,417 Total Cost- \$656,327 LCFF S&C
2.	Hire additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap.	DHS and RFK	_XALL	Two English teachers Certificated salaries \$117,500 benefits \$47,300 One mathematics teacher Certificated salary \$59,800 Benefits \$22,600 LCFF S&C
3.	Provide core content classroom instruction practices aligned with the CCSS.	LEA-wide	_XALL	Curriculum alignment,

			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	refinement Certificated salaries \$88,100 benefits \$11,900 Books & supplies \$70,000 services/operati ng expenses \$20,000 LCFF S&C \$50,000 Title I, Title II
4.	Instruct students in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards.	LEA-wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Assistant Principal Instruction Administrative salary \$103,700 & benefits \$28,140 LCFF S&C
5.	Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.	LEA-wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$22,000 benefits \$3,000 Books & supplies \$10,000 services/operati ng expenses \$10,000 LCFF S&C
6.	Implement cooperative teaching with special education teachers and regular education teachers.	LEA-wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Staff Development Certificated salaries \$19,850 benefits \$2,650

				Materials,
				supplies
				\$500
				services/operati
				ng expenses
				\$2,000
				LCFF S&C
				\$5,000
				Title I
7.	Administer intervention by promoting reading and writing	LEA-wide	XALL	Professional
1	instruction and mathematics intervention.	ZZ/ Wido		- Development
	monucion and mathematics intervention.		OR:	Certificated
	Create a Response to Intervention plan for students who		Low Income pupilsEnglish Learners	salaries
	are non-proficient in reading or writing.		Foster YouthRedesignated fluent English proficient	\$7050
	are non-proncient in reading or writing.			· ·
	On the last Development of the Last Control of the		Other Subgroups:(Specify)	Benefits
	Counselors, Psychologist and site administration will be			\$950
	responsible for intervention plan, actions, and outcomes.			Materials,
				supplies
				\$1000
				services/operati
				ng expenses
				\$1,000
				LCFF S&C
				\$10,000
				Title 1, Title II
				Intervention
				Certificated
				salaries
				\$293,548 &
				benefits
				\$76,552
				LCFF S&C
8.	Incorporate Explicit Direct Instruction (EDI) to check for	LEA-wide	_XALL	Professional
	understanding and re-teaching if necessary, Cornell Note			- Development
	taking, WICR, Costa's Levels of Questioning, and graphic organizers.		OR:	Certificated
1			Low Income pupilsEnglish Learners	salaries
1			Foster YouthRedesignated fluent English proficient	\$17,600
1			Other Subgroups:(Specify)	benefits
1				\$2,400
1				Materials,
1				supplies,
I				\$5,000
<u> </u>		1		ψυ,υυυ

			services/operati ng expenses \$5,000 LCFF S&C \$50,000 Title 1, Title II
9. Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials. Output Description Descri	LEA-wide	XALL COR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Intervention/Su pplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies \$500 services/operating expenses \$4,500 LCFF S&C Additional after school transportation Classified salaries \$74,150 Benefits \$30,850 Services/operating expenses \$30,000 LCFF S&C
10. Reduce class sizes for students not attaining proficiency.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Additional sections Certificated salaries \$91,337 benefits \$27,099 LCFF S&C
11. Utilize levels of performance as measured by pass rates,	LEA-wide	_XALL	Professional

CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C
12. Purchase intervention software that incorporates reading, listening, speaking and writing.	LEA-wide	ALL	Software Books & supplies \$2,000 Services/operat ing expenses \$23,000 LCFF S&C
Provide additional compensation for teachers to provide intervention after school.	LEA-wide	ALL	Salary for Afterschool tutorial Certificated salaries \$30,850 benefits \$4,150 Books & supplies \$5,000 LCFF S&C
14. Provide extra duty pay to create learning plans, review student data, refine curriculum.	LEA-wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Extra duty pay Certificated salaries \$13,215 benefits \$1,785 Books & supplies \$1,000 services/operati ng expenses \$1,000 LCFF S&C
15. Provide additional intervention during the school day.	LEA-wide	ALL OR:	Intervention Certificated salaries

		Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$225,496 benefits \$89,504 Books & supplies \$5,000 LCFF S&C
16. Reduce class size for English Learners.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Title I Cost to reduce class size Certificated salaries \$97,330 benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies, \$50,000 LCFF S&C \$30,000 Title 1
18. Implement Summer Bridge Program.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$16,210 benefits \$2,190 Books & supplies \$2,000 LCFF S&C Administrative Salaries \$147,648 Benefits \$36,452 Certificated Salaries \$259,554 Benefits \$50,546
19. Provide support staff to assist English Learners attain proficiency.	LEA Wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

			Classified Salaries \$134,182 Benefits \$71,618 LCFF S&C
20. Student and staff recognition and incentives.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$5,000, Services/operat ing expenses \$10,000 LCFF S&C
21. District stakeholder meetings for data analysis, outcome analysis and performance analysis.District support including parent outreach and assistance.	LEA wide	_XALL	Stakeholder meetings Books & supplies \$500 services/operati ng expenses \$1,500 LCFF S&C
			Classified salaries \$11,600 benefits \$2,400 Services & other operating expenses \$1,000 LCFF S&C

_		
		Related State and/or Local Priorities:
#4: GOAL: Improv	a the ADI of English I sowner subgroup and Chapiel advection subgroup CO points over the next	1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>7</u> X 8_
three y	e the API of English Learner subgroup and Special education subgroup 60 points over the next	COE only: 9 10
unce y	outs.	Local: Specify
Identified Need:	There is a slight decline the last year of the API with the English learners and special education Education API continues in the high 400s. RFK special education API went down from 613 to	on district wide. Delano High Special 558.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners and special education	
	LCAP Year 1: 2015-16	
Expected Annua Measurable Outcomes:	 40 point growth on API of ELs and special education subgroups Priority 1: Instructional materials: 100% compliance on Williams FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In district schools need repairs due to age and wear of facilities. HQT/Teacher rate: 93.4% districtwide, teacher mis-assignments: 0 Priority 2: 100% implementation of academic content and performance standards including Ender Based on classroom observations, instructional content and mtheodology as well as English Learners are provided 100% instruction and instructional materials aligned to Priority 3: Parental Involvement 17% more parent participation this year in the district parent advisories with decision and performance analysis. Parent participation will be promoted through district-wide phone messages, personal calls, and parent trainings. The district will continue to remain the district will be promoted the district will continue to remain the district will be promoted the district will be promoted the distr	nglish Learner access to CCSS. Is student performance assessment data, to the ELD and ELA CCSS. In making, data analysis, outcome analysis, le, including parents of unduplicated pupils, promote parental participation for RSP, SDC, to analyze data, outcomes, and In increased 1.3%, Math English Learner ith a 67% proficiency. In state average, CTE completers 28.33%

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Ensure every student will be provided with standards-based/standards aligned core instructional materials. Provide core content classroom instruction aligned with CCSS. Provide targeted, coherent and sequential professional development and academic interventions.	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersFoster YouthRedesignated fluent English proficientXOther Subgroups:(Specify) Special Education	Supplementary standards aligned materials for ELD Books & supplies \$40,000 LCFF S&C \$20,000 Title 1
2.	Refine instruction, curriculum, and assessments. Utilize district/site local assessments to measure the quality of instruction and student learning. Teachers will guide instruction and student learning.	LEA wide	_ALL OR: _Low Income pupils _XEnglish Learners _Foster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	Curriculum alignment, refinement Certificated salaries \$15,858 benefits \$2,142 Books & supplies \$1,000 Services/operat ing expenses \$1,000 LCFF S&C \$20,000 Title 1
3.	Reduce class sizes to accomplish goal	LEA wide	_ALL	Additional teacher periods

		OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	(3 per site) Certificated salaries \$65,404 benefits \$23,596 LCFF S&C \$64,000 Title I
4. Provide CCSS tutorial on specific learning gaps.	LEA wide	_ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	After school tutorials, cost for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C Transportation cost for after school tutorials Classified salaries \$22,586 Benefits \$12,414 Services/operat ing expenses \$30,000 LCFF S&C
5. Provide Saturday Tutorials	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of teachers for Saturday School Certificated salaries \$22,906 benefits \$3094

_				1 -
				Books &
				supplies
				\$1,000
				LCFF S&C
				\$13,000
				Title 1
6.	Provide Evening Tutorial	LEA wide		Cost of
	C			teachers for
				p.m. tutorial
			ALL	Certificated
				- salaries
			OR:	\$12,334
			Low Income pupils _XEnglish Learners	Benefits
			Foster Youth _XRedesignated fluent English proficient	\$1,666
			Other Subgroups:(Specify)	Books &
			Other oubgroups.(opeciny)	supplies
				\$1,000
				LCFF S&C
7.	Purchase data management system	LEA wide		Software
١٠.	Fulchase data management system	LEA WIGE		Books &
			ALL	supplies
			ALL	
				ψ0,000
			OR:	Services/operat
			Low Income pupils _XEnglish Learners	ing expenses
			Foster Youth _XRedesignated fluent English proficient	\$ 1,000
			Other Subgroups:(Specify)	LCFF S&C
				\$3,000
				Title I
	Hire additional English and mathematics teacher for	LEA-wide		Certificated
	Delano High School and Robert F. Kennedy,			salaries
	respectively, to improve subgroup proficiency.			\$123,760
	Hire a 4 hour clerical to assist EL subgroup.			benefits
			ALL	\$46,234
				- LCFF S&C
			OR:	
			Low Income pupils _XEnglish Learners	Clerical
			Foster Youth _XRedesignated fluent English proficient	Classified
			Other Subgroups:(Specify)	salaries
				\$20,517
				benefits
				\$11,983
				LCFF S&C

9.	Provide support staff to assist English Learners meet	LEA Wide	ALL	Administrative
	academic goals.		OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	salary \$60,365 benefits \$14,903 certificated salary \$106,117 benefits \$20,666 classified salary \$54,859 Benefits \$29,281
10.	Provide student and staff recognition and incentives.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	LCFF S&C Books & supplies \$4,000 Services/operat ing expenses \$11,000 LCFF S&C
11.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	LEA wide	XALL	Stakeholder
	Expected Annual 60 point growth on API of ELs and sp		Year 2 : 2016-17	
	Measurable growth on All 1 or 225 and op	Joolal Gadoation		

Outcomes:

Priority 1:

- Instructional materials: 100% compliance on Williams
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.
- HQT/Teacher rate: 93.4% districtwide, teacher mis-assignments: 0

Priority 2:

- 100% implementation of academic content and performance standards including English Learner access to CCSS.
- Based on classroom observations, instructional content and mtheodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Priority 3: Parental Involvement

17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	---------------------	--	--------------------------

1.	Ensure every student will be provided with standards-based/standards aligned core instructional materials. Provide core content classroom instruction aligned with CCSS. Administer intervention by promoting reading and writing instruction. Provide targeted, coherent and sequential professional development and academic interventions.	LEA wide	_ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify) Special Education	Supplementary standards aligned materials for ELD Books & supplies, Services/operating expenses \$50,000 LCFF S&C \$20,000 Title I
2.	Refine instruction, curriculum, and assessments. Utilize district/site local assessments to measure the quality of instruction and student learning.	LEA wide	ALLOR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	Curriculum alignment, refinement Certificated salaries \$15,858 benefits \$2,142 Books & supplies \$1,000 Services/operating expenses \$1,000 LCFF S&C \$20,000 Title 1
3.	Reduce class sizes to implement program	LEA wide	_ALL OR: _Low Income pupils _XEnglish Learners _Foster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify) _Special Education	Additional teacher periods (3 per site) Certificated salaries \$68,674 benefits \$24,038 LCFF S&C \$64,000 Title I
4.	Provide CCSS tutorial on specific learning gaps.	LEA wide	_ALL	After school tutorials, cost

5. Provide Saturday School	LEA wide	OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C Transportation cost for after school tutorials Classified salaries \$24,241 Benefits \$12,759 Services/operat ing expenses \$30,000 LCFF S&C teachers for Saturday School Certificated salaries \$23,006
		ALL	salaries \$22,906 benefits \$3094 Books & supplies \$1,000 LCFF S&C \$13,000 Title 1
6. Provide Evening Tutorial	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersFoster YouthXRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of teachers for p.m. tutorial Certificated salaries \$12,334

			T	
				Benefits
				\$1,666
				Books &
				supplies
				\$1,000
				LCFF S&C
7.	Purchase data management system	LEA wide		Software
	• ,			Books &
			ALL	supplies
			OR:	Services/operat
			Low Income pupils _XEnglish Learners	ing expenses
			Foster Youth _XRedesignated fluent English proficient	\$ 1,000
			Other Subgroups:(Specify)	LCFF S&C
			<u></u>	\$3,000
				Title I
8.	Hire additional English and mathematics teacher for			Certificated
Ŭ.	Delano High School and Robert F. Kennedy,			salaries
	respectively, to improve subgroup proficiency.			\$123,760
	Four hour clerical to assist EL subgroup.			benefits
	Tour flour cierical to assist LL subgroup.		ALL	\$46,234
				LCFF S&C
			OR:	LCI I SAC
			Low Income pupils _XEnglish Learners	Clerical
			Foster Youth _XRedesignated fluent English proficient	Classified
			Other Subgroups:(Specify)	salaries
			Other Subgroups.(Specify)	l l
				\$20,517
				benefits
				\$11,983
	Decide a secretarial formation and the second secon	L E A 1477 1	All	LCFF S&C
9.	Provide support staff to assist English Learners meet	LEA Wide	ALL	Administrative
	academic goals.			- salary
			OR:	\$66,605
			Low Income pupils _XEnglish Learners	benefits
			Foster YouthRedesignated fluent English proficient	\$16,444
			Other Subgroups:(Specify)	certificated
				salary \$117,087
				benefits
				\$22,802
				classified
				salary
				\$60,530
				Benefits

			\$32,308 LCFF S&C		
10. Provide student and staff recognition and incentives.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$4,000 Services/operat ing expenses \$11,000 LCFF S&C		
11. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C Outreach and assistance Classified salaries \$12,415 benefits \$2,585 LCFF S&C		
LCAP Year 3: 2017-18					

60 point growth on API of ELs and special education.

Priority 1:

- Instructional materials: 100% compliance on Williams
- FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities.
- HQT/Teacher rate: 93.4% districtwide, teacher mis-assignments: 0

Priority 2:

- 100% implementation of academic content and performance standards including English Learner access to CCSS.
- Based on classroom observations, instructional content and mtheodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.

Expected Annual Measurable Outcomes:

Priority 3: Parental Involvement

17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Ensure every student will be provided with standards-	LEA wide	_ALL	Supplementary
	based/standards aligned core instructional materials.			materials for
			OR:	ELD
	Provide core content classroom instruction aligned with		Low Income pupils _XEnglish Learners	Books &
	CCSS.		Foster YouthRedesignated fluent English proficient	supplies,
			XOther Subgroups:(Specify) Special Education	Services/operat
	Administer intervention by promoting reading and writing			ing expenses
	instruction.			\$47,000
				LCFF S&C

	Provide targeted, coherent and sequential professional development and academic interventions.			\$20,000 Title I
2.	Refine instruction, curriculum, and assessments. Utilize district/site local assessments to measure the quality of instruction and student learning.	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersFoster YouthRedesignated fluent English proficientXOther Subgroups:(Specify)_Special Education	Curriculum alignment, refinement Certificated salaries \$15,858 benefits \$2,142 Books & supplies \$1,000 Services/operat ing expenses \$1,000 LCFF S&C \$20,000 Title 1
3.	Reduce class sizes to implement program.	LEA wide	_ALL	Additional teacher periods (3 per site) Certificated salaries \$71,421 benefits \$24,409 LCFF S&C \$64,000 Title I
4.	Provide CCSS tutorial on specific learning gaps.	LEA wide	_ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Special Education	After school tutorials, cost for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C

				Transportation
				cost for after
				school tutorials
				Classified
				salaries
				\$24,241
				Benefits
				\$12,759
				Services/operat
				ing expenses
				\$30,000
				LCFF S&C
5.	Provide Saturday School	LEA wide		Teachers for
				Saturday
1				School
1				Certificated
			ALL	salaries
				\$22,906
			OR:	benefits
			Low Income pupils _XEnglish Learners	\$3094
			Foster Youth _XRedesignated fluent English proficient	Books &
			Other Subgroups:(Specify)	supplies
				\$1,000
				LCFF S&C
				\$13,000
				Title 1
6.	Provide Evening Tutorial	LEA wide		Cost of
	· ·			teachers for
				p.m. tutorial
			ALL	Certificated
				salaries
			OR:	\$12,334
1			Low Income pupils _XEnglish Learners	Benefits
			Foster Youth _XRedesignated fluent English proficient	\$1,666
			Other Subgroups:(Specify)	Books &
1				supplies
				\$1,000
				LCFF S&C
7.	Purchase data management system	LEA wide	ALL	Software
	- ,			Books &
			OR:	supplies
			Low Income pupils _XEnglish Learners	\$8,000
1			Foster Youth _XRedesignated fluent English proficient	Services/operat

			Other Cub groups (Coesifu)	in a company
			Other Subgroups:(Specify)	ing expenses \$ 1,000
				LCFF S&C
				\$3,000
				Title I
8.	Hire additional English and mathematics teacher for			Certificated
0.	Delano High School and Robert F. Kennedy,			salaries
	respectively, to improve subgroup proficiency.			\$123,760
	Four hour clerical to assist EL subgroup.			benefits
	Tour flour diofical to addict EE dabgroup.		ALL	\$46,234
				LCFF S&C
			OR:	2011 000
			Low Income pupils _XEnglish Learners	Clerical
			Foster Youth _XRedesignated fluent English proficient	Classified
			Other Subgroups:(Specify)	salaries
			<u></u>	\$20,517
				benefits
				\$11,983
				LCFF S&C
9.	Provide support staff to assist English Learners meet	LEA Wide	ALL	Administrative
	academic goals.			salary
	-		OR:	\$73,033
			Low Income pupils _XEnglish Learners	benefits
			Foster YouthRedesignated fluent English proficient	\$18,031
			Other Subgroups:(Specify)	certificated
				salary \$128,386
				benefits
				\$25,002
				classified
				salary
				\$66,372
				benefits
				\$35,425
L				LCFF S&C
10	. Provide student and staff recognition and incentives.	LEA wide	ALL	Books &
1				supplies
1			OR:	\$4,000
1			Low Income pupils _XEnglish Learners	Services/operat
			Foster YouthRedesignated fluent English proficient	ing expenses
			Other Subgroups:(Specify)	\$11,000
	One dust district stable balder as a Constant State of the	154. 11-	VALL	LCFF S&C
11	. Conduct district stakeholder meetings for data analysis,	LEA wide	<u>X</u> ALL	Stakeholder
	outcome analysis and performance analysis.			meetings

Provide district support including parent outreach and assistance.	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C
		Outreach and assistance Classified salaries \$12,415 benefits \$2,585 LCFF S&C

	#5		Related State and/or Local Priorities:
		e graduates will be UC a-g eligible	
GOAL:		Passing rate	1_ 2_X 3_X 4_X 5_X 6_ 7_X 8X
007		Passing rate	COE only: 9 10
		completers by grade 12.	Local: Specify
Identified		The UC a-g rates at all three high schools are below the state level. On EAP college readines 23% decrease.	ss, DHS had a 14% decrease and RFK a
		Career Technical Education completers are below 5 percent.	
Cool A	nnling to:	Schools: All	
Goal A	pplies to:	Applicable Pupil Subgroups: All	
		LCAP Year 1 : 2015-16	
		42% UC a-g eligible graduates	
		40% CTE pathway completers	
		35% EAP passing	
		26% AP passing rate	
		Priority 2:	
		 100% implementation of academic content and performance standards including En 	
		 Based on classroom observations, instructional content and mtheodology as well as 	
		English Learners are provided 100% instruction and instructional materials aligned t	to the ELD and ELA CCSS.
		Priority 3: Parental Involvement	
		17% more parent participation this year in the district parent advisories with decision	
		and performance analysis. Parent participation will be promoted through district-wild	
		phone messages, personal calls, and parent trainings. The district will continue to p ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet	
	ted Annual	performance in relation to LCAP goals.	to analyze data, outcomes, and
	asurable	Priority 4: Pupil Achievement	
Out	tcomes:	State assessments:	
		 CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math declined 2.65% 	n increased 1.3%, Math English Learner
		Life science: all three comprehensive high schools above state and county levels with the science and county levels with the science.	th a 67% proficiency.
		EAP- English 35% (6% increase) college ready, Mathematics 64% college ready	and a or /o promotorioy.
		• API – 788 (2013)	
		UC a-g or career technical education completion: UC a-g 1.5% increase (still below)	state average). CTE completers 28.33%
		increase over previous year.	γ
		 Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31. 	.3% proficient, students more than 5 years
		65.8% proficient.	,
		Reclassification rate: 13.9% which is above county and state rate.	
		AP passing rate: 29.5% increase	
		Priority 5: Pupil Engagement	

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

- Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.
- Foreign language had an increase of 80% more students passing the AP examination.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Develop a more accurate ten year and placement plan to ensure students complete UC a-g courses and/or Career Technical Education pathway. Increase CTE offerings. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan. Monitor students at least every five weeks. Counselors are responsible for the monitoring.	LEA wide	XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Focus on Freshman Certificated salaries \$4053 Benefits \$547 Books & supplies \$400 LCFF S&C \$5,000 Title I Augmented CTE and UC a- g opportunities Certificated salaries \$396,704 benefits \$164,296 LCFF S&C
				Books &

				supplies \$20,000 Services/operat ing expenses \$5,000 LCFF S&C
2.	Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other interventions. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost for after school tutorial Certificated salaries \$21,144 benefits \$2,856 Books & supplies \$2,000 LCFF S&C
3.	Implement and monitor the instruction of Career Readiness Anchor Standards (CCR) in English language arts and Career Technical Education (CTE) courses. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost to align curriculum – Certificated salaries \$31,716 benefits \$4,284 Books & supplies \$2,000 Services/operating expenses \$2,000 LCFF S&C
4.	Offer students the opportunity to make up UC a-g courses via an approved UC a-g online program. Offer a Migrant College Readiness Program at various UC and Cal State Universities.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Purchase UC a- g online program Books & supplies \$15,000

5.	Provide visitations to four year universities, community colleges, and/or vocational schools	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Services/operat ing expenses \$10,000 LCFF S&C Cost \$20,000 Migrant funds Services/operat ing expenses \$25,000 LCFF S&C \$15,000
6.	Increase CTE opportunities for our students by adding	DHS and	Otrier Subgroups.(Specify)	Title I
6.	Increase CTE opportunities for our students by adding CTE offerings.	CCHS	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Agricultural Mechanics (DHS) & Industrial Technology & Agriculture Teacher (CCHS) Two certificated salaries \$126,439 benefits \$46,601 LCFF S&C
7.	Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.	LEA wide	ALL OR:Low Income pupilsEnglish Learners _XFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of mentor to meet twice a month to develop a plan Certificated Salary \$2,643 benefits \$357 Classified salaries \$1,076 Benefits \$224 Services/operating expenses

			1 .
			\$700 LCFF S&C
Hire Career Technical Education teachers and an additional teacher for Severely Handicapped (reduce class size) for career readiness with occupational skills, industry recognized certification or transition to post-secondary articulated courses.	LEA wide		Certificated Home Ec. @ CCHS salary \$60,118 Benefits \$22,882 LCFF S&C Health Medicine @
		_XALL OR:	DHS salary \$60,118 Benefits \$22,882 LCFF S&C
		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Business/math @ RFK salary \$108,784 Benefits \$44,216 LCFF S&C
			SH teacher @ CCHS salary \$60,118 Benefits \$22,882 LCFF S&C
			Health Medicine @ CCHS, RFK,

			Certificated Salaries \$124,236 Benefits \$22,882 Total \$170,00 CPPT
 Hire foreign language teacher to increase UC a-g and AP college readiness. 	LEA wide	_XALL	Certificated Spanish Teacher RFK/DHS salary \$60,118 Benefits \$22,882 LCFF S&C
Allocate resources for PSAT, SAT and AP fees. Allocate resources for GED and CHSPE test fees.	LEA wide	_XALL OR:Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	PSAT, SAT, ACT, and AP Services/operat ing expenses \$12,000 LCFF S&C GED, CHSPE Books & supplies \$1,000 Services/operat ing expenses \$1,000 LCFF S&C
Purchase college readiness supplementary instructional materials (computer based, hard copy).	LEA-wide	XALL OR:Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies 30,000 Services/operat ing expenses \$10,000 LCFF S&C

	ansport severely handicapped	LEA wide	ALL	Capital Outlay
students to job skil	ls training and shadowing with			\$32,000
	siness partners. This will improve		OR:	LCFF S&C
	student learning/achievement and		Low Income pupilsEnglish Learners	
prepare them for c	areer readiness.		_Foster YouthRedesignated fluent English proficient	
			XOther Subgroups:(Specify) Special Education SH	_
13. Provide student an	d staff recognition and incentives for	LEA wide	ALL	Books &
students passing lo	ocal and state targets.			supplies
	-		OR:	\$2,000
			Low Income pupils _XEnglish Learners	Services/operat
			Foster YouthRedesignated fluent English proficient	ing expenses
			Other Subgroups:(Specify)	\$8,000
	_			LCFF S&C
	akeholder meetings for data analysis,	LEA wide	<u>X</u> ALL	Stakeholder
outcome analysis a	and performance analysis.		OR:	meetings Books &
Drovido district sun	port including parent outreach and		Low Income pupilsEnglish Learners	supplies
assistance.	port including parent outleach and		Eow income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	\$500
assistance.			Other Subgroups:(Specify)	Services/operat
			Other Subgroups:(Opecity)	ing expenses
				\$1,500
				LCFF S&C
				Outreach and
				assistance
				Classified
				salaries
				\$8,276
				Benefits
				\$1,724
				LCFF S&C
		LCAP Y	'ear 2 : 2016-17	
	45% UC a-g eligible graduates			
	50% CTE pathway completers			
	40% EAP passing			
Expected Annual	29% AP passing rate			
Measurable	Delo elter 2:			
Outcomes:	Priority 2:	domio content	and performance atendards including English Learner access to	ccss
			and performance standards including English Learner access to onal content and mtheodology as well as student performance as	
			onal content and mitneodology as well as student performance as action and instructional materials aligned to the ELD and ELA CCS	
	Priority 3: Parental Involvement	:u 100 /0 IIISIIUC	and monucional materials allighed to the ELD and ELA COS	oo.
	i i nonty of a cital involveniciil			

17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that
includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP
plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

• Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

Foreign language had an increase of 80% more students passing the AP examination.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure students complete UC a-g courses and/or Career Technical Education pathway. Increase CTE offerings.	LEA wide	<u>X</u> ALL	Focus on Freshman
g.		OR:	Certificated
Counselors will be responsible for the placement and		Low Income pupilsEnglish Learners	salaries
development of a ten year sequential and coherent plan.		Foster YouthRedesignated fluent English proficient	\$4053

			Other Subgroups:(Specify)	Benefits
	Monitor students at least every five weeks. Counselors			\$547
	are responsible for the monitoring.			Books &
				supplies
				\$400
				LCFF S&C
				\$5,000
				Title I
				Augmented
				CTE and UC a-
				g opportunities
				Certificated
				salaries
				\$408,837
				benefits
				\$165,935
				LCFF S&C
				Books &
				supplies
				\$20,000
				Services/operat
				ing expenses
				\$5,000
	Dec 11 of the should be 2d on the 15 february	150 11	WALL	LCFF S&C
2.	Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other	LEA wide	<u>X</u> ALL	Cost for after school tutorial
	interventions.		OR:	Certificated
			Low Income pupilsEnglish Learners	salaries
	Principals and assistant principals of learning will		Foster YouthRedesignated fluent English proficient	\$21,144
	identify. Teachers will be responsible for all re-teaching		Other Subgroups:(Specify)	benefits
	and instruction.			\$2,856
				Books &
				supplies
				\$2,000
				LCFF S&C
3.	Implement and monitor the instruction of Career	LEA wide	<u>X</u> ALL	Cost to align
	Readiness Anchor Standards (CCR) in English language			- curriculum –
	arts and Career Technical Education (CTE) courses.		OR:	Certificated
	Too how will be recognible for the involunce testing of		Low Income pupilsEnglish Learners	salaries
	Teachers will be responsible for the implementation and		Foster YouthRedesignated fluent English proficient	\$31,716
	the Principal and Assistant Principal of Learning are		Other Subgroups:(Specify)	benefits

				A 1 00 1
	responsible for monitoring.			\$4,284
				Books &
1				supplies
				\$2,000
1				Services/operat
1				ing expenses
				\$2,000
				LCFF S&C
4.	Offer students the opportunity to make up UC a-g	LEA wide	<u>X</u> ALL	Purchase UC a-
	courses via an approved UC a-g online program.			g online
			OR:	program
	Offer a Migrant College Readiness Program at various		Low Income pupilsEnglish Learners	Books &
	UC and Cal State Universities.		Foster YouthRedesignated fluent English proficient	supplies
			Other Subgroups:(Specify)	\$15,000Service
				s/operating
				expenses
				\$10,000
				LCFF S&C
				Cost \$20,000
L				Migrant funds
5.	Provide visitations to four year universities, community	LEA wide	<u>X</u> ALL	Services/operat
I	colleges, and/or vocational schools			- ing expenses
I			OR:	\$25,000
			Low Income pupilsEnglish Learners	LCFF S&C
I			Foster YouthRedesignated fluent English proficient	
I			Other Subgroups:(Specify)	\$15,000
I				Title I
6.	Increase CTE opportunities for our students by adding	DHS and		Agricultural
I	CTE offerings.	CCHS		Mechanics
1	-			(DHS) &
1				Ìndustrial
1			_XALL	Technology &
1				- Agriculture
I			OR:	Teacher
1			Low Income pupilsEnglish Learners	(CCHS)
			Foster YouthRedesignated fluent English proficient	Two certificated
I			Other Subgroups:(Specify)	salaries
1				\$133,734
				Benefits
				Denenis
				\$47,587

a	ssign a faculty mentor to develop and monitor cademic plan and provide social and personal cunseling.	LEA wide	ALL OR:Low Income pupilsEnglish Learners _XFoster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Cost of mentor to meet twice a month to develop a plan Certificated Salary \$2,643 benefits \$357 Classified salaries \$1,076 Benefits \$224 Services/operating expenses \$700 LCFF S&C
ad cl in	lire Career Technical Education teachers and an additional teacher for Severely Handicapped (reduce lass size) for career readiness with occupational skills, adustry recognized certification or transition to post-econdary articulated courses.	LEA wide	_XALL	Certificated Home Ec. @ CCHS salary \$61,880 Benefits \$23,120 LCFF S&C Health Medicine @ DHS salary \$61,880 Benefits \$23,120 LCFF S&C Business @ RFK salary \$110,545 Benefits \$44,455 LCFF S&C

			SH teacher @ CCHS salary \$61,880 Benefits \$23,120 LCFF S&C Health Medicine @ CCHS, RFK, \$170,000 CPPT
Foreign language teacher to increase UC a-g and AP college readiness.	LEA wide	_XALL OR:Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated Spanish Teacher RFK/DHS salary \$61,880 Benefits \$23,120 LCFF S&C
Allocate resources for PSAT, SAT and AP fees. Allocate resources for GED and CHSPE test fees.	LEA wide	_XALL OR:Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	PSAT, SAT, ACT, and AP Services/operat ing expenses \$12,000 LCFF S&C GED, CHSPE Books & supplies \$1,000 Services/operat ing expenses \$1,000
Purchase college readiness supplementary instructional materials (computer based, hard copy).	LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Books & supplies 30,000 Services/operat ing expenses \$10,000 LCFF S&C

Provide student and staff recognition and incentives students passing local and state targets.	for LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses \$8,000
Conduct district stakeholder meetings for data analy outcome analysis and performance analysis. Provide district support including parent outreach ar assistance.		_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	LCFF S&C Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C Outreach and assistance Classified salaries \$8,276 Benefits \$1,724 LCFF S&C
	LCAP \	Year 3 : 2017-18	
Based on classroom o English Learners are p Priority 3: Parental Involvem 17% more parent parti and performance analy phone messages, pers	of academic content bservations, instruction of the content of the	and performance standards including English Learner access CC onal content and mtheodology as well as student performance asction and instructional materials aligned to the ELD and ELA CCS me district parent advisories with decision making, data analysis, on will be promoted through district-wide, including parents of unit trainings. The district will continue to promote parental participal Advisory Committee (SEPAC) will meet to analyze data, outcome	sessment data, iS. Dutcome analysis, induplicated pupils, is ation for RSP, SDC,

- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that
includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP
plan that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

• Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

Foreign language had an increase of 80% more students passing the AP examination.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure students complete UC a-g courses and/or Career	LEA wide	<u>X</u> ALL	Focus on
Technical Education pathway. Increase CTE offerings.			Freshman
		OR:	Certificated
Counselors will be responsible for the placement and		Low Income pupilsEnglish Learners	salaries
development of a ten year sequential and coherent plan.		Foster YouthRedesignated fluent English proficient	\$4053
		Other Subgroups:(Specify)	Benefits
Monitor students at least every five weeks. Counselors			\$547
are responsible for the monitoring.			Books &
			supplies
			\$400
			LCFF S&C
			\$5,000

				Title I
				Augmented CTE and UC a- g opportunities Certificated salaries \$424,028 benefits \$167,987 LCFF S&C
				Books & supplies \$20,000 Services/operat ing expenses \$5,000 LCFF S&C
2.	Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other interventions. Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost for after school tutorial Certificated salaries \$21,144 benefits \$2,856 Books & supplies \$2,000 LCFF S&C
3.	Implement and monitor the instruction of Career Readiness Anchor Standards (CCR) in English language arts and Career Technical Education (CTE) courses. Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are responsible for monitoring.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost to align curriculum – Certificated salaries \$31,716 benefits \$4,284 Books & supplies \$2,000 Services/operat ing expenses \$2,000

				LCFF S&C
4.	Offer students the opportunity to make up UC a-g courses via an approved UC a-g online program. Offer a Migrant College Readiness Program at various UC and Cal State Universities.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Purchase UC a- g online program Books & supplies \$15,000Service s/operating expenses \$10,000 LCFF S&C
				Cost \$20,000 Migrant funds
5.	Provide visitations to four year universities, community colleges, and/or vocational schools	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Services/operat ing expenses \$25,000 LCFF S&C \$15,000 Title I
6.	Increase CTE opportunities for our students by adding CTE offerings.	DHS and CCHS	_XALL	Agricultural Mechanics (DHS) & Industrial Technology & Agriculture Teacher (CCHS) Two certificated salaries \$138,526 Benefits \$48,234 LCFF S&C
7.	Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.	LEA wide	ALL OR:Low Income pupilsEnglish LearnersXFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of mentor to meet twice a month to develop a plan Certificated Salary \$2,643 benefits

8. Hire Career Technical Education teachers and an additional teacher for Severely Handicapped (reduce class size) for career readiness with occupational skills, industry recognized certification or transition to post-secondary articulated courses.	LEA wide		\$357 Classified salaries \$1,076 Benefits \$224 Services/operat ing expenses \$700 LCFF S&C Certificated Home Ec. @ CCHS salary \$61,880 Benefits \$23,120 LCFF S&C Health
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Benefits \$23,120 LCFF S&C Business @ RFK salary \$110,545 Benefits \$44,455 LCFF S&C SH teacher @ CCHS salary \$61,880 Benefits \$23,120 LCFF S&C

				1.1 141-
				Health Medicine @
				CCHS, RFK,
				\$170,000
				CPPT
9. Foreign	n language teacher to increase UC a-g and AP	LEA wide		Certificated
	readiness.	LLA WIGE		Spanish
conege	readiness.		<u>X</u> ALL	Tasabar
				RFK/DHS
			OR:	salary
			Low Income pupilsEnglish Learners	\$61,880
			_Foster YouthRedesignated fluent English proficient	Benefits
			Other Subgroups:(Specify)	\$23,120
				LCFF S&C
10. Allocat	e resources for PSAT, SAT and AP fees.	LEA wide		PSAT, SAT,
	e resources for GED and CHSPE test fees.			ACT, and AP
				Services/operat
				ing expenses
			XALL	\$12,000
				LCFF S&C
			OR:	
			Low Income pupilsEnglish Learners	GED, CHSPE
			_Foster YouthRedesignated fluent English proficient	Books &
			Other Subgroups:(Specify)	supplies
				\$1,000
				Services/operat
				ing expenses
				\$1,000
	se college readiness supplementary instructional	LEA wide	XALL	Books &
materia	als (computer based, hard copy).			supplies
			OR:	30,000
			Low Income pupilsEnglish Learners	Services/operat
			Foster YouthRedesignated fluent English proficient	ing expenses
			Other Subgroups:(Specify)	\$10,000
40. D.: 11	and the first of the same of the same from t			LCFF S&C
	e student and staff recognition and incentives for	LEA wide	ALL	Books &
studen	ts passing local and state targets.		OR:	supplies
				\$2,000
			Low Income pupils _XEnglish Learners Foster YouthRedesignated fluent English proficient	Services/operat
			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ing expenses \$8,000
			otrier oubgroups.(opecity)	LCFF S&C
13 Condu	ct district stakeholder meetings for data analysis,	LEA wide	XALL	Stakeholder
13. Condu	or district stakeholder meetings for data analysis,	LLA WIUE		Stakeribluer

outcome analysis and performance analysis.	OR:	meetings Books &
Provide district support including parent outreach and assistance.	Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C Outreach and assistance Classified salaries \$8,276 Benefits \$1,724 LCFF S&C

GOAL: #6 All three	comprehensive high schools to attain a 90% graduation rate in the next three years.	Related State and/or Local Priorities: 1_2_3_X 4_X 5_X 6_ 7_X 8_ COE only: 9 10 Local: Specify
Identified Need:	Based on state accountability measures, all three comprehensive high schools need to main graduation rate.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
	LCAP Year 1 : 2015-16	
Expected Annual Measurable Outcomes:	Priority 3: Parental Involvement 17% more parent participation this year in the district parent advisories with decision and performance analysis. Parent participation will be promoted through district-wind phone messages, personal calls, and parent trainings. The district will continue to ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will mee performance in relation to LCAP goals. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Mardeclined 2.65% Life science: all three comprehensive high schools above state and county levels were EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – 788 (2013) UC a-g or career technical education completion: UC a-g 1.5% increase (still below increase over previous year. Proficiency on CELDT: exceeded state targets, students less than 5 years in US 365.8% proficient. Reclassification rate: 13.9% which is above county and state rate. AP passing rate: 29.5% increase Priority 5: Pupil Engagement Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight of 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectivel Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% and Middle school dropout rates: Not Applicable Graduation rate: 93.5% Dropout rate: 0.7% Priority 7: Course Access	de, including parents of unduplicated pupils, promote parental participation for RSP, SDC, it to analyze data, outcomes, and the increased 1.3%, Math English Learner with a 67% proficiency. If state average), CTE completers 28.33% at 3% proficient, students more than 5 years decline of 0.43% at DHS. Attendance rates for y. -2.6%, CCHS 3.9%, VHS 5 .25%. The

	100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.					
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
1.	Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness. Provide students with dual enrollment with Bakersfield College and the Adult School. Expose students to Learner Persistence strategies at the Adult School.	LEA wide	XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Counselors will monitor and adjust plan each semester No additional cost		
2.	Reduce class sizes for students who are struggling students.	LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Cost of staff for additional sections Certificated salaries \$126,783 Benefits \$46,648 LCFF S&C Supplementary materials and supplies \$10,000 LCFF S&C		
3.	Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions. Counselor will be responsible for monitoring progress and providing interventions and support.	LEA wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	No additional cost		
4.		LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Two Achieve Academy teachers Certificated salaries \$172,212 Benefits		

				\$52,784
5.	Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	LCFF S&C Support services Two Resource Officers Cost Classified salary \$87,033 benefits \$48,967 LCFF S&C
6.	Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, dropout prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	LEA wide	_XALL	Assistant Principal, Student Affairs Specialist, Counselor No additional cost
7.	Develop an Accelerated/Retention Plan for students who are deficient in credits.	LEA wide	_XALL	Counselors No additional cost
8.	Contact parents daily on student absences using Blackboard Connect. Principal, Assistant Principal, attendance personnel are responsible for contacting parents.	LEA wide	XALL	No additional cost
9.	Implement parent trainings to educate parents on readiness for College. Principal shall be responsible for training parent.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses Cost: \$2,000 LCFF S&C
10	. Conduct evening home visits	LEA wide	ALLOR:Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient	Cost of personnel for home visits Classified salary

		Other Subgroups:(Specify)	\$4,138
		Other Subgroups.(Specify)	benefits
			\$862
44. Don't leave and for the Calleda Fall was don't Distance	1.54 .1.		LCFF S&C
11. Provide support for tutorials in Earlimart and Richgrove	LEA wide		Certificated
			salaries
			\$14,096
			benefits
		ALL	\$1,904
			Books &
		OR:	supplies
		Low Income pupils _XEnglish Learners	\$2,000
		XFoster YouthXRedesignated fluent English proficient	Services/operat
		Other Subgroups:(Specify)	ing expenses
			\$1,000
			LCFF S&C
			\$10,000
			Title I
12. Conduct Parent Awareness workshops.	LEA wide		Books &
12. Conduct Farent Awareness workshops.	LEA WIGE	ALL	
			supplies
		OR:	\$ 2 00
		Low Income pupils _XEnglish Learners	Services/operat
		XFoster Youth _XRedesignated fluent English proficient	ing expenses
			\$1,000
		Other Subgroups:(Specify)	LCFF S&C
13. Hire two special education assistants to help new SH	LEA wide	ALL	Classified
teacher with one-on-one teaching of skills.		-	- salaries
decend that one on one todo mig or chime.		OR:	\$55,343
		Low Income pupilsEnglish Learners	benefits
		Foster YouthRedesignated fluent English proficient	\$34,657
		XOther Subgroups:(Specify) Severely handicapped	LCFF S&C
		subgroup	LCFF S&C
14. Recognize and provide incentives for student and staff	LEA wide	_ALL	Books &
passing or attaining local and state targets.	LEA wide		- supplies
passing of attaining local and state targets.		OR:	\$2,000
		Low Income pupils _XEnglish Learners	Services/operat
		Foster YouthRedesignated fluent English proficient	ing expenses
		Other Subgroups:(Specify)	\$8,000
45.0	. =	L WALL	LCFF S&C
15. Conduct district stakeholder meetings for data analysis,	LEA wide	<u>X</u> ALL	Stakeholder
outcome analysis and performance analysis.			meetings
		OR:	Books &
Provide district support including parent outreach and		Low Income pupilsEnglish Learners	supplies

assistance.	Foster YouthOther Subgroup	_Redesignated fluent English proficient os:(Specify)
		LCFF S&C
	LCAP Year 2 : 2016-17	
Expected Annual Measurable Outcomes:	 90% Cohort graduation rate Priority 3: Parental Involvement 17% more parent participation this year in the district parent advand performance analysis. Parent participation will be promoted phone messages, personal calls, and parent trainings. The district ED, and SH. The Special Education Parent Advisory Committee performance in relation to LCAP goals. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 2.65% Life science: all three comprehensive high schools above state at EAP- English 35% (6% increase) college ready, Mathematics 64 API – 788 (2013) UC a-g or career technical education completion: UC a-g 1.5% increase over previous year. Proficiency on CELDT: exceeded state targets, students less that 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate. AP passing rate: 29.5% increase Priority 5: Pupil Engagement 	through district-wide, including parents of unduplicated pupils, rict will continue to promote parental participation for RSP, SDC (SEPAC) will meet to analyze data, outcomes, and declined 1.3%, Math increased 1.3%, Math English Learner and county levels with a 67% proficiency. We college ready ncrease (still below state average), CTE completers 28.33% an 5 years in US 31.3% proficient, students more than 5 years

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC, ED, RSP and SH.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness. Counselors will monitor and adjust plan each semester. Provide students with dual enrollment with Bakersfield College and the Adult School. Expose students to Learner Persistence strategies at the Adult School.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	No additional cost
2.	Reduce class sizes for students who are struggling students.	LEA wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of staff for additional sections Certificated salaries \$131,367 Benefits \$47,267 LCFF S&C Books & supplies \$10,000 LCFF S&C
3.	Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions. Counselor will be responsible for monitoring progress	LEA wide	_XALLOR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	No additional cost

	and providing interventions and support.			
4.	Provide students with appropriate program setting such as STAND, Achieve Academy, Keys, Independent Study, Home Schooling, and PACT to help meet all student needs.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Two Achieve Academy teachers Certificated salaries \$180,141 benefits \$53,855 Cost - \$233,996 LCFF S&C
5.	Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.	LEA wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Support services Two Resource Officers Classified salary \$90,344 benefits \$49,656 LCFF S&C
6.	Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, dropout prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Assistant Principal, Student Affairs Specialist, Counselor No additional cost
7.	Develop an Accelerated/Retention Plan for students who are deficient in credits. Contact parents daily on student absences using Blackboard Connect. Principal, Assistant Principal, attendance personnel are responsible for contacting parents.	LEA wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Counselors No additional cost
8.	Implement parent trainings to educate parents on readiness for College. Principal shall be responsible for training parent.	LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses Cost: \$3,000 LCFF S&C

9. Conduct evening home visits	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersXFoster YouthXRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of personnel for home visits Classified salary \$4,138 benefits \$862 LCFF S&C
10. Provide support for tutorials in Earlimart and Richgrove	LEA wide	ALL OR:Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$14,096 benefits \$1,904 Books & supplies \$2,000 Services/operat ing expenses \$1,000 LCFF S&C \$10,000 Title I
11. Conduct Parent Awareness workshops	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersXFoster YouthXRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$200 Services/operat ing expenses \$1,000 LCFF S&C
12. Hire two special education assistants to help new SH teacher with one-on-one teaching of skills.	LEA wide	ALL	Classified salary \$58,322 benefits \$35,278 LCFF S&C
13. Provide student and staff recognition and incentives for students passing local and state targets.	LEA wide	ALL OR: Low Income pupils _XEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses \$8,000

			LCFF S&C
			μοση σασ
14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	<u>X</u> ALL	Stakeholder meetings
Provide district support including parent outreach and assistance.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C
			Outreach and assistance Classified salaries \$3,311 Benefits \$689 Books & supplies \$500 Services/operating expenses \$1,000 LCFF S&C
	LCAP '	Year 3 : 2017-18	_
and performance analysis. F Expected Annual phone messages, personal of	Parent participat calls, and parer	the district parent advisories with decision making, data analysis, ation will be promoted through district-wide, including parents of unit trainings. The district will continue to promote parental participate Advisory Committee (SEPAC) will meet to analyze data, outcom	induplicated pupils, pation for RSP, SDC,

Outcomes:

performance in relation to LCAP goals. **Priority 4: Pupil Achievement**

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%

- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 7: Course Access

• 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan that includes courses and services for SDC. ED. RSP and SH.

Actions/Services 1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.	Scope of Service LEA wide	Pupils to be served within identified scope of service XALL	Budgeted Expenditures No additional
Counselors will monitor and adjust plan each semester. Provide students with dual enrollment with Bakersfield College and the Adult School. Expose students to Learner Persistence strategies at the Adult School.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	cost
Reduce class sizes for students who are struggling students.	LEA wide	_XALL	Cost of staff for additional sections Certificated salaries \$136,088 benefits \$47,905 LCFF S&C

				Books & supplies \$10,000 LCFF S&C
3.	Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions. Counselor will be responsible for monitoring progress and providing interventions and support.	LEA wide	XALL	No additional cost
4.	Provide students with appropriate program setting such as STAND, Achieve Academy, Keys, Independent Study, Home Schooling, and PACT to help meet all student needs.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$186.324 Benefits \$54,691 LCFF S&C
5.	Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Support services Two Resource Officers Cost- Classified salary \$93,820 benefits \$50,380 LCFF S&C
6.	Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, dropout prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Assistant Principal, Student Affairs Specialist, Counselor No additional cost
7.	Develop an Accelerated/Retention Plan for students who are deficient in credits. Contact parents daily on student absences using Blackboard Connect.	LEA wide	_XALL	Counselors No additional cost

	Dringing Assistant Principal attendance personnel are		Other Subgroups:(Specify)	
	Principal, Assistant Principal, attendance personnel are responsible for contacting parents.			
8.	Implement parent trainings to educate parents on readiness for College. Principal shall be responsible for training parent.Parent Institute of Quality Education to educate parents on readiness for College.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses Cost: \$3,000 LCFF S&C
9.	Conduct evening home visits	LEA wide	ALL OR:Low Income pupilsXEnglish LearnersXFoster YouthXRedesignated fluent English proficientOther Subgroups:(Specify)	Cost of personnel for home visits Classified salary \$4,138 benefits \$862 LCFF S&C
10.	. Provide support for tutorials in Earlimart and Richgrove	LEA wide	ALL OR:Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$14,096 benefits \$1,904 Books & supplies \$2,000 Services/operat ing expenses \$1,000 LCFF S&C \$10,000 Title I
11.	. Conduct Parent Awareness workshops	LEA wide	ALL OR: _Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient _Other Subgroups:(Specify)	Books & supplies \$200 Services/operat ing expenses \$1,000 LCFF S&C

12. Hire two special education assistants to help new SH teacher with one-on-one teaching of skills.	LEA wide	ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient XOther Subgroups:(Specify)Severely handicapped subgroup	Classified salary \$60,647 benefits \$35,761 LCFF S&C
Provide student and staff recognition and incentives for students passing local and state targets.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books & supplies \$2,000 Services/operat ing expenses \$8,000 LCFF S&C
 14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and assistance. 	LEA wide	_XALL	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C Outreach and assistance Classified salaries \$3,311 Benefits \$689 Books & supplies \$500 Services/operat ing expenses \$1,000 LCFF S&C

		Related State and/or Local Priorities:				
#7	7045 de 27000 45 0 450/	1 2 3 <u>_X</u> 4 <u>_X</u> 5 <u>_X</u> 6 <u>_X</u> 7_ 8_				
	rate decrease to a .15% on rate decrease to 4.5%	COE only: 9 10				
Suspensio	in rate decrease to 4.370	Local: Specify				
Identified Need:	The district suspension and expulsion rates need to be below state levels. Despite the fact that the expulsion rates have decreased significantly over the past two from a	a 1.5% to .3% and suspensions dropped from				
	a 14.9% to a 6% over the last two years, we are above the State average of 5.1% suspension years.	n rate and .1% expulsion rate the last two				
Goal Applies to:	Schools: All					
Coal Applies to:	Applicable Pupil Subgroups: All					
	LCAP Year 1 : 2015-16					
	Maintain below .15% expulsion rate; 5% suspension rate					
	Priority 3: Parental Involvement					
	17% more parent participation this year in the district parent advisories with decision and performance analysis. Parent participation will be promoted through district-wide phone messages, personal calls, and parent trainings. The district will continue to ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will mee performance in relation to LCAP goals. Priority 4: Pupil Achievement	de, including parents of unduplicated pupils, promote parental participation for RSP, SDC,				
	 State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Madeclined 2.65% 	th increased 1.3%, Math English Learner				
	Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.					
Expected Annual Measurable	 EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – 788 (2013) 					
Outcomes:	 UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. 					
	 Proficiency on CELDT: exceeded state targets, students less than 5 years in US 3 65.8% proficient. 	1.3% proficient, students more than 5 years				
	Reclassification rate: 13.9% which is above county and state rate.					
	AP passing rate: 29.5% increase					
	Priority 5: Pupil Engagement					
	 Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively. 					
	 Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at DHS, 16.1% at DHS, 16.1%					
	Middle school dropout rates: Not Applicable					
	Graduation rate: 93.5% Proposition of 70/					
	Dropout rate: 0.7%					

	Priority 6: School Climate • Suspension rates declined 0.	.4%.		
	Expulsions rate 0.3%		e 99% feel safe and connected to school.	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Foster an educational environment where students can attain academic success. Principal will be responsible to promote culture and district mission.	LEA wide	XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Hire one bus driver, one grounds person Classified salary \$77,930 benefits \$47,070 LCFF S&C Promote culture and district mission Books & supplies \$10,000 Services/operating expenses \$30,000 LCFF S&C
2.	Seek alternative educational settings in lieu of expulsion for offenses that are not mandatory expulsion and violations that do not endanger the safety and welfare of students and staff. Provide professional development on strategies to reduce suspensions and expulsions.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Teacher for the STAND program Certificated salary \$51,308 benefits \$21,692 Professional development: Books & supplies \$5,000 Services/operating expenses \$10,000

				LCFF S&C
3.	Provide academic interventions and academic acceleration options for students to stay on track for graduation.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Academic Intervention Teacher at each school site Certificated salaries \$189,448 benefits \$69,875 LCFF S&C
4.	Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs). Assistant Principal, intervention teacher, Counselors, SAS, and support personnel will be responsible for identifying services.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Dean of Students: Administrative salary \$83,630 benefits \$26,058 LCFF S&C
5.	Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.	LEA wide	_XALL	Certificated salaries \$73,333 benefits \$24,667 LCFF S&C
6.	Repair facilities to ensure student safety (i.e. fences, asphalt, sidewalks, etc). Repairing fences will help in keeping our students in school and reduce truancy. Other repairs will improve school climate and student engagement.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Supplies \$51,537 Rentals, Leases, & Repairs \$150,000 LCFF S&C
7.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C

LCAP Year 2: 2016-17

Maintain below .1% expulsion rate; 4.5% suspension rate

Priority 3: Parental Involvement

17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 6: School Climate

- Suspension rates declined 0.4%.
- Expulsions rate 0.3%
- Student, parent and teacher surveys indicate 99% feel safe and connected to school.

• Stadent, parent and teacher surveys indicate 55% recreated and confinence to school:				
Scope of	Scope of Punils to be served within identified scope of service			
Service	i upils to be served within identified scope of service	Expenditures		
LEA wide	<u>X</u> ALL	Hire one bus		
		driver, one		
	OR:	grounds person		
	Low Income pupilsEnglish Learners	Classified		
		salary		
	Other Subgroups:(Specify)	\$82,067		
	Scope of Service	Scope of Service LEA wide XALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient		

Expected Annual Measurable Outcomes:

_				
				benefits \$47,933 LCFF S&C
				Promote culture and district mission Books & supplies \$10,000 Services/operat ing expenses \$30,000 LCFF S&C
2.	Seek alternative educational settings in lieu of expulsion for offenses that are not mandatory expulsion and violations that do not endanger the safety and welfare of students and staff. Provide professional development on strategies to reduce suspensions and expulsions.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Teacher for the STAND program Certificated salary \$54,832 benefits \$22,168
				Professional development: Books & supplies \$5,000 Services/operat ing expenses \$10,000 LCFF S&C
3.	Provide academic interventions and academic acceleration options for students to stay on track for graduation.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Academic Intervention Teacher at each school site Certificated salaries \$200,109 benefits \$71,315 LCFF S&C

4.	Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs). Assistant Principal, intervention teacher, Counselors, SAS, and support personnel will be responsible for identifying services.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Dean of Students: Administrative salary \$89,251 benefits \$26,817 LCFF S&C
5.	Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.	LEA wide	_XALL	Certificated salaries \$79,500 benefits \$25,500 LCFF S&C
6.	Repair facilities to ensure student safety (fences, asphalt, sidewalks, etc.). Repairing fences will help in keeping our students in school and reduce truancy. Other repairs will improve school climate and student engagement.	LEA wide	_XALL	Supplies \$50,000 Rentals, Leases, & Repairs \$150,000 LCFF S&C
7.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C
		LCAP '	Year 3 : 2017-18	
	Maintain below .1% expulsion rate; 4.	.5% suspensio	n rate.	

Priority 3: Parental Involvement

Expected Annual Measurable Outcomes:

17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Parent participation will be promoted through district-wide, including parents of unduplicated pupils, phone messages, personal calls, and parent trainings. The district will continue to promote parental participation for RSP, SDC, ED, and SH. The Special Education Parent Advisory Committee (SEPAC) will meet to analyze data, outcomes, and performance in relation to LCAP goals.

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner

declined 2.65%

- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 6: School Climate

- Suspension rates declined 0.4%.
- Expulsions rate 0.3%
- Student, parent and teacher surveys indicate 99% feel safe and connected to school.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Foster an educational environment where students can	LEA wide	XALL	Hire one bus
	attain academic success		OR:	driver, one grounds person
	Principal will be responsible to promote culture and		Low Income pupilsEnglish Learners	Classified
	district mission		Foster YouthRedesignated fluent English proficient	salary
			Other Subgroups:(Specify)	\$85,295
				benefits
				\$48,605
				LCFF S&C
				Promote culture
				and district
				mission
				Books &
				supplies
				\$10,000 Services/operat
				ing expenses

2.	Seek alternative educational settings in lieu of expulsion for offenses that are not mandatory expulsion and violations that do not endanger the safety and welfare of students and staff. Provide professional development on strategies to reduce suspensions and expulsions.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	\$30,000 LCFF S&C Teacher for the STAND program Certificated salary \$56,867 benefits
				\$22,443 Professional development: Books & supplies \$5,000 Services/operat ing expenses \$10,000 LCFF S&C
3.	Provide academic interventions and academic acceleration options for students to stay on track for graduation.	LEA wide	XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Academic Intervention Teacher at each school site Certificated salaries \$212,070 benefits \$72,930 LCFF S&C
4.	Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs).	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Dean of Students: Administrative salary \$92,319 benefits \$27,231 LCFF S&C
5.	Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.	LEA wide	_XALL	Certificated salaries \$82,275 benefits

			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25,875 LCFF S&C
6.	Repair facilities to ensure student safety (i.e. fence, asphalt, sidewalks). Repairing fences will help in keeping our students in school and reduce truancy. Other repairs will improve school climate and student engagement.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Supplies \$50,000 Rentals, Leases, & Repairs \$150,000 LCFF S&C
7.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	XALL	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C

#8:				Related State and/or L			
(=(\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	teacher contact to 50% of the students by	v 2016-2017					
moroaco	todonor contact to come of the stadents by	y 2010 2017.		COE only: 9_	_ 10		
				Local: Specify			
dentified Need:	Over 50% of the students surveyed ind	icated that teac	hers do not contact parents when they a	are having trouble learning.			
Goal Applies to:	Schools: All						
	Applicable Pupil Subgroups: All		4.0047.40				
	To only one will made a contact with 400/		ear 1: 2015-16				
	Teachers will make contact with 40% Priority 3: Parental Involvement	or student pare	ents.				
	17% more parent participation and performance analysis. Perphone messages, personal controls.	arent participaticals; and parent of the contraction Parent of the contract of	e district parent advisories with decision on will be promoted through district-wide trainings. The district will continue to p Advisory Committee (SEPAC) will meet	e, including parents of undu promote parental participation	uplicated pupils, on for RSP, SDC,		
Expected Annual	declined 2.65% • Life science: all three compre	ehensive high so	A English Learner declined 1.3%, Math chools above state and county levels windy, Mathematics 64% college ready		glish Learner		
Measurable Outcomes:	increase over previous year.	eded state targe	etion: UC a-g 1.5% increase (still below states, students less than 5 years in US 31.				
	AP passing rate: 29.5% increase						
	Priority 5: Pupil Engagement						
	• Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.						
	Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The						
	 chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS. Middle school dropout rates: Not Applicable 						
	Graduation rate: 93.5%	TAUL APPIICABLE					
	Dropout rate: 0.7%						
	Actions/Services	Scope of Service	Pupils to be served within identi	fied scope of service	Budgeted Expenditures		
. Inform parents wi	nen students are not performing	LEA wide	XALL		Cost of		

academically to expectations.			translation
Teachers will be responsible for calling or writing parents when students are not performing to expectations.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	classified salaries \$5,794 benefits \$1.206 LCFF S&C
	LCAP	Year 2 : 2016-17	
Expected Annual Measurable Outcomes:	and performance analysis. Parent participa phone messages, personal calls, and parer ED, and SH. The Special Education Parent performance in relation to LCAP goals. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, Edeclined 2.65% Life science: all three comprehensive high: EAP- English 35% (6% increase) college residence and provided education comprince of the proficiency on CELDT: exceeded state targe 65.8% proficient. Proficiency on CELDT: exceeded state targe 65.8% proficient. Reclassification rate: 13.9% which is above AP passing rate: 29.5% increase Priority 5: Pupil Engagement Attendance rates increased at CCHS 0.15% 2014-2015 are 95.48%, 96.61%, and 95.68. Chronic absenteeism increased at three of chronic absenteeism rate for 2013-2014 is Middle school dropout rates: Not Applicable Graduation rate: 93.5% Dropout rate: 0.7%	the district parent advisories with decision making, data analysis, oution will be promoted through district-wide, including parents of und at trainings. The district will continue to promote parental participat Advisory Committee (SEPAC) will meet to analyze data, outcomes advisory Committee (SEPAC) will meet to analyze data, outcomes actions. Advisory Committee (SEPAC) will meet to analyze data, outcomes actions. Advisory Committee (SEPAC) will meet to analyze data, outcomes actions. Advisory Committee (SEPAC) will meet to analyze data, outcomes actions. Advisory Committee (SEPAC) will meet to analyze data, outcomes actions. Advisory Committee (SEPAC) will meet to analyze data, outcomes actions and state and county levels with a 67% proficiency. Advisory Committee (Sepace Sepace S	duplicated pupils, ion for RSP, SDC, s, and aglish Learner bleters 28.33% bre than 5 years tendance rates for 5.25%. The
Ac	ctions/Services Service	Pupils to be served within identified scope of service	Expenditures

 Inform parents when students are not performing academically to expectations. Teachers will be responsible for calling or writing parents when students are not performing to expectations. 		LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Cost of translation classified salaries \$5,794 benefits \$1.206 LCFF S&C	
				ear 3 : 2017-18	
Teachers make contact with 60% of student parents Priority 3: Parental Involvement 1. 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analy and performance analysis. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – 788 (2013) UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33' increase over previous year. Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 ye 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate. AP passing rate: 29.5% increase Priority 5: Pupil Engagement Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rate 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively. Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS a.9%, VHS 5.25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS. Middle school dropout rates: Not Applicable Graduation rate: 93.5%				glish Learner leters 28.33% ore than 5 years endance rates for .25%. The S.	
	Ad	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.	Inform parents when students are not performing	LEA wide	XALL	Cost of
	academically to expectations.			translation
			OR:	classified
	Teachers will be responsible for calling or writing parents		Low Income pupilsEnglish Learners	salaries
	when students are not performing to expectations.		Foster YouthRedesignated fluent English proficient	\$5,794
			Other Subgroups:(Specify)	benefits
			• , , , , ,	\$1.206
				LCFF S&C

GOAL:	#9: Provide a for staff in	least two planned opportunities annually for teachers to go ow put.	er goals and plans and provide	Related State and/or Local Priorities: 1_ 2_ 3 4_X 5_X 6_ 7 8_X COE only: 9 10 Local: Specify	
Identified	Need:	41% of the teachers feel a need to have more opportunities to	o take part in the decision making	within the district.	
Goal Ap	pplies to:	Schools: All Applicable Pupil Subgroups: All			
			015-2016		
Applicable Pupil Subgroups: All					
			upils to be served within identifi	ied scope of service Expenditures	

1.	Analyze data in relate objectives for their p	tion to program and set goals and rograms.	LEA wide		No additional cost		
Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School. Plan for Student Achievement and making recommendation for any goals and objectives for the LCAP.			_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)				
		nity for input and suggestion on the or Student Achievement and the					
				'ear 2 : 2016-17			
		60% of teachers will be provided input	it opportunities	on the LCAP and Single School Plan for Student Achievement,			
	Expected Annual Measurable Outcomes:	Measurable • Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase					
		Foreign language had an increase of 80% more students passing the AP examination.					

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze data in relation to program and set goals and objectives for their programs.	LEA wide		No additional cost
Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement and making recommendation for any goals and objectives for the LCAP.		_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.			

LCAP Year 3: 2017-18

65% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,

Priority 4: Pupil Achievement

- State assessments:
- CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
- Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 5: Pupil Engagement

- Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for 2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.
- Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.
- Middle school dropout rates: Not Applicable
- Graduation rate: 93.5%
- Dropout rate: 0.7%

Priority 8: Other Pupil Outcomes

• Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

Expected Annual Measurable Outcomes:

	 Foreign language had an increase of 80% more students passing the AP examination. 					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
1.	Analyze data in relation to program and set goals and objectives for their programs.	LEA wide		No additional cost		
	Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement and making recommendation for any goals and objectives for the LCAP.		_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
	Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.					

					·					
					Related State and/or	Local Priorities:				
	#10:				1_ 2_ 3 4_ 5 <u>_X</u>	6 7 8 X				
GOAL:	By 2016-20	017, 64% of our students will pass the ac	erobic activity F	58% the hady composition, and 76%	COE only: 9_					
		pody strength.	stobio activity, o	2070 the body composition, and 7070	COE only. 9_	_ 10				
	and appears	out changen			Local: Specify					
		In Physical Education, our schools are p	performing belo	w county and state levels in aerobic cap	pacity (State passing 63%,	County, 56.7%,				
Identified I		DJUHSD 52.1%), body composition (St	ate 58.9%, Cou	nty 56.2%, DJUHSD 48.3%) and upper	body strength (State 75.7	%, County 69.5%,				
		DJUHSD 68.4%).								
0 1 4 -		Schools: All								
Goal Ap	plies to:	Applicable Pupil Subgroups: All								
	·		LCAP Y	ear 1: 2015-16						
		62% passing on the PFT Aerobic Acti	vity							
		55% passing on the PFT Body Comp								
		75% passing on the PFT Upper Body	Strength							
			Priority 5: Pupil Engagement							
		• Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Attendance rates for								
		2014-2015 are 95.48%, 96.61%, and 95.68% at DHS, CCHS, and RFK respectively.								
	ed Annual	 Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5 .25%. The 								
	surable	chronic absenteeism rate for 2013-2014 is 27.15% at DHS, 16.1% at RFK, 14.5% at CCHS and 36.25% at VHS.								
Outo	comes:	Middle school dropout rates: Not Applicable								
		Graduation rate: 93.5%								
		Dropout rate: 0.7% Priority 8: Other Bunit Outcomes Fi	C \$54220							
		Priority 8: Other Pupil Outcomes E	_	ur ab demais al atropath and truml, extensi		numbu lavala la				
				ity, abdominal strength and trunk extension are above state and county levels. In ealthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in						
		trunk extension.	i Student in nea	altry zones of 7.4% in body composition	, 1.7% iii abdominai strem	giri, ariu 0.0% iri				
			ease of 80% m	ore students passing the AP examinatio	nn e					
	_		Scope of			Budgeted				
	Δ	actions/Services	Service	Pupils to be served within identif	fied scope of service	Expenditures				
Provide professional development activities to learn new methods.		LEA wide	<u>X</u> ALL		Professional					
					Development					
			OR:		Certificated					
			Low Income pupilsEnglish Learn		salaries					
			Foster YouthRedesignated fluer		\$6167					
Modify	and refine in	nstructional physical education units.		Other Subgroups:(Specify)		Benefits \$833				
						৯৪১১ Books and				
						supplies				
						\$200				

					Services/operat
					ing expenses
					\$300
_	0" . "				LCFF S&C
2.	Offer nutrition and d	ancing after school	LEA wide		Teacher salary
				All	Certificated
				ALL	salaries \$11,893
				OR:	benefits
					\$1,607
				Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient	Books and
				Other Subgroups:(Specify)	supplies
				Other Subgroups.(Specify)	\$1,500
					LCFF S&C
3	Hire an athletic train	er at each comprehensive school	LEA wide		Three trainer
Ŭ.		and safe physical activity practices.		XALL	salaries
		, , , , , , , , , , , , , , , , , , , ,			Certificated
				OR:	salaries
				Low Income pupilsEnglish Learners	\$185,640
				Foster YouthRedesignated fluent English proficient	benefits
				_Other Subgroups:(Specify)	\$69,360
					LCFF S&C
4.		ceholder meetings for data analysis,	LEA wide	<u>X</u> ALL	Materials,
	outcome analysis ar	nd performance analysis.			supplies
				OR:	\$500
				Low Income pupilsEnglish Learners	services/operati
				Foster YouthRedesignated fluent English proficient	ng expenses \$1,000
				Other Subgroups:(Specify)	LCFF S&C
			LCADY		LOTT S&C
				Tear 2. 2010-17	
		64% passing on the PFT Aerobic Act			
		58% passing on the PFT Body Comp			
		76% passing on the PFT Upper Body	Strength		
		Priority 5: Pupil Engagement			
	Expected Annual		St CCUS 0 150/	6 and RFK 0.06%. There was a slight decline of 0.43% at DHS. Att	ondance rates for
	Measurable			% at DHS, CCHS, and RFK respectively.	endance rates for
	Outcomes:			the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS 5	25% The
				27.15% at DHS, $16.1%$ at RFK, $14.5%$ at CCHS and $36.25%$ at VH;	
		 Middle school dropout rates: 			J.
		 Graduation rate: 93.5% 	. 13t / ippilouble	•	
		• Dropout rate: 0.7%			

Priority 8: Other Pupil Outcomes EC §51220

• Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.

	 Foreign language had an increase of 80% more students passing the AP examination. 						
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
1.	Develop a coherent and sequential physical activity plan. Provide professional development activities to learn new methods. Modify and refine instructional physical education units.	LEA wide	_XALL	Professional Development Certificated salaries \$6167 Benefits \$833 Books and supplies \$200 Services/operat ing expenses \$300 LCFF S&C			
2.	Offer nutrition and dancing after school	LEA wide	ALL	Teacher salary Certificated salaries \$11,893 benefits \$1,607 Books and supplies \$1,500 LCFF S&C			
3.	Hire an athletic trainer at each comprehensive school site to teach nutrition and safe physical activity practices.	LEA wide	XALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	Three trainer salaries Certificated salaries \$185,640 benefits \$69,360 LCFF S&C			
4.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALLOR:Low Income pupilsEnglish Learners	Materials, supplies \$500 services/operati			

			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ng expenses \$1,000 LCFF S&C	
		LCAP Y	ear 3: 2017-18		
	2014-2015 are 95.48%, 96.6°	osition Strength at CCHS 0.15% 1%, and 95.68%	and RFK 0.06%. There was a slight decline of 0.43% at DHS. At at DHS, CCHS, and RFK respectively.		
Expected Annual Measurable Outcomes:					
A	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Develop a coheren	t and sequential physical activity plan.	LEA wide	_XALL	Professional	
methods.	al development activities to learn new nstructional physical education units.		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Development Certificated salaries \$6167 Benefits \$833 Books and supplies \$200 Services/operat ing expenses \$300 LCFF S&C	

2.	Offer nutrition and dancing after school	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersXFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	Teacher salary Certificated salaries \$11,893 benefits \$1,607 Books and supplies \$1,500 LCFF S&C
3.	Hire an athletic trainer at each comprehensive school site to teach nutrition and safe physical activity practices.	LEA wide	XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Three trainer salaries Certificated salaries \$185,640 benefits \$69,360
4.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Materials, supplies \$500 services/operati ng expenses \$1,000 LCFF S&C

GOAL:	#11 GOAL: #11 Develop three goals by 2016-2017 in the areas of for Education, and CTE .		foreign languag	e, Health, Art, Music, Business	Related State and/or I 1_ 2_ 3 4_X 5_ COE only: 9_ Local: Specify	6_7 <u>X</u> 8 <u>X</u>
Identified	Need:	Based on input from the Teacher's Assarreas of Foreign Language, Health, Art			es and measures of asses	sment in the
Goal A	pplies to:	Schools: All Applicable Pupil Subgroups: All				
			LCAP Y	ear 1: 2015-16		
Mea	ted Annual asurable comes:	Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA de declined 2.65% Life science: all three compre EAP- English 35% (6% increase) API – 788 (2013) UC a-g or career technical educat increase over previous year. Proficiency on CELDT: exceeded proficient. Reclassification rate: 13.9% which AP passing rate: 29.5% increase Priority 7: Course Access 100% of students have access to includes areas in EC 51220(a). It that includes courses and service Priority 8: Other Pupil Outcomes E Physical Fitness test results it addition, we achieved gains of trunk extension.	eclined 0.1%, Electric en completion: state targets, sing is above countries above countries for SDC, ED, in aerobic activitof student in hear	UC a-g 1.5% increase (still below state rudents less than 5 years in US 31.3% pty and state rate. I students, including unduplicated pupils exceptional need are provided with prog	increased 1.3%, Math Enth a 67% proficiency. average), CTE completers proficient, students more the grams and services detailed ion are above state and control of 1.7% in abdominal strengen.	s 28.33% nan 5 years 65.8% of study that d in their IEP plan
		Actions/Services	Scope of Service	Pupils to be served within identif	fied scope of service	Budgeted Expenditures
Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark.		LEA wide	_XALLOR:Low Income pupilsEnglish Learn	ners	Certificated salaries \$23,787 benefits	

	Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. Provide professional development and time for curriculum alignment, refinement and modification.		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$3,213 Books and supplies \$1,000 Services and other operating expenses \$2,000 LCFF S&C
2.	Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards. District Administration, Principal, and Assistant Principal of Learning will arrange for professional development of approved strategies and practices.	LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Certificated salaries \$39,645 benefits \$5,355 Books and supplies \$2,000 Services and other operating expenses \$3,000 LCFF S&C \$20,000 Perkins IV
3.	Integrate academic content standards through technology-based instruction for purposes of improving academic performance.	LEA wide	_XALL	Purchase technology: Books and supplies \$140,000 Services and other operating expenses \$60,000 LCFF S&C \$35,000 Title I \$60,000 Perkins IV
4.	Increase opportunity for all students to participate in	LEA wide	_XALL	Books and

other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darer technical education, and other studies prescribed by the governing board.			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	supplies \$80,000 Services and other operating expenses \$20,000 LCFF S&C		
Provide student and staff recognition and incentives for students passing local and state targets.		LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C		
Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.		LEA wide	XALL	Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C		
			LCAP Y	'ear 2: 2016-17		
	Expected Annual Measurable Outcomes:	Teachers develop three goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – 788 (2013) UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate. AP passing rate: 29.5% increase Priority 7: Course Access 100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan				

that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

- Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.
- Foreign language had an increase of 80% more students passing the AP examination.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark. Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. Provide professional development and time for curriculum alignment, refinement and modification.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$23,787 benefits \$3,213 Books and supplies \$1,000 Services and other operating expenses \$2,000 LCFF S&C
2.	Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards. District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Certificated salaries \$39,645 benefits \$5,355 Books and supplies \$2,000 Services and other operating expenses \$3,000 LCFF S&C \$20,000 Perkins IV

3.	Integrate academic content standards through technology-based instruction for purposes of improving academic performance.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Purchase technology: Books and supplies \$140,000 Services and other operating expenses \$60,000 LCFF S&C \$35,000 Title I \$60,000 Perkins IV		
4.	Increase opportunity for all students to participate in other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darer technical education, and other studies prescribed by the governing board.	LEA wide	_XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Books and supplies \$90,000 Services and other operating expenses \$20,000 LCFF S&C		
5.	Provide student and staff recognition and incentives for students passing local and state targets.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C		
6.	Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	_XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C		
	LCAP Year 3: 2017-2018 Expected Annual Teachers develop three goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.					
	Measurable					

Outcomes:

Priority 4: Pupil Achievement

- State assessments:
 - CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
 - Life science: all three comprehensive high schools above state and county levels with a 67% proficiency.
- EAP- English 35% (6% increase) college ready, Mathematics 64% college ready
- API 788 (2013)
- UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year.
- Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient.
- Reclassification rate: 13.9% which is above county and state rate.
- AP passing rate: 29.5% increase

Priority 7: Course Access

100% of students have access to all courses. All students, including unduplicated pupils, have access to a course of study that
includes areas in EC 51220(a). Individuals with exceptional need are provided with programs and services detailed in their IEP plan
that includes courses and services for SDC, ED, RSP and SH.

Priority 8: Other Pupil Outcomes EC §51220

- Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension.
- Foreign language had an increase of 80% more students passing the AP examination.

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.	Develop, implement, and refine curriculum, new	LEA wide	_XALL	Certificated
	formative assessments known as FACS and summative			salaries
	benchmark.		OR:	\$23,787
			Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	benefits \$3,213
	Align assessments and curriculum to promote critical		Other Subgroups:(Specify)	Books and
	thinking and problem solving, communication,			supplies
	collaboration, creativity and innovation.			\$1,000
				Services and
	Provide professional development and time for			other operating
	curriculum alignment, refinement and modification.			expenses
				\$2,000 LCFF S&C
2.	Provide Professional development opportunities for	LEA wide	XALL	Certificated
	teachers, administrators, and paraprofessional educators			salaries
	that are aligned to the academic content standards.		OR:	\$39,645
	• • • • • • • • • • • • • • • • • • •		Low Income pupilsEnglish Learners	benefits
			Foster YouthRedesignated fluent English proficient	\$5,355

	District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices.		Other Subgroups:(Specify)	Books and supplies \$2,000 Services and other operating expenses \$3,000 LCFF S&C \$20,000 Perkins IV
3.	Integrate academic content standards through technology-based instruction for purposes of improving academic performance.	LEA wide	_XALL	Purchase technology: Books and supplies \$140,000 Services and other operating expenses \$60,000 LCFF S&C \$35,000 Title I \$60,000 Perkins IV
4.	Increase opportunity for all students to participate in other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darer technical education, and other studies prescribed by the governing board.	LEA wide	_XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$90,000 Services and other operating expenses \$20,000 LCFF S&C
5.	Provide student and staff recognition and incentives for students passing local and state targets.	LEA wide	ALL OR:Low Income pupils _XEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C

Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	XALLOR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C
---	----------	---	--

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 from prior year LCAP:	oal 1: 75% of all core academic subjects will have standards ali	gned curriculum by		Related State and/or Local Priorities: 1_X 2_X 3 4_X 5 6 7_X 8_X COE only: 9 10 Local : Specify
Goal Applies to	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Purchase 25% of the core academic subject textbooks/e-books to include the areas of Algebra, and Pre-Algebra	Actual Annual Measurable Outcomes:	 FIT: Exemplary ratings for our of surveys indicate and wear of facing and wear of facing assignments: 0 Priority 2: 100% implement performance state to CCSS. Priority 4: Pupil Accession of the survey of t	ntation of academic content and andards including English Learner access chievement ents: Proficiency: ELA declined 0.1%, ELA arner declined 1.3%, Math increased 1.3%, sh Learner declined 2.65% exall three comprehensive high schools exand county levels with a 67% proficiency. 35% (6% increase) college ready, 64% college ready pended API this year extechnical education completion: UC a-g still below state average), CTE completers experience over previous year. CELDT: exceeded state targets, students as in US 31.3% proficient, students more .8% proficient. Tate: 13.9% which is above county and exceeded states.

				 Priority 8: Other Pupil Outcomes Physical Fitness test results in aer abdominal strength and trunk exte state and county levels. In addition gains of student in healthy zones of composition, 1.7% in abdominal string trunk extension. Foreign language had an increase students passing the AP examinat 	nsion are above n, we achieved of 7.4% in body rength, and 0.6% of 80% more	
LCAP Year : 2014-15						
	Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
Purchase Standards aligned instructional materials for English and Pre-algebra and Algebra Cost - \$300,000 AB86, LCFF S&C		\$300,000 AB86, LCFF S&C	Textbooks are still in development and alignment for common core. However, we purchased common core aligned instructional materials were purchased for algebra 1, algebra II, ELA and ELD. In addition, staff has developed standards aligned instructional materials. AB86 funds were allocated to the school sites for CCSS technology based instruction purposes and standards aligned instructional materials.		\$315,000	
Scope of service:	LEA wide		Scope of service:	LEA wide		
Foster YouthF Other Subgroups:			Foster Youth _ Other Subgroup	pilsEnglish Learners _Redesignated fluent English proficient os:(Specify)	trict Coloring for	
				qualified teachers in core areas exit our dis		

reviewing past progress and/or changes to teachers. goals?

Original GOAL from prior year LCAP: Goal 2: Restrooms will be cleaned and monitored daily.					Related State and/or 1_X 2 3 4 5 COE only: 9 Local : Specify	6 7 8 10
Goal Applies	to: Schools: All Applicable Pupil Subgroups: Al	I		-		
Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monito		Actual Annual Measurable Outcomes:	 FIT: Exemplary ratings for our of surveys indicate and wear of face 	ate: 93.4% districtwide, t	ls and Good , staff and student epairs due to age
	LCAP Year: 2014-2015					
	Planned Actions/Services			Actual Ac	ctions/Services	
		Budgeted Expenditures				Estimated Actual Annual Expenditures
Clean and monitor restrooms.		Cost of an additional custodian \$68,586 LCFF S&C			Custodian \$70,485.25	
Scope of service	ce: LEA wide		Scope of service:	LEA wide		
XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)_		ners nt English proficient	
Implement Character Development curriculum.		Character Development Curriculum \$10,000 LCFF S&C	Character curriculum has been implemented at two comprehensive school sites.		\$10,000	

Scope of service:		Scope of service:	
_XALL		<u>X</u> ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent EnglisOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals and progress is evident and some older sites.	d documented. However, student and staff surveys indicate rep	airs are needed at

Original GOAL from prior year LCAP: Goal 3: Decrease the academic achievement gap for all learners by 25% in language arts and mathematics every year from the established CCSS base and local measures of assessment. COE only: 9_ 10_ Local: Specify					
Goal Applies to	Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	20% English Learner Grade level Proficiency in English 30% English Learner Grade level Proficiency in mathematics	Actual Annual Measurable Outcomes:	FIT: Exemplary ratings for our surveys indicated and wear of factors are surveys indicated and wear of factors. Priority 2: 100% implement performance stors are cassessm CAHSEE English Lead Math English Lead Math English Lead Math English Lead Mathematics. API – State suse. UC a-g or care 1.5% increase 28.33% i	entation of academic content and tandards including English Learner access Achievement tents: proficiency: ELA declined 0.1%, ELA earner declined 1.3%, Math increased 1.3%, lish Learner declined 2.65% to e: all three comprehensive high schools to and county levels with a 67% proficiency. In 35% (6% increase) college ready, spended API this year ter technical education completion: UC a-g (still below state average), CTE completers see over previous year. CELDT: exceeded state targets, students ars in US 31.3% proficient, students more 5.8% proficient. In rate: 13.9% which is above county and the: 29.5% increase I Climate tes declined 0.4%. Expulsions went from	

		Priority 7: Course Access	
		100% of students have access to a	ıll courses.
	LCAP Ye	ar : 2014-15	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase support services, monitoring, and instructional time for all students.	Recover furlough days – \$611,020 LCFF S&C	Recovered furlough days for 2014-2015	\$606,300.46
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		_X_ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide every student with academic content standards-based/standards aligned core instructional materials.	Academic Standards aligned curriculum Cost Goal 1	All students are provided with academic content standards-based/standards aligned core instructional materials.	Cost in Goal 1
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		<u>X</u> ALL	_
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: _Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Hire additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap.	Two English teachers @72,791 each \$145,582 One mathematics teacher @ 72,791 LCFF S&C	An English teacher was hired for each of the PI high schools (Delano High School and Robert F. Kennedy) and a mathematics teacher at RFK for the 2014-15 school year.	English Teachers \$138,534.50 Mathematics teacher \$64,883.36
Scope of Service: DHS and RFK		Scope of Service: DHS and RFK	
_XALL		X ALL	
OR:		OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	

Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide core content classroom instruction practices aligned with the CCSS. Teachers will guide instruction and student learning.	Collaboration, curriculum alignment, refinement - \$250,000 Title I, Title II, LCFF S&C, Perkins	Teacher guide instruction and student learning as well as align and refine the curriculum. The staff has spent considerable time refining curriculum and instructional practices.	\$250,000
Scope of Service: LEA wide		Scope of Service:	
X ALL	-	X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Instruct students in core content for meaningful understanding of content aligned with the CCSS as well as the CCR Anchor Standards. Principal and Assistant Principal of Instruction are responsible for setting parameters.	Assistant Principal Instruction: Cost- \$111,855 LCFF S&C	The Assistant Principal of instruction at DHS.	\$136,679
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.	Professional development Cost - \$45,000 Title I, Title II, Perkins IV, LCFF S&C	All schools participated in professional development to incorporate Twenty-First Century Standards and the 4Cs through AVID, EDI (Explicit Direct Instruction), and CPM (College Preparatory Mathematics) trainings this year.	\$45,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
XALL	_	X ALL	
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Cooperative teaching with special education teachers and regular education teachers.	Special education teacher co-teach with general education teacher 9th grade Staff development, Cost-\$30,000 Title I, Title II, LCFF S&C	The cooperative teaching model has been implemented at all high schools. Teachers participated in the district sponsored training in January.	Bureau of Education Research (Cooperative teaching professional development) \$11,946 Teacher collaboration lesson planning \$18,000
Scope of Service: LEA wide ALL	-	Scope of Service: LEA wide ALL	
OR:	-	OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_XSpecial Education		Foster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)XSpecial Education	
Administer intervention by promoting reading and writing instruction and mathematics intervention. Promote reading and writing	Professional Development: Cost-\$20,000 Title I, Title II, LCFF S&C Instruction: Cost-\$345,587 LCFF S&C	Ongoing professional development to promote and enhance reading and writing and mathematics intervention has conducted regularly throughout the year. Intervention courses are scheduled to assist students in attaining academic gains.	Professional Development \$20,000 Intervention classes: \$370,101
Scope of Service: LEA wide	_	Scope of Service: LEA wide	
X ALL OR:	-	X ALL OR:	
Low Income pupils English Learners		Low Income pupilsEnglish Learners	
Foster Youth Redesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify) Create a Response to Intervention plan for students who are non-proficient in reading or writing.	School Psychologist/ Drop-out Prevention Person No additional cost	Other Subgroups:(Specify)	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		X ALL	

OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)	Drofessional	Other Subgroups:(Specify)	
Incorporate Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, and graphic organizers.	Professional Development - \$70,000 Title 1, Title II, LCFF S&C, Perkins IV	Staff was trained summer AVID institute and provided professional development to site teachers.	\$70,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials. Teachers will guide instruction and student learning.	\$116,500 for intervention Transportation: \$128,160 Title 1, LCFF S&C	Mathematics intervention as well as after school tutorials were offered at all schools.	Intervention: \$108,439 Transportation: \$128,160
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		<u>X</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Reduce class sizes for students not attaining proficiency.			
Principal and Assistant Principal of Instruction are responsible for setting parameters.	Cost: \$122,302 LCFF S&C	Classes were reduced for the 2014-2015 school year. The student/staff ratio went from 25.9 in 2013-2014 to 24.1 in 2014-2015.	\$143,233
Scope of Service: LEA wide		Scope of Service: Lea wide	
X ALL		<u>X</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)	#	Other Subgroups:(Specify)	
Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions. Teachers will Analyze data and modify instruction and	\$660,000 AB86, Title I, Title II, LCFF S&C	Teachers analyzed data and modified instruction on an ongoing basis. Professional development time is provided at least once a week.	\$660,000

curriculum.					
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
_XALL			_XALL		7
OR:Low Income pupils	designated fluent English proficient		OR:Low Income pupils	designated fluent English proficient	
Purchase intervention listening, speaking and	software that incorporates reading, d writing.	\$25,000	However, common cor software companies ar standards. Thus, no s 2015. We have receiv	eviewed several software providers. The is still in development stages and the still not in compliance with state of tware was purchased for 2014-ted a contract from Illuminate for the rand will purchase the software	\$0.00
	EA wide		Scope of Service:	LEA wide	
ALL			ALL		_
OR:Low Income pupilsFoster Youth _X_ReOther Subgroups:(S	edesignated fluent English proficient			_X_English Learners edesignated fluent English proficient epecify)	
Provide additional compensation for teachers to provide intervention after school.		Salary for after school tutorial \$40,000 TI, LCFF S&C	Afterschool tutorials we Learners and reclassif	ere provided at all sites for English ied students.	\$40,000
Scope of Service: L	EA wide		Scope of Service:	LEA wide	
_ALL			ALL		
OR:Low Income pupils	_X_English Learners		OR:Low Income pupils		
Foster Youth _X Re Other Subgroups:(S	edesignated fluent English proficient pecify)		Foster Youth _X_Re Other Subgroups:(S	edesignated fluent English proficient pecify)	
Provide extra duty pay to create learning plans, review student data, refine curriculum.		\$17,000 Title I, LCFF S&C	reviewing student data		\$17,000
Scope of Service: L	EA wide		Scope of Service: _ALL	LEA wide	-

OR:Low Income pupils _X_English LearnersFoster Youth _X_Redesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupils _X_English LearnersFoster Youth _X_Redesignated fluent English proficientOther Subgroups:(Specify)	
Provide additional intervention during the school day.	\$378,750 LCFF S&C	Interventions were provided during the day.	\$378,750
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL OR:Low Income pupilsX English LearnersFoster YouthX Redesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupils _X English LearnersFoster Youth _X Redesignated fluent English proficientOther Subgroups:(Specify)	
Reduce Class Sizes	\$140,000 LCFF S&C, Title	Reduced class size districtwide.	\$140,000
Scope of Service: LEA wideALL	-	Scope of Service: LEA wide ALL	
OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)		OR: Low Income pupils _X English LearnersFoster Youth _X Redesignated fluent English proficientOther Subgroups:(Specify)	_
Purchase Supplementary Materials	\$70,000 Title I, LCFF S&C	Supplementary materials were purchased for English, mathematics, ELD, Science, and social studies.	\$70,000
Scope of Service: LEA wide ALL		Scope of Service: LEA wide ALL	
OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)		OR: Low Income pupilsX English LearnersFoster YouthX Redesignated fluent English proficientOther Subgroups:(Specify)	
Implement Summer Bridge Program	Salary for two teachers \$5,400 LCFF S&C, Title I	We will be offering English and mathematics intervention for summer to help English Learners attain proficiency.	\$5,400
Scope of Service: LEA wide ALL	_	Scope of Service: LEA wide _ ALL	

OR: Low Income pupilsX_English LearnersFoster YouthX_Redesignated fluent EnglOther Subgroups:(Specify)			OR:Low Income pupils _X English LearnersFoster Youth _X Redesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district wil	ll continue with the c	current actions as a result of progress and goals.	

Goal 4: Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years. Goal Applies to: Schools: All Applicable Pupil Subgroups: All					Related State and/or Local Priorities:
prior year LCAP: Cost Applies to: Schools: All Applicable Pupil Subgroups: All Applicable Subgroups All Priority 1: Instructional materials: 100% compliance on Williams FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities. HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0 Priority 2: 100% implementation of academic content and performance standards including English Learner access to CCSS. Priority 3: Parental Involvement 17% more parent participation this year in the district parent advisories with decision making, data analysis outcome analysis, and performance analysis. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3% Math English Learner declined 2.65% Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. EAP: English 35% (6% increase) college ready, Mathematics 64% college ready API – State suspended API this year UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or career technical education completion: UC a-g UC a-g or caree		Cool 4. Improve the ADI of English Learner subgroup and Specie	al advantion aubaros	un 60 nointe aver	
Coal Applies to: Schools: All Applicable Pupil Subgroups: All			ii education subgrot	up 60 points over	<u> </u>
Goal Applies to: Schools: All Applicable Pupil Subgroups: All		tho noxt throo yours.			· — — —
20 point growth on API of ELs and special education subgroups 20 point growth on API of ELs and special education subgroups 20 point growth on API of ELs and special education subgroups 20 point growth on API of ELs and special education					Local . Specify
Expected Annual Measurable Outcomes: Expected Annual Measurable Outc	Goal Applies				
28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. • Reclassification rate: 13.9% which is above county and	Expected Annual Measurable	Applicable Pupil Subgroups: All 20 point growth on API of ELs and special education	Measurable	Instructional means of the performance set o	y ratings for newer schools and Good older schools. In addition, staff and student te district schools need repairs due to age cilities. rate: 93.4% districtwide, teacher mis- partation of academic content and tandards including English Learner access ral Involvement parent participation this year in the district visories with decision making, data analysis, analysis, and performance analysis. Achievement nents: proficiency: ELA declined 0.1%, ELA parner declined 1.3%, Math increased 1.3%, lish Learner declined 2.65% ce: all three comprehensive high schools te and county levels with a 67% proficiency. In 35% (6% increase) college ready, seed technical education completion: UC a-g (still below state average), CTE completers see over previous year. CELDT: exceeded state targets, students ars in US 31.3% proficient, students more 5.8% proficient.
				AP passing rat	te: 29.5% increase

	LCAP Yea	Priority 5: Pupil Engagement Attendance rates increased at CCHS 0.15% and RFK 0.06%. There was a slight decline of 0.43% at DHS. Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%, VHS5 .25%. Graduation rate: 93.5% Dropout rate: 0.7% Priority 7: Course Access 100% of students have access to all courses. Priority 8: Other Pupil Outcomes Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6% in trunk extension. Foreign language had an increase of 80% more students passing the AP examination.
Planned Actions/Services	20/11 100	Actual Actions/Services
T Idilliou / Guoria/Col viaco	Budgeted Expenditures	Estimated Actual Annual Expenditures
Ensure every student will be provided with standards-based/standards aligned core instructional materials.	Supplementary standards aligned materials for ELD Cost - \$60,000 LCFF S&C	All students are provided with standards aligned instructional materials. Our district purchased standards aligned curriculum as well as refining and aligning the ELA and ELD curriculum to the CCSS.
Scope of Service: LEA wide _XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		Scope of Service: LEA wide _XALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)

Provide core content classroom instruction aligned with CCSS.	No additional cost.	The district teachers provide core content instruction aligned to CCSS.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
_XALL		_XALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Administer intervention by promoting reading and writing instruction.	No additional cost	Reading and writing instruction and intervention are embedded during day and after school programs.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		<u>X</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
		Teachers received professional development in literacy and	
Provide targeted, coherent and sequential professional	No additional	annotation, deep reading and argumentative writing,	No additional cost
development and academic interventions.	cost	developing critical thinking, and in the Collaborative	COSI
		Teaching model for Special Education.	
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL OR:		ALL OR:	
CR: Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Refine instruction, curriculum, and assessments. Teachers will guide instruction and student learning.	Curriculum alignment, refinement - \$40,000 Title I, Title II, LCFF S&C, Perkins IV	Instructional staff has developed and refined curriculum at all school sites.	\$40,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL		ALL	
OR:		OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
Cotter YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Poster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Create a Response to Intervention plan for students who	No additional	A plan was developed and implemented by Counselors,	No additional

are non-proficient in reading or writing. Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes.	cost	Psychologists, Student Affairs Specialists, and Drop Out prevention/ recovery personnel that included input from teachers to identify and target students low and/or non-proficient in reading and writing for programs and interventions.	cost
Scope of Service: LEA wide	-	Scope of Service: LEA wide	
ALL OR:	_	ALL OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Reduce class sizes to implement program	Additional teacher periods (4 per site), Cost- \$190,000 LCFF S&C, Title	Additional sections were added to reduce class size. The Title I Comparability report indicates class size average went from 25.9 to 24.1 districtwide in 2013-2014 and 2014-2015 respectively.	\$175,363
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL	_	X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Utilize district/site local assessments to measure the quality of instruction and student learning.	No additional cost	Ongoing evaluation of district/site local assessments is used to monitor instruction and student learning. The site assessment coordinator monitors and checks results of all assessments. Based on the results, the department teachers meet to modify and refine instruction and curriculum.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		XALL	
OR:		OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	

Provide CAHSEE tutorial on specific learning gaps.	After school tutorials, cost for all sites - \$10,000 Purchase additional bus to assist with additional transportation Cost-\$165,000 Maintenance/gas \$30,000 LCFF S&C	CAHSEE tutorial was offered at all school site after school and Saturday CAHSEE boot camps.	Tutorials \$10,000 Additional bus \$136,620 Maintenance and gas \$30,000
Scope of Service: LEA wide X ALL	-	Scope of Service: LEA wide X ALL	
OR:	-	OR:	
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
Offer Summer school and Summer Bridge for students not proficient.	Hire Summer school teachers, Cost – \$15,000 Summer School	Summer school will be held for 2015 at Cesar E. Chavez to help students attain proficiency.	Summer school teachers \$15,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL	-	ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide Saturday School.	Cost of teachers \$27,000 LCFF S&C, Title I	Saturday was provided at two of the comprehensive schools sites.	\$27,000 LCFF S&C, Title
Scope of Service: LEA wide	-	Scope of Service: LEA wide	
ALL OR:Low Income pupils _XEnglish LearnersFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupils _XEnglish LearnersFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide evening tutorial.	Cost of teacher	Evening tutorial was exchanged for zero period tutorial.	Cost of teacher
Scope of Service: LEA wide	\$15,000 LCFF S&C, Title	Scope of Service: LEA wide	\$15,000 LCFF S&C, Title

			1			I
ALL				ALL		
OR:				OR:		
Low Income pupils _				Low Income pupils	_XEnglish Learners	
Foster Youth _XRed		sh proficient			designated fluent English proficient	
Other Subgroups:(Sp	ecity)	_		Other Subgroups:(S	Specify)	
Purchase data managel	ment system.		Cost of software \$12,000 LCFF S&C, Title	Prosper data management system was used for 2014-2015. Two comprehensive school site will continue to use prosper in 2015-2016. The district administrative team reviewed several data management systems this year and the site administrations mutually agreed to utilize Illuminate for the next year.		\$24,000 LCFF S&C, Title I
Scope of Service:	LEA wide			Scope of Service:	LEA wide	
ALL				ALL		
OR:				OR:		
Low Income pupils _XEnglish Learners			Low Income pupils _XEnglish Learners			
Foster Youth _XRedesignated fluent English proficient			Foster Youth _XRedesignated fluent English proficient			
Other Subgroups:(Sp	* / -	_		Other Subgroups:(S		
What changes in actions, services, and DJUHSD will add an additional mather						
			tion to improve student	outcomes. Support staff is utilized to as	sist students in	
		making acade	mic achievement.			
goals	s?					

Original GOAL from prior year LCAP:	oal 5: 45% of the graduates will be UC a-g eligible 40% EAP Passing rate 29% AP Passing rate 50% CTE completers by grade 12. Schools: All Applicable Pupil Subgroups: All		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6 7_X 8_X COE only: 9 10 Local : Specify
Expected Annual Measurable Outcomes:	39% UC a-g eligible graduates 30% CTE pathway completers 30% EAP passing 23% AP passing rate	Actual Annual Measurable Outcomes:	 Priority 1: Instructional materials: 100% compliance on Williams FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities. HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0 Priority 2: 100% implementation of academic content and performance standards including English Learner access to CCSS. Priority 3: Parental Involvement 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – State suspended API this year UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate.

	LCAP Ye	ar : 2014-15	 AP passing rate: 29.5% increase Priority 5: Pupil Engagement Chronic absenteeism increased at school sites: DHS 1.35%, RFK -2.6 VHS5.25%. Graduation rate: 93.5% Dropout rate: 0.7% Priority 7: Course Access 100% of students have access to a Priority 8: Other Pupil Outcomes Physical Fitness test results in aero abdominal strength and trunk extension addition gains of student in healthy zones of composition, 1.7% in abdominal string trunk extension. Foreign language had an increase students passing the AP examination. 	all courses. Obic activity, Insion are above In, we achieved If 7.4% in body Irength, and 0.6% of 80% more
Planned Actions/Services	Actual Actions/Services			
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop a more accurate ten year and placement plan to ensure students complete UC a-g courses and/or Career Technical Education pathway. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan,	Cost for Focus on Freshman, \$10,000 Title I, LCFF S&C Augmented CTE and UC a-g opportunities Cost: \$541,778 LCFF S&C	Career Choices of the 10-year plan. Part of the PALM articulating with p parent meetings a Counselors met a placement plans to requirements and equipment were p	ents received the Focus on Freshman urriculum which included development of PALS, and PAW initiative included arents about UC a-g requirements during and/or home visits. Ind monitored students' academic and hat included orientation on UC a-g CTE pathway opportunities. Supplies and ourchased for students to learn CTE skills.	Focus on Freshman \$10,000 Augmented CTE and UC a-g \$53,000
Scope of Service: LEA wide XALL		Scope of Service: XALL	LEA wide	

OR:Low Income pupilsFoster YouthRecOther Subgroups:(S	designated fluent English proficient		OR:Low Income pupilsFoster YouthRoOther Subgroups:(E_English Learners edesignated fluent English proficient Specify)	
Monitor students at least every five weeks. re th		Counselors are responsible for the monitoring. No additional cost		Counselors contact students for intervention, counseling, and support every 5 weeks (during scholarship warnings and grade reports).	
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
Other Subgroups:(S	designated fluent English proficient Specify)			English Learners edesignated fluent English proficient Specify)	
concurrent enrollment interventions. Principals and assistar	torial, academic intervention, in college courses and other of principals of learning will identify. Onsible for all re-teaching and	Cost for after school tutorial, \$26,000 Title I, LCFF S&C	After school tutorials were provided for AP, ACT, SAT, and academic intervention. Students were enrolled concurrently at Bakersfield College.		After school tutorial \$26,000
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
Other Subgroups:(S	designated fluent English proficient Specify)			English Learners edesignated fluent English proficient Specify)	
UC a-g courses. Counselors will ensure pathway leading to pla	e students in articulated CTE and/or e students are placed in a sequential acement in articulated courses.	No additional cost	Site administration has worked closely with the counseling staff to ensure students were placed in sequential pathways leading to placement in articulated courses.		No additional cost.
	EA wide		Scope of Service: L	_EA wide	
_Other Subgroups:(S	designated fluent English proficient Specify)			English Learners edesignated fluent English proficient Specify)	
Anchor Standards (CC Career Technical Educ	or the instruction of Career Readiness CR) in English language arts and cation (CTE) courses.	Cost to align curriculum - \$40,000, Title I, Title II, LCFF		aboratively within and among school um and development common ents.	\$40,000

the Principal and Assistant Principal of Learning are responsible for monitoring.	S&C		
Scope of Service: LEA wide X ALL		Scope of Service: LEA wide X ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Offer students the opportunity to make up UC a-g courses through Cyber High online program.	Purchase Cyber High Program - \$30,000 Title I, LCFF S&C	On-line course licenses were purchased to provide all students with the opportunity to make up UC a-g courses.	\$27,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Offer a Migrant College Readiness Program at various UC and Cal State Universities.	Cost \$20,000 Migrant funds	Migrant offered College Readiness Program at various UC and Cal State Universities.	No Additional Cost to program
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		_X ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Host visitations to four year universities, community colleges, and/or vocational schools	Provide college visitation opportunities, Cost - \$40,000, Title I, LCFF S&C	College visitations were provided throughout the year as well as the summer.	\$40,000
Scope of Service: LEA wide	_	Scope of Service: LEA wide	
X ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	

Increase CTE opportunities for our students by adding CTE offerings.	Hire Agricultural Mechanics (DHS) & Woodshop teacher (CCHS) Cost: \$165,000 Perkins IV, LCFF S&C	Hired one Ag Mechanics teacher at Delano High School. Added three periods of a woodshop teacher at Cesar E. Chavez High School.		Ag Mechanics teacher - \$64,883 Industrial Technology and Agriculture teacher \$46,917
Scope of Service: LEA wide		Scope of Service:	LEA wide	
<u>X</u> ALL		<u>X</u> ALL		
OR:		OR:		
Low Income pupilsEnglish Learners			sEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.	Cost of a mentor to meet twice a month \$5,000 LCFF S&C, T1	A mentor was assigned to foster youth. An academic plan was developed, refined and monitored. Personal and social counseling was available and encouraged.		\$5,000
Scope of Service:	_	Scope of Service:		
ALL	_	ALL		
OR:		OR:	English Learners	
Low Income pupilsEnglish Learners _XFoster YouthRedesignated fluent English proficient			sEnglish Learners Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

College and career readiness continue to be below state levels. DJUHSD will hire an additional foreign language teacher as well as two additional Health Science and Medical Technology teachers for DHS, CCHS and RFK, a home economics teacher for CCHS, and an Ag Mechanics (CTTP funded) teacher and two business teachers for RFK and an additional SH teacher to reduce class size to teach individual readiness. DJUHSD will also hire two instructional assistants to help in the additional SH classroom and provide one-on-one assistance. The district will purchase an additional van to transport students with disabilities to job skills providers. PSAT participation is limited due to students' inability to pay fees. Allocation for student PSAT and other college exam fees to increase participation is needed. It has been recommended to allocate for GED and CHSPE exam fees.

Original GOAL from prior year LCAP:	Goal 6: All three comprehensive high schools to attain a 90% grad	duation rate in the r	next three years.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local: Specify
Goal Applies t	o: Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	90% Cohort graduation rate	Actual Annual Measurable Outcomes:	FIT: Exemplary ratings for our surveys indicated and wear of face and and an arrival and arrival arrival and arrival arrival and arrival arrival and arrival and arrival	rate: 93.4% districtwide, teacher ts: 0 entation of academic content and tandards including English Learner access al Involvement e parent participation this year in the district visories with decision making, data analysis, analysis, and performance analysis. Achievement

			 UC a-g or career technical education of 1.5% increase (still below state averag 28.33% increase over previous year. Proficiency on CELDT: exceeded state less than 5 years in US 31.3% proficient than 5 years 65.8% proficient. Reclassification rate: 13.9% which is a state rate. AP passing rate: 29.5% increase Priority 5: Pupil Engagement Chronic absenteeism increased at school sites: DHS 1.35%, RFK -2. VHS5.25%. Graduation rate: 93.5% Dropout rate: 0.7% Priority 6: School Climate Suspension rates declined 0.4%. Expendict to 14 expulsions. Priority 7: Course Access 100% of students have access to Priority 8: Other Pupil Outcomes Physical Fitness test results in aer abdominal strength and trunk extended state and county levels. In addition gains of student in healthy zones of composition, 1.7% in abdominal strunk extension. Foreign language had an increase students passing the AP examinates students passing the AP examinates. 	e), CTE completers e targets, students nt, students more bove county and three of the four 6%, CCHS 3.9%, ulsions went from all courses. robic activity, ension are above in, we achieved of 7.4% in body trength, and 0.6% e of 80% more
	LCAP Year	r: 2014-2015		
Planned Actions/Services			Actual Actions/Services	Estimate I Aut
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness. Counselors will monitor and adjust plan each semester.	No additional cost		s developed for all ninth graders.	No additional cost.
Scope of Service: LEA wide XALL		Scope of Service: _XALL	LEA wide	

OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide students with dual enrollment with Bakersfield College and the Adult School.	Counselor No additional cost	Students participated in dual enrollment at the adult school and Bakersfield College.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL OR:		X ALL OR:	_
Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Expose students to Learner Persistence strategies at the Adult School.	No additional cost	Students received Learner Persistence strategies at the Adult School.	No additional cost.
Scope of Service: LEA wide		Scope of Service: LEA wide	
_ALL		ALL	_
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Reduce class sizes for students who are struggling students.	Cost of staff for additional sections: \$168,380 LCFF S&C	Class Sizes were reduced district wide. The Title I comparability reflects DJUHSD average class went down from a 25.9 student/staff ratio to 24.1 student staff ratio.	\$168,380
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL		ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Provide opportunities for students to make up credits through Migrant with the Cyber High curriculum and the Writing Institute, Credit Recovery, Saturday School Credit Recovery, PACT, Adult School, and academic interventions. Counselor will be responsible for monitoring progress and providing interventions and support	No additional cost	Students were provided the opportunity to make up credits through Migrant, the Writing Institute, Credit Recovery, Saturday Credit Recovery, PACT, Adult School and academic interventions. The counseling staff monitored two times quarterly and provided interventions and support.	No additional cost.
Scope of Service: LEA wide		Scope of Service: LEA wide	

	1		1
X ALL		<u>X</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide students with appropriate program setting such as	Hire two Achieve		Cost of two
STAND, Achieve Academy, Keys, Independent Study,	Academy	[_	Achieve
Home Schooling, and PACT to help meet all student	teachers	Two Achieve Academy teachers were hired to provide	Academy
needs.	Cost - \$211,151	intervention for students behind in credits.	teachers
	LCFF S&C		\$214,282
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Other oubgroups.(Openity)	Support services		
	Hire two	Support services were provided by the school psychologist,	
Provide support services through the school psychologist,	Resource	school counselor, resource officers, nurse, student affairs	Cost of two
school counselor, nurse, Student Affairs Specialists, and	Officers Cost-	specialists, and dropout prevention person.	resource officers
Drop-out Prevention Outreach person.	\$125,000	[\$125,898
	LCFF S&C	Parent conferences were held to develop plan for student	
	10	achievement.	
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		<u>X</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
	Assistant	<u> </u>	
Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, drop-	Principal,	Cita administration assigned properly gradentialed teacher	
	Student Affairs	Site administration assigned properly credentialed teacher	No additional
out prevention outreach, home visitations, parent	Specialist,	for Saturday, tutorials, CTE pathways.	
conferences, Student Study Teams (SSTs), and grade	Counselor	Parents are involved in conferences, study teams, and	cost
level meetings for parents every semester.	No additional	home visits are conducted to ensure parental involvement.	
	cost		
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	

Develop an Accelerated/Retention Plan for students who are deficient in credits.	Counselors No additional cost	Plan was developed by the counselor, parent, and student to ensure graduation.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		<u>X</u> ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Contact parents daily on student absences using Blackboard Connect.	Principal, Assistant Principal, attendance personnel No additional cost	Parents are contacted daily when students are absent.	\$2,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL	_	ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Implement Parent Institute of Quality Education to educate parents on readiness for College.	Principal shall be responsible for training parent Cost: \$24,000 Title 1	Each of the comprehensive high schools implemented parent training on readiness for college. These trainings include the PALM at CCHS, PAW (Parent Awareness Workshop) at Delano High School and PALS (Parent Academic Learning Services) at Robert F. Kennedy.	Cost \$24,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL		_ ALL	
OR:		OR:	
Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
Provide credit recovery to Migrant students on Saturdays and afterschool Credit.	Migrant No additional cost	Migrant provided services to migrant students.	Migrant No additional cost to the program
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL	_	ALL	
OR:		OR:	

Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)Migrant		Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)_Migrant	
Host At-Risk of failing meeting with all Migrant students.	Migrant No additional cost	Migrant hosted at-risk of failing meetings with all migrant students.	No additional cost to the program
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL	_	ALL	
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientXOther Subgroups:(Specify)Migrant		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient _XOther Subgroups:(Specify)Migrant	
Conduct evening home visits.	\$10,000 LCFF S&C, Title	Home visits were conducted by Student Affairs Specialists, Counselors, and Drop Out Prevention personnel during the year.	\$10,000
Scope of Service: LEA wide		Scope of Service: LEA wide	-
ALL OR:Low Income pupils _XEnglish LearnersXFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupils _XEnglish LearnersXFoster Youth _XRedesignated fluent English proficientOther Subgroups:(Specify)	
Develop learning plans.	Counselor No additional cost	Counselors developed and monitored students' academic and placement plans that included orientation on graduation requirements, alternative means of recovering credits to stay on track for graduation, and UC a-g requirements.	No cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL		ALL	
OR:		OR:	
Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient		Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient	
_Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide support for tutorials in Earlimart and Richgrove	\$23,000 during the week \$6,000 Weekend LCFF S&C, Title	Tutorial was provided for students from Earlimart and Richgrove after school and there was a late bus that provided transportation.	\$29,000
Scope of Service: LEA wide	_	Scope of Service: LEA wide	
ALL		ALL	

	XFoster Youth XR		
Materials and supplies \$1,200 LCFF S&C, Title	Parent Awareness wo	\$1,200	
	Scope of Service:	LEA wide	
	ALL		
	OR:		
	Other Subgroups:(\$	Specify)	
	supplies \$1,200	Low Income pupils _XFoster Youth _XR _Other Subgroups:(3 Materials and supplies \$1,200 LCFF S&C, Title I Scope of Service:ALL OR:Low Income pupils _XFoster Youth _XR	Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient _Other Subgroups:(Specify)_ Materials and supplies \$1,200 LCFF S&C, Title I Scope of Service: LEA wideALL

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

AP, SAT, ACT, and EAP tutorials will be added for students to be UC a-g qualified and college ready. Purchase College Board SAT instructional materials and purchase a license for on-line AP curriculum. Provide professional development time for curriculum and collaboration. Provide parent outreach time.

Original	Goal 7:			Related State and/or Local Priorities:
Original GOAL from	Expulsion rate decrease to a .1%			1 2 3 <u>_X</u> 4 <u>_X</u> 5 <u>_X</u> 6 <u>_X</u> 7 <u>_X</u> 8 <u>_X</u>
prior year	2			COE only: 9 10
LCAP:	Suspension rate decrease to 4.5%			Local : Specify
_	Schools: All			
Goal Applies	Applicable Pupil Subgroups: All			
	Maintain below .25% expulsion rate		Priority 3: Parenta	al Involvement
				parent participation this year in the district
	Attain below 5.5% suspension rate			isories with decision making, data analysis,
				nalysis, and performance analysis.
			Priority 4: Pupil AState assessment	
				ents. proficiency: ELA declined 0.1%, ELA
				arner declined 1.3%, Math increased 1.3%,
				sh Learner declined 2.65%
				e: all three comprehensive high schools
			above state	e and county levels with a 67% proficiency.
				35% (6% increase) college ready,
				64% college ready
				spended API this year
C				er technical education completion: UC a-g (still below state average), CTE completers
Expected Annual		Actual Annual		e over previous year.
Measurable		Measurable		CELDT: exceeded state targets, students
Outcomes:		Outcomes:		rs in US 31.3% proficient, students more
			than 5 years 65	
			 Reclassification 	rate: 13.9% which is above county and
			state rate.	
			AP passing rate Priority 5: Public 5	
			Priority 5: Pupil E Chronic ab	rigagement esenteeism increased at three of the four
				s: DHS 1.35%, RFK -2.6%, CCHS 3.9%,
			VHS5.25%	
			 Graduation 	rate: 93.5%
			 Dropout ra 	
			Priority 6: School	
			Suspension rate	
			• Expulsions rate	
			Priority 7: Course	dents have access to all courses.
			• 100% Of St	udents have access to all courses.

		Priority 8: Other Pupil Outcomes • Physical Fitness test results in aero abdominal strength and trunk exter state and county levels. In addition gains of student in healthy zones o composition, 1.7% in abdominal strin trunk extension. • Foreign language had an increase students passing the AP examination.	nsion are above n, we achieved f 7.4% in body rength, and 0.6% of 80% more
	LCAP Yea	r: 2014-2015	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Foster an educational environment where students can attain academic success Principal will be responsible to promote culture and district mission.	Hire one bus driver, one grounds person Cost: \$120,000 LCFF S&C	The grounds person was hired to keep facilities clean and in good repair and provide students with a pleasant educational environment. More students are able to stay for tutorials and receive necessary transportation. Recognized and celebrated success. Provided additional after school opportunities for student success. However, transportation continues to be a challenge. An additional bus driver has not been hired. It has been difficult to find suitable candidates able to pass the written examination for the proper driving license. Our district is an authorized trainer, and we have candidates who are currently in training and/or awaiting to take the test.	Grounds person \$55,261 Bus driver was not hired this year.
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Implement and monitor new academic interventions, counseling and character development modules and provide victim advocate services for students who are having difficulty in adjusting to the school climate.	Victim Services Advocate - \$25,000 LCFF S&C	Students are referred to academic interventions. Site staff implements and monitors progress. The Victim service advocate was planned as a joint venture with the City of Delano. However, the program at the City was not	No additional cost

Assistant Principal, SAS, and counselor will monitor and		implemented and the advocate was not hired.	
place in intervention			
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:	<u>.</u>	OR:	_
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Seek alternative educational settings in lieu of expulsion for	Hire a teacher		
offenses that are not mandatory expulsion and violations	for the STAND	DJUHSD provided STAND as an alternative educational	
that do not endanger the safety and welfare of students	program \$70,000	setting in lieu of expulsion and/or other minor disciplinary	STAND teacher
and staff.	LCFF S&C	infractions.	\$63,850
	2011 000	initiadiono.	
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL	-	XALL	_
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
	Cost: \$Hire an		
Do the section of the section of	Academic	Dillillon to all and a least to the conference for a few at the state	Academic
Provide academic interventions and academic acceleration	Intervention	DJUHSD implemented academic intervention for students	Intervention
options for students to stay on track for graduation.	Teacher at each school site	with minor disciplinary. Students complete character development modules as part of the instructional program.	teachers
	Cost: \$246,974	development modules as part of the instructional program.	\$246,746
	COSt. ψ240,974		
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		<u>X</u> ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide support services through the school psychologist,		Cupport convices were provided by the school sevel also in	
nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.	No additional	Support services were provided by the school psychologist, nurse, Student Affairs Specialists, counselor, and Drop-out	No additional
Nurse and Migrant Liaison will be responsible for	cost	Prevention Outreach.	cost.
identifying and handling health and safety concerns		i icvention Outreach.	
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:		OR:	

Low Income pupilsFoster YouthRecOther Subgroups:(S	designated fluent Englis	sh proficient		Low Income pupils Foster YouthRed Other Subgroups:(S		
Provide additional supp tutorials, CTE Pathway home visitations, paren Teams (SSTs).	s, drop-out prevention	outreach,	Hire Dean of Students: \$103,493 LCFF S&C	Additional support services were provided for students atrisk of dropping out of school and students with minor discipline. Additional support was provided to Valley High School to assist this population by the Dean of Students.		Dean of Students \$103,003
	EA wide		-		.EA wide	
X ALL OR:			-	X ALL OR:		
Low Income pupils				Low Income pupils	English Learners	
Foster YouthRec Other Subgroups:(S	designated fluent Englis	sh proficient		Foster YouthRedesignated fluent English proficient		
Identify health, safety, services to Migrant stud	and academic concern	s and provide	District Nurse, Outreach Specialist, Migrant Community Liaison Migrant – no additional cost	Other Subgroups:(Specify) Health and safety are reported to school staff. Services are provided as needed		No additional cost
Scope of Service:	LEA wide			Scope of Service:	LEA wide	
_XALL				_XALL		
OR:Low Income pupilsFoster YouthRecOther Subgroups:(S	designated fluent Englis	sh proficient —		OR:Low Income pupilsFoster YouthRedOther Subgroups:(S	designated fluent English proficient	
What changes in act expenditures will be reviewing past progres goal	made as a result of ss and/or changes to	Recognize an		cess and promote a dist	ssions of independent study to meet studrictwide, positive educational climate/cu	

Original GOAL from prior year LCAP:	oal 8: Increase teacher contact to 50% of the student parents by	/ 2016-2017.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7 8 COE only: 9 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Teachers make contact with 25% of the student parents	Actual Annual Measurable Outcomes:	 Priority 1: Instructional materials: 100% compliance on Williams FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities. HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0 Priority 2: 100% implementation of academic content and performance standards including English Learner access to CCSS. Priority 3: Parental Involvement 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. Priority 4: Pupil Achievement State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65% Life science: all three comprehensive high schools above state and county levels with a 67% proficiency. EAP- English 35% (6% increase) college ready, Mathematics 64% college ready API – State suspended API this year UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate.

				 AP passing rate: 29.5% increase Priority 5: Pupil Engagement Chronic absenteeism increased at school sites: DHS 1.35%, RFK -2.0 VHS5.25%. Graduation rate: 93.5% Dropout rate: 0.7% Priority 6: School Climate Suspension rates declined 0.4%. Expunsion 12 to 14 expulsions. 	6%, CCHS 3.9%,
		LCAP Yea	ar : 2014-15		
	Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures			Estimated Actual Annual Expenditures
academically to expect	tudents are not performing ations. nsible for calling or writing parents performing to expectations.	Cost of translation - \$10,000 LCFF S&C	mid-quarter and er	iciency notices/ scholarship warnings at ncouraged parent-teacher conferences. ncreased afterschool phone contact s.	\$10,000
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
_XALL			_XALL		
	English Learners designated fluent English proficient pecify)		Foster Youth	oilsEnglish Learners _Redesignated fluent English proficient s:(Specify)	
What changes in accepted expenditures will be reviewing past progression goal	made as a result of Inform teachers and/or changes to	ers to call parents wh	en students are not	performing well.	

Original			Relat	ted State and/or Local Priorities:
GOAL from prior year LCAP:	Goal 9: Provide at least two planned opportunities annually for tean and provide for staff input.	achers to go over g	'	COE only: 9 10 Specify
Goal Applies	Sto: Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	50% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement	Actual Annual Measurable Outcomes:	 FIT: Exemplary ratings for ratings for our older schrour surveys indicate district and wear of facilities. HQT/Teacher rate: 93.4 misassignments: 0 Priority 2: 100% implementation of performance standards to CCSS. Priority 4: Pupil Achievem State assessments: CAHSEE proficience English Learner der Math English Learner der Math English Learner Life science: all threabove state and collected API – State suspended UC a-g or career technical 1.5% increase (still belo 28.33% increase over performer on CELDT: eless than 5 years in US than 5 years 65.8% profer Reclassification rate: 13 state rate. AP passing rate: 29.5% Priority 5: Pupil Engagem Chronic absenteeis 	f academic content and including English Learner access nent cy: ELA declined 0.1%, ELA clined 1.3%, Math increased 1.3%, her declined 2.65% ee comprehensive high schools ounty levels with a 67% proficiency. Increase) college ready, lege ready API this year cal education completion: UC a-gow state average), CTE completers arevious year. exceeded state targets, students 31.3% proficient, students more ficient. 3.9% which is above county and

			VHS5.25%. Graduation rate: 93.5% Dropout rate: 0.7% Priority 6: School Climate Suspension rates declined 0.4%. from 12 to 14 expulsions Priority 8: Other Pupil Outcomes Physical Fitness test results in aerabdominal strength and trunk extestate and county levels. In additional gains of student in healthy zones composition, 1.7% in abdominal sin trunk extension. Foreign language had an increase students passing the AP examinar	robic activity, ension are above on, we achieved of 7.4% in body trength, and 0.6% e of 80% more
	LCAP Yea	r: 2014-2015		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Analyze data in relation to program and set goals and objectives for their programs. Principal will be responsible for setting parameters on goals and objectives and incorporating it into the Single School Plan for Student Achievement.	No additional cost	been allocated eve	analyze data regularly. Staff time has ery Wednesday morning to analyze data, efine curriculum and assessments.	No additional cost
Scope of Service: LEA wide		Scope of Service:	LEA wide	
_XALL		_XALL		
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		Foster Youth	pilsEnglish Learners _Redesignated fluent English proficient os:(Specify)	
Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP. Principal will be responsible in making recommendation for any goals and objectives for the LCAP.	No additional cost	recommendations staff surveys, lead	ovided the opportunity to make for the SSPSA and the LCAP through ership team meetings, staff meetings, and through the School Site Council.	No additional cost
Scope of Service: LEA wide		Scope of Service:	LEA wide	
<u>X</u> ALL		_XALL		

OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent EngliOther Subgroups:(Specify)	sh proficient	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue with the	current actions as a result of progress and goals.	

GOAL from prior year Goal 10: By 2016-2017, 64% of our students will pass the aerobic activity, 58% the body composition, and 76% the upper body strength.				Related State and/o 1_X 2_X 3 4_X 5 COE only: 9 Local : Specify	<u>X</u> 6 <u>X</u> 7 <u>8X</u>	
Goal Applies to: Schools: All Applicable Pupil Subgroups: All						
Expected Annual Measurable Outcomes:	59% passing on the PFT Aerobic Activity 52% passing on the PFT Body Composition 74% passing on the PFT Upper Body Streen		Actual Annual Measurable Outcomes:	Aerobic Activity Body Composition Upper Body Streng	55.5% 57.1%	58.9% 5 52.5%
		LCAP Year	r: 2014-2015			
	Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
Develop a coherent and sequential physical activity plan. Provide professional development activities to learn new methods. Modify and refine instructional physical education units.		Professional Development Cost: \$7,500 LCFF S&C	site for developme		allocated to each school and sequential activity cional units.	Professional Development Cost: \$7,500 LCFF S&C
Scope of Servi			Scope of Service:	LEA wide		
ALL			ALL			
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluenadrianat English proficientOther Subgroups:(Specify)			OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)			
Offer nutrition and dancing after school.		Teacher salary \$15,000 LCFF S&C, Title I	Aerobic tutorials were offered at all comprehensive school sites.		\$15,000	
Scope of Servi	ce: LEA wide		Scope of Service:ALL	LEA wide		

OR: Low Income pupilsXEnglish LearnersXFoster YouthXRedesignated fluent EngliOther Subgroups:(Specify)		OR: _Low Income pupils _XEnglish Learners _XFoster Youth _XRedesignated fluent English proficient _Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our district continues to perform below state levels in upper body strength, aerobic activity, and bod Parents indicated concern of weight and activity required to pass the state Physical Fitness Test. T three athletic trainers for each school site to teach nutrition and safe physical activity practices.			

school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%,

Related State and/or Local Priorities: Original 1<u>X</u> 2<u>X</u> 3<u>4</u> X 5<u>X</u> 6<u>X</u> 7<u>8</u> X GOAL from Goal 11: Develop three goals by 2016-2017 in each area: Foreign Language, Health, Art, Music, Business Education, and CTE courses. prior year COE only: 9 10 LCAP: Local : Specify Schools: ΑII Goal Applies to: Applicable Pupil Subgroups: Teachers develop one goal for each of the areas of Foreign Priority 1: Language, Health, Art, Music, and Business Education. • Instructional materials: 100% compliance on Williams • FIT: Exemplary ratings for newer schools and Good ratings for our older schools. In addition, staff and student surveys indicate district schools need repairs due to age and wear of facilities. • HQT/Teacher rate: 93.4% districtwide, teacher misassignments: 0 **Priority 2:** • 100% implementation of academic content and performance standards including English Learner access to CCSS. **Priority 4: Pupil Achievement** State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Expected Actual Annual Math English Learner declined 2.65% Annual Measurable Measurable • Life science: all three comprehensive high schools Outcomes: above state and county levels with a 67% proficiency. Outcomes: • EAP- English 35% (6% increase) college ready, Mathematics 64% college ready • API – State suspended API this year • UC a-g or career technical education completion: UC a-g 1.5% increase (still below state average), CTE completers 28.33% increase over previous year. • Proficiency on CELDT: exceeded state targets, students less than 5 years in US 31.3% proficient, students more than 5 years 65.8% proficient. Reclassification rate: 13.9% which is above county and state rate. • AP passing rate: 29.5% increase **Priority 5: Pupil Engagement** Chronic absenteeism increased at three of the four

		VHS5.25%. • Graduation rate: 93.5% • Dropout rate: 0.7% Priority 6: School Climate • Suspension rates declined 0.4%. Expulsions went fro 12 to 14 expulsions. Priority 8: Other Pupil Outcomes • Physical Fitness test results in aerobic activity, abdominal strength and trunk extension are above state and county levels. In addition, we achieved gains of student in healthy zones of 7.4% in body composition, 1.7% in abdominal strength, and 0.6 in trunk extension. • Foreign language had an increase of 80% more students passing the AP examination.		erobic activity, ension are above on, we achieved of 7.4% in body strength, and 0.6% e of 80% more
Planned Actions/Services	LCAP Ye	ar : 2014-15	Actual Actions/Services	
Flamed Actions/Services	Budgeted Expenditures		Actual Actions/Services	Estimated Actual Annual Expenditures
Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark. Principal will introduce parameters and outcomes.	No additional cost	Each department developed, implemented, and refined curriculum, new formative assessments and summative benchmarks during the year using the late start PLC- Wednesdays and pull-out cohort meeting opportunities as well as summer collaboration.		·
Scope of Service: LEA wide		Scope of Service:	LEA wide	
XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		XALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation. Teachers will be responsible for assessing student performance and progress No additional cost		Each department developed, implemented, and refined curriculum, new formative assessments and summative benchmarks during the year using the late start PLC-Wednesdays and pull-out cohort meeting opportunities as well as summer collaboration. Teachers assessed students using FACS and DCA benchmarks during the year to measure student progress.		0

Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide weekly staff development time to align curriculum	No additional cost	Staff development time has been incorporated into the	No additional
to the academic content and performance standards.		instructional year.	cost
District, site administration, CTA.	0031	manuchan year.	0031
Scope of Service: LEA wide		Scope of Service: LEA wide	
ALL		ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
Provide Professional development opportunities for			
teachers, administrators, and paraprofessional educators	\$120,000		
that are aligned to the academic content standards.	Title II, Title I,		
	LCFF S&C,	Staff participated in EDI, SDAIE, Cornell Notes, Costa's	# 400 000
Provide professional development on instructional	Perkins IV	Level of Questioning, and grammar for English Learners.	\$120,000
strategies such as EDI, SDAIE, Cornell Note Taking,			
Costa's Level of Questioning, and grammar for EL			
students.			
Scope of Service: LEA wide		Scope of Service: LEA wide	
X ALL		X ALL	
OR:		OR:	
Low Income pupilsEnglish Learners		Low Income pupilsEnglish Learners	
Foster YouthRedesignated fluent English proficient		Foster YouthRedesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)	
	Purchase		\$340,000
Integrate academic content standards through technology-	technology	Technology that included IPADs, PCs, and projectors were	AB86, Title I,
based instruction for purposes of improving academic	\$200,000	purchased for instruction of academic content.	LCFF S&C,
performance	AB86, Title I,	paramaged for mondonion or doddonio contonic	Perkins IV
	LCF, Perkins IV		
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u>X</u> ALL		_XALL	

OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent EnglisOther Subgroups:(Specify)		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		nities for students to participate in other outcomes. Consequer blies. Our district will also provide professional development and	

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$9,506,224

Delano Joint Union High School District has principally directed the Supplemental and Concentration grant funds to our unduplicated students. The district will expend the funds LEA wide to provide interventions, professional development, align curriculum to standards, foster and celebrate student success, and stakeholder engagement. In addition, we will ensure all students are provided with standards aligned instructional materials as well as technology needed to promote learning. Many of our school buildings are aged and are in need of repair. Thus, we have allocated funds to ensure our facilities are in good repair. Support staff as well as transportation for college and career readiness supplementary instruction will be provided as well as additional interventions to ensure student attainment of outcomes. DJUHSD will also increase career readiness by adding additional CTE pathways and hiring of CTE teachers. College preparation opportunities will be increased for students not able to afford exams as well as providing support services for students who require additional help. Foster youth will continue to be monitored and mentored to ensure student success and transition to post-secondary opportunities. Additional staff will be added to improve areas in Priority 8 as well as providing alternatives in meeting Priority 5. The district concluded this was the best use of funds.

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.

28.84 %

The unduplicated student count for Delano Joint Union High School District is approximated to be 87.34% in the 2015-2016 School year. Increased and improved services will be implemented district wide as a result of the unduplicated counts percentage. A portion of the Supplemental and Concentration Grant funds were also allocated to all schools for site-based level decisions. Delano Joint Union High School District Minimum Proportionality Percentage (MPP) for the unduplicated student subgroups in the 2015-2016 school year is estimated to be 28.84%. This minimum proportionality percentage will be met in the 2015-2016 school year by continuing existing services and increasing support, services, and programs for the unduplicated group and LEA wide. Additional support services as well as staff development, curriculum alignment, college and career readiness, and interventions will continue to be provided and improved.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]