

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

Introduction:

LEA: Delano Joint Union High School District
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Contact (Name, Title, Email, Phone Number): _Adelaida C. Ramos, Executive Director,
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:

TEACHING AND LEARNING: 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
<p>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</p> <p>September 30 DLT meeting on LCAP and Lea plan</p>	<p>Reviewed the eight state priorities, implementation of common core, the importance of parent involvement in the LCAP process, and opportunities for parent involvement.</p> <p>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.</p>
<p>October 14 DLT LCAP meeting and district counseling staff</p>	<p>Informed the teams of the quarterly LCAP implementation plan, the quarterly monitoring metric, and reviewed increased college readiness options</p>
<p>November 4 DLT LCAP meeting</p>	<p>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.</p>
<p>December 4 LCAP student forum RFK December 5 LCAP student forum DHS December 9 LCAP student forum CCHS December 10 LCAP student forum VHS</p>	<p>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.</p>
<p>February 10 LCAP presentation to the Board at public hearing for Valley High school</p>	<p>Valley High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.</p>
<p>March 10 LCAP presentation to the Board at public hearing for RFK</p>	<p>Robert F. Kennedy High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.</p>
<p>March 13 LCAP priorities presentation Delano High School Parent Advisory group</p>	<p>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.</p>
<p>March 2015 TA review of LCAP 2014-2015</p>	<p>The TA indicated that there are no salary increases for teachers noted in the</p>

<p>April 10 LCAP Priorities presentation Robert F. Kennedy High School to Parent/teacher/student advisory group.</p> <p>April 14 LCAP presentation to the Board at public hearing for DHS LCAP presentation to DELAC</p> <p>CCHS presented LCAP goal performance and outcomes to the Board.</p> <p>May 2015 Meeting with site administrators, special education director, PACT staff.</p> <p>May 26, 2015 LCAP Parent Advisory meeting.</p> <p>May 28 DELAC final review and approval of LCAP.</p> <p>June 2, 2015 LCAP presented to Community Alliance at Bakersfield College.</p> <p>June 16, 2015 Consultation with TA on LCAP</p> <p>June 16, 2015 Board meeting – Public Hearing</p>	<p>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.</p> <p>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.</p> <p>Delano High School reported to the board in open session their progress towards accomplishing the goals and LCAP priorities.</p> <p>CCHS presented LCAP performance and outcomes for 2014-2015.</p> <p>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.</p> <p>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.</p> <p>DELAC reviewed and approved final expenditure allocations to meet goals and targets.</p> <p>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.</p> <p>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.</p>
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<p>June 19, 2015 LCAP consultation with CSEA.</p> <p>June 23, 2015 LCAP consultation with the TA.</p>	<p>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.</p> <p>Review and consultation of LCAP.</p> <p>Final review and approval.</p>
<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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:	#1: 75% of all core academic subjects will have standards aligned curriculum by the 2016-2017. 95% retention of highly qualified teachers.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local: Specify _____
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Identified Need: 75% of the core academic subjects do not have standards aligned textbooks as measured by the CCSS and NGSS.

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Purchase 50% of the core academic subject textbooks/e-books to include science, English, Algebra II, Geometry, and Trigonometry. Retain 94% 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 methodology 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. For 2015-16: English, science and Algebra II, Geometry, Trigonometry	LEA-wide	___XALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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 pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Services/operating expenses \$45,000 LCFF S&C Title I/II \$35,000
3. District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	___XALL -----	Books/Supplies \$500

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	operating expenses \$1,159 LCFF S&C
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Purchase 75% of the core academic standards aligned textbooks/e-books to include World History and United States History Retain 94% highly qualified teachers.</p> <p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS.
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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	<u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated salaries \$22,025 Benefits \$2,975 Books & supplies \$175,000 LCFF S&C
2. BTSA training for new teachers	LEA-wide	<u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Services/operating expenses LCFF S&C \$45,000 Title I/II \$35,000
3. District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	<u>X</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<u>__X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated salaries \$22,025 Benefits \$2,975 Books & supplies \$175,000 LCFF S&C
2. BTSA training for new teachers	LEA-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services/operating 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	<u>__X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Books/Supplies \$500 Services/operating expenses \$1,000 LCFF S&C

GOAL:	#2: Restrooms will be cleaned and monitored daily. Thirty percent of the facilities that are damaged or worn will be repaired by 2017-2018.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need: There is a need for students for students to properly care for facilities as a result of student surveys.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monitored daily. 10% of facilities that are damaged or worn will be repaired. Priority 1: <ul style="list-style-type: none"> • 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Clean and monitor restrooms.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Custodian Classified Salary \$49,298 Benefits \$25,702 Custodian LCFF S&C
2. Implement Character Development curriculum.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies \$10,000 LCFF S&C

3. Repair facilities (i.e. asphalt, roof, auditorium curtains).	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplies \$200,000 Rentals, Leases, & Repairs \$400,000 LCFF S&C
4. District stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stakeholder meetings Supplies \$200 services/operati ng expenses \$800 LCFF S&C

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monitored daily. 20% of facilities that are damaged or worn will be repaired. Priority 1: <ul style="list-style-type: none"> • 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Clean and monitor restrooms.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Custodian Classified Salary \$51,800 Benefits \$26,200 Custodian LCFF S&C
2. Implement Character Development curriculum.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies \$10,000 LCFF S&C

3. Repair facilities	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stakeholder meetings Supplies \$200 services/operating expenses \$800 LCFF S&C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monitored daily. 20% of facilities that are damaged or worn will be repaired. Priority 1: <ul style="list-style-type: none"> • 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Clean and monitor restrooms.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Custodian Classified Salary \$54,000 Benefits \$27,000 Custodian LCFF S&C
2. Implement Character Development curriculum.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost

<p>3. Repair facilities</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supplies, \$250,000 Rentals, Leases, & Repairs \$450,000 LCFF S&C</p>
<p>4. District stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Supplies \$200 services/operati ng expenses \$800 LCFF S&C</p>

GOAL:	#3: Decrease the academic achievement gap for all learners by 25% in language arts and mathematics every year from the established CAHSEE and local measures of assessment.	Related State and/or Local Priorities: 1_ 2_ <u>X</u> 3__ 4_ <u>X</u> 5__ 6_ 7_ <u>X</u> 8_ COE only: 9__ 10__ Local: Specify _____
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Identified Need: There is an achievement gap on the English language arts CSTs with a grade 9 CST 14% proficient rate which is a 34% gap, grade 10 CST 12% proficient which is a 45% gap and grade 11 CST 8% proficient which is a 33%. There is a similar gap on CAHSEE proficiency with our English Learner subgroup when compared to other subgroups. There is a similar type of achievement gap in mathematics with the English learner subgroup. A similar gap is evident on the CMAs.

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	29% English Learner Grade level Proficiency in English 39% English Learner Grade level Proficiency in mathematics Priority 2: Implementation of Academic Content and Performance Standards <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. Priority 4: Pupil Achievement <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
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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. Recovered furlough days.	LEA-wide	<u>X</u> ALL -----	Certificated salaries

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Curriculum alignment, refinement Certificated salaries \$96,909 benefits \$13,091 Books & supplies \$70,000 services/operating expenses \$20,000 LCFF S&C \$50,000 Title I, Title II
4. Instruct students in core content for meaningful	LEA-wide	<input checked="" type="checkbox"/> ALL	Assistant

<p>understanding of content aligned with the CCSS as well as the CCR Anchor Standards. Principal and Assistant Principal of Instruction are responsible for parameters.</p>		<p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Principal Instruction Administrative salary \$97,120 & benefits \$27,880 LCFF S&C</p>
<p>5. Incorporate Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into the instructional programs through AVID methodologies.</p>	<p>LEA-wide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$22,000 benefits \$3,000 Books & supplies \$10,000 services/operating expenses \$10,000 LCFF S&C</p>
<p>6. Collaborative teaching with special education teachers and regular education teachers.</p>	<p>LEA-wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Staff Development Certificated salaries \$19,850 benefits \$2,650 Materials, supplies \$500 services/operating expenses \$2,000 LCFF S&C \$5,000 Title I</p>
<p>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</p>	<p>LEA-wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Professional Development Certificated salaries \$7050 Benefits \$950</p>

<p>responsible for intervention plan, actions, and outcomes.</p>			<p>Materials, supplies \$1000 services/operating expenses \$1,000 LCFF S&C \$10,000 Title 1, Title II</p> <p>Intervention Certificated salaries \$293,548 & benefits \$76,552 LCFF S&C</p>
<p>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.</p>	<p>LEA-wide</p>	<p><u> </u>XALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Professional Development Certificated salaries \$17,600 benefits \$2,400 Materials, supplies, \$5,000 services/operating expenses \$5,000 LCFF S&C \$50,000 Title 1, Title II</p>
<p>9. Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials. Teachers will guide instruction and student learning.</p>	<p>LEA-wide</p>	<p><u> </u>XALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Intervention/Supplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies</p>

			<p>\$500 services/operating expenses \$4,500 LCFF S&C</p> <p>Additional after school transportation Classified salaries \$68,500 Benefits \$29,660 Services/operating expenses \$30,000 LCFF S&C</p>
10. Reduce class sizes for students not attaining proficiency. Principal and Assistant Principal of Instruction are responsible for setting parameters.	LEA-wide	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Additional sections Certificated salaries \$82,845 benefits \$25,952 LCFF S&C</p>
11. 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	LEA-wide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Professional development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C</p>
12. Purchase intervention software that incorporates reading, listening, speaking and writing.	LEA-wide	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Software Books & supplies \$2,000 Services/operating expenses \$23,000 LCFF S&C</p>

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

		___Other Subgroups:(Specify)_____	benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA-wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Books and Supplies \$50,000 LCFF S&C \$30,000 Title I
18. Implement Summer Bridge Program.	LEA-wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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 Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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 Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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 meetings

<p>District support including parent outreach and assistance.</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$500 services/operating expenses \$1,500 LCFF S&C</p> <p>Classified salaries \$11,600 benefits \$2,400 Services & other operating expenses \$1,000 LCFF S&C</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>38% English Learner Grade level Proficiency in English</p> <p>48% English Learner Grade level Proficiency in mathematics</p> <p>Priority 2: Implementation of Academic Content and Performance Standards</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 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
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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	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	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 teachers for targeted instruction at each of the PI schools to close the achievement gap.	DHS and RFK	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	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 practices aligned with the CCSS.	LEA-wide	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Curriculum alignment, refinement Certificated salaries \$88,100 benefits \$11,900 Books & supplies

			\$70,000 services/operating 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated salaries \$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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Staff Development Certificated salaries \$19,850 benefits \$2,650 Materials, supplies \$500 services/operating expenses \$2,000 LCFF S&C

			\$5,000 Title I
<p>7. Administer intervention by promoting reading and writing instruction and mathematics intervention.</p> <p>Create a Response to Intervention plan for students who are non-proficient in reading or writing.</p> <p>Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Development</p> <p>Certificated salaries \$7050</p> <p>Benefits \$950</p> <p>Materials, supplies \$1000</p> <p>services/operating expenses \$1,000</p> <p>LCFF S&C \$10,000</p> <p>Title 1, Title II</p> <p>Intervention</p> <p>Certificated salaries \$293,548 & benefits \$76,552</p> <p>LCFF S&C</p>
<p>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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Professional Development</p> <p>Certificated salaries \$17,600</p> <p>benefits \$2,400</p> <p>Materials, supplies, \$5,000</p> <p>services/operating expenses \$5,000</p> <p>LCFF S&C \$50,000</p> <p>Title 1, Title II</p>
<p>9. Provide supplementary Mathematics instruction, RTI,</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p>	Intervention/Su

<p>academic interventions, and afterschool tutorials.</p>		<p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>pplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies \$500 services/operating expenses \$4,500 LCFF S&C</p> <p>Additional after school transportation Classified salaries \$74,150 Benefits \$30,850 Services/operating expenses \$30,000 LCFF S&C</p>
<p>10. Reduce class sizes for students not attaining proficiency.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Additional sections Certificated salaries \$86,987 benefits \$26,512 LCFF S&C</p>
<p>11. Utilize levels of performance as measured by pass rates, CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions.</p>	<p>LEA-wide</p>	<p>__XALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Professional development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C</p>

<p>12. Purchase intervention software that incorporates reading, listening, speaking and writing.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Software Books & supplies \$2,000 Services/operating expenses \$23,000 LCFF S&C</p>
<p>13. Provide additional compensation for teachers to provide intervention after school.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salary for Afterschool tutorial Certificated salaries \$30,850 benefits \$4,150 Books & supplies \$5,000 LCFF S&C</p>
<p>14. Provide extra duty pay to create learning plans, review student data, refine curriculum.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Extra duty pay Certificated salaries \$13,215 benefits \$1,785 Books & supplies \$1,000 services/operating expenses \$1,000 LCFF S&C</p>
<p>15. Provide additional intervention during the school day.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Intervention Certificated salaries \$225,496 benefits \$89,504 Books & supplies \$5,000 LCFF S&C</p>

			\$78,750 Title I
16. Reduce class size for English Learners.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost to reduce class size Certificated salaries \$97,330 benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books & supplies, \$50,000 LCFF S&C \$30,000 Title 1
18. Implement Summer Bridge Program.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administrative Salaries \$147,648 Benefits \$36,452 Certificated Salaries \$259,554 Benefits \$50,546 Classified Salaries \$134,182 Benefits \$71,618 LCFF S&C

<p>20. Student and staff recognition and incentives.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$5,000, Services/operating expenses \$10,000 LCFF S&C</p>
<p>21. District stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>District support including parent outreach and assistance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 services/operating expenses \$1,500 LCFF S&C</p> <p>Classified salaries \$11,600 benefits \$2,400 Services & other operating expenses \$1,000 LCFF S&C</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>38% English Learner Grade level Proficiency in English</p> <p>48% English Learner Grade level Proficiency in mathematics</p> <p>Priority 2: Implementation of Academic Content and Performance Standards</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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%
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	<p>increase over previous year.</p> <ul style="list-style-type: none"> • 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 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
<p>1. Increase support services, monitoring, and instructional time for all students.</p>	<p>LEA-wide</p>	<p><u> </u>XALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Recover furlough days Certificated salaries \$407,959 Classified salaries \$159,951 benefits \$88,417 Total Cost- \$656,327 LCFF S&C</p>
<p>2. Hire additional English and mathematics teachers for targeted instruction at each of the PI schools to close the achievement gap.</p>	<p>DHS and RFK</p>	<p><u> </u>XALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Two English teachers Certificated salaries \$117,500 benefits \$47,300 One mathematics teacher Certificated salary \$59,800 Benefits \$22,600 LCFF S&C</p>
<p>3. Provide core content classroom instruction practices aligned with the CCSS.</p>	<p>LEA-wide</p>	<p><u> </u>XALL -----</p>	<p>Curriculum alignment,</p>

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated salaries \$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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Staff Development Certificated salaries \$19,850 benefits \$2,650

			Materials, supplies \$500 services/operating expenses \$2,000 LCFF S&C \$5,000 Title I
<p>7. Administer intervention by promoting reading and writing instruction and mathematics intervention.</p> <p>Create a Response to Intervention plan for students who are non-proficient in reading or writing.</p> <p>Counselors, Psychologist and site administration will be responsible for intervention plan, actions, and outcomes.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development Certificated salaries \$7050 Benefits \$950 Materials, supplies \$1000 services/operating expenses \$1,000 LCFF S&C \$10,000 Title 1, Title II Intervention Certificated salaries \$293,548 & benefits \$76,552 LCFF S&C
<p>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.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development Certificated salaries \$17,600 benefits \$2,400 Materials, supplies, \$5,000

			services/operating expenses \$5,000 LCFF S&C \$50,000 Title 1, Title II
9. Provide supplementary Mathematics instruction, RTI, academic interventions, and afterschool tutorials.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Intervention/Supplementary Instruction Certificated salaries \$98,250 benefits \$13,250 Materials, supplies \$500 services/operating expenses \$4,500 LCFF S&C Additional afterschool 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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Additional sections Certificated salaries \$91,337 benefits \$27,099 LCFF S&C
11. Utilize levels of performance as measured by pass rates,	LEA-wide	<input checked="" type="checkbox"/> ALL	Professional

<p>CAHSEE, EAP, AP and local assessments to provide the appropriate instruction and interventions.</p>		<p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>development Certificated salaries \$480,480 benefits \$179,520 LCFF S&C</p>
<p>12. Purchase intervention software that incorporates reading, listening, speaking and writing.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Software Books & supplies \$2,000 Services/operating expenses \$23,000 LCFF S&C</p>
<p>13. Provide additional compensation for teachers to provide intervention after school.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Salary for Afterschool tutorial Certificated salaries \$30,850 benefits \$4,150 Books & supplies \$5,000 LCFF S&C</p>
<p>14. Provide extra duty pay to create learning plans, review student data, refine curriculum.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Extra duty pay Certificated salaries \$13,215 benefits \$1,785 Books & supplies \$1,000 services/operating expenses \$1,000 LCFF S&C</p>
<p>15. Provide additional intervention during the school day.</p>	<p>LEA-wide</p>	<p>__ALL ----- OR:</p>	<p>Intervention Certificated salaries</p>

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost to reduce class size Certificated salaries \$97,330 benefits \$42,670 LCFF S&C
17. Purchase supplementary materials and supplies.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books & supplies, \$50,000 LCFF S&C \$30,000 Title 1
18. Implement Summer Bridge Program.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books & supplies \$5,000, Services/operating 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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

<p>GOAL:</p>	<p>#4: Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.</p>	<p>Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6__ 7_X 8_ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>There is a slight decline the last year of the API with the English learners and special education district wide. Delano High Special Education API continues in the high 400s. RFK special education API went down from 613 to 558.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: English learners and special education</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>40 point growth on API of ELs and special education subgroups</p> <p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 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. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p>	

	<ul style="list-style-type: none"> 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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
<p>1. Ensure every student will be provided with standards-based/standards aligned core instructional materials.</p> <p>Provide core content classroom instruction aligned with CCSS.</p> <p>Provide targeted, coherent and sequential professional development and academic interventions.</p>	LEA wide	<p><u>_</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_X</u>Other Subgroups:(Specify) <u>_</u>Special Education</p>	<p>Supplementary standards aligned materials for ELD Books & supplies \$40,000 LCFF S&C \$20,000 Title 1</p>
<p>2. Refine instruction, curriculum, and assessments.</p> <p>Utilize district/site local assessments to measure the quality of instruction and student learning.</p> <p>Teachers will guide instruction and student learning.</p>	LEA wide	<p><u>_</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_X</u>Other Subgroups:(Specify) <u>_</u>Special Education</p>	<p>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</p>
<p>3. Reduce class sizes to accomplish goal</p>	LEA wide	<p><u>_</u>ALL -----</p>	<p>Additional teacher periods</p>

		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>(3 per site) Certificated salaries \$65,404 benefits \$23,596 LCFF S&C \$64,000 Title I</p>
<p>4. Provide CCSS tutorial on specific learning gaps.</p>	<p>LEA wide</p>	<p><u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>After school tutorials, cost for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C</p> <p>Transportation cost for after school tutorials Classified salaries \$22,586 Benefits \$12,414 Services/operating expenses \$30,000 LCFF S&C</p>
<p>5. Provide Saturday Tutorials</p>	<p>LEA wide</p>	<p><u>ALL</u> ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost of teachers for Saturday School Certificated salaries \$22,906 benefits \$3094</p>

			Books & supplies \$1,000 LCFF S&C \$13,000 Title 1
6. Provide Evening Tutorial	LEA wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Cost of teachers for p.m. tutorial Certificated salaries \$12,334 Benefits \$1,666 Books & supplies \$1,000 LCFF S&C
7. Purchase data management system	LEA wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Software Books & supplies \$8,000 Services/operating expenses \$ 1,000 LCFF S&C \$3,000 Title I
8. Hire additional English and mathematics teacher for Delano High School and Robert F. Kennedy, respectively, to improve subgroup proficiency. Hire a 4 hour clerical to assist EL subgroup.	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Certificated salaries \$123,760 benefits \$46,234 LCFF S&C Clerical Classified salaries \$20,517 benefits \$11,983 LCFF S&C

<p>9. Provide support staff to assist English Learners meet academic goals.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrative salary \$60,365 benefits \$14,903 certificated salary \$106,117 benefits \$20,666 classified salary \$54,859 Benefits \$29,281 LCFF S&C</p>
<p>10. Provide student and staff recognition and incentives.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$4,000 Services/operating expenses \$11,000 LCFF S&C</p>
<p>11. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$12,415 benefits \$2,585 LCFF S&C</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable</p>	<p>60 point growth on API of ELs and special education.</p>
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<p>Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 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. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 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. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

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

		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C</p> <p>Transportation cost for after school tutorials Classified salaries \$24,241 Benefits \$12,759 Services/operating expenses \$30,000 LCFF S&C</p>
<p>5. Provide Saturday School</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>teachers for Saturday School Certificated salaries \$22,906 benefits \$3094 Books & supplies \$1,000 LCFF S&C \$13,000 Title 1</p>
<p>6. Provide Evening Tutorial</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost of teachers for p.m. tutorial Certificated salaries \$12,334</p>

			Benefits \$1,666 Books & supplies \$1,000 LCFF S&C
7. Purchase data management system	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Software Books & supplies \$8,000 Services/operating expenses \$ 1,000 LCFF S&C \$3,000 Title I
8. Hire additional English and mathematics teacher for Delano High School and Robert F. Kennedy, respectively, to improve subgroup proficiency. Four hour clerical to assist EL subgroup.		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated salaries \$123,760 benefits \$46,234 LCFF S&C Clerical Classified salaries \$20,517 benefits \$11,983 LCFF S&C
9. Provide support staff to assist English Learners meet academic goals.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administrative salary \$66,605 benefits \$16,444 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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Books & supplies \$4,000 Services/operating 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C Outreach and assistance Classified salaries \$12,415 benefits \$2,585 LCFF S&C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	60 point growth on API of ELs and special education. Priority 1: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.
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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
<p>1. Ensure every student will be provided with standards-based/standards aligned core instructional materials.</p> <p>Provide core content classroom instruction aligned with CCSS.</p> <p>Administer intervention by promoting reading and writing instruction.</p>	<p>LEA wide</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>XEnglish Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>XOther Subgroups:(Specify) <u> </u>Special Education</p>	<p>Supplementary materials for ELD</p> <p>Books & supplies, Services/operating expenses</p> <p>\$47,000</p> <p>LCFF S&C</p>

<p>Provide targeted, coherent and sequential professional development and academic interventions.</p>			<p>\$20,000 Title I</p>
<p>2. Refine instruction, curriculum, and assessments.</p> <p>Utilize district/site local assessments to measure the quality of instruction and student learning.</p>	<p>LEA wide</p>	<p><u>_</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_X</u>Other Subgroups:(Specify) <u>_</u>Special Education</p>	<p>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</p>
<p>3. Reduce class sizes to implement program.</p>	<p>LEA wide</p>	<p><u>_</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_X</u>Other Subgroups:(Specify) <u>_</u>Special Education</p>	<p>Additional teacher periods (3 per site) Certificated salaries \$71,421 benefits \$24,409 LCFF S&C \$64,000 Title I</p>
<p>4. Provide CCSS tutorial on specific learning gaps.</p>	<p>LEA wide</p>	<p><u>_</u>ALL ----- OR: <u>_</u>Low Income pupils <u>_X</u>English Learners <u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient <u>_X</u>Other Subgroups:(Specify) <u>_</u>Special Education</p>	<p>After school tutorials, cost for all sites Certificated salaries \$7930 Benefits \$1070 Books & supplies \$1,000 LCFF S&C</p>

			Transportation cost for after school tutorials Classified salaries \$24,241 Benefits \$12,759 Services/operating expenses \$30,000 LCFF S&C
5. Provide Saturday School	LEA wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___XRedesignated fluent English proficient ___Other Subgroups:(Specify)_____	Teachers for Saturday School Certificated 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 pupils ___XEnglish Learners ___Foster Youth ___XRedesignated fluent English proficient ___Other Subgroups:(Specify)_____	Cost of teachers for p.m. tutorial Certificated salaries \$12,334 Benefits \$1,666 Books & supplies \$1,000 LCFF S&C
7. Purchase data management system	LEA wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___XRedesignated fluent English proficient	Software Books & supplies \$8,000 Services/operat

		___Other Subgroups:(Specify)_____	ing expenses \$ 1,000 LCFF S&C \$3,000 Title I
8. Hire additional English and mathematics teacher for Delano High School and Robert F. Kennedy, respectively, to improve subgroup proficiency. Four hour clerical to assist EL subgroup.		___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___XRedesignated fluent English proficient ___Other Subgroups:(Specify)_____	Certificated salaries \$123,760 benefits \$46,234 LCFF S&C Clerical Classified salaries \$20,517 benefits \$11,983 LCFF S&C
9. Provide support staff to assist English Learners meet academic goals.	LEA Wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Administrative salary \$73,033 benefits \$18,031 certificated salary \$128,386 benefits \$25,002 classified salary \$66,372 benefits \$35,425 LCFF S&C
10. Provide student and staff recognition and incentives.	LEA wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Books & supplies \$4,000 Services/operating expenses \$11,000 LCFF S&C
11. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.	LEA wide	___XALL -----	Stakeholder meetings

<p>Provide district support including parent outreach and assistance.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$12,415 benefits \$2,585 LCFF S&C</p>
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GOAL:	#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.	Related State and/or Local Priorities: 1_ 2_X 3_X 4_X 5_X 6_ 7_X 8X COE only: 9__ 10__ Local: Specify _____
Identified Need:	The UC a-g rates at all three high schools are below the state level. On EAP college readiness, DHS had a 14% decrease and RFK a 23% decrease. Career Technical Education completers are below 5 percent.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	42% UC a-g eligible graduates 40% CTE pathway completers 35% EAP passing 26% AP passing rate Priority 2: <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. • Based on classroom observations, instructional content and methodology 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	

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 - Middle school dropout rates: Not Applicable
 - Graduation rate: 93.5%
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- 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
<p>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.</p> <p>Counselors will be responsible for the placement and development of a ten year sequential and coherent plan.</p> <p>Monitor students at least every five weeks. Counselors are responsible for the monitoring.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Focus on Freshman Certificated salaries \$4053 Benefits \$547 Books & supplies \$400 LCFF S&C \$5,000 Title I</p> <p>Augmented CTE and UC a-g opportunities Certificated salaries \$396,704 benefits \$164,296 LCFF S&C</p> <p>Books &</p>

			supplies \$20,000 Services/operating 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	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase UC a-g online program Books & supplies \$15,000

			<p>Services/operating expenses \$10,000 LCFF S&C</p> <p>Cost \$20,000 Migrant funds</p>
5. Provide visitations to four year universities, community colleges, and/or vocational schools	LEA wide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services/operating expenses \$25,000 LCFF S&C</p> <p>\$15,000 Title I</p>
6. Increase CTE opportunities for our students by adding CTE offerings.	DHS and CCHS	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Agricultural Mechanics (DHS) & Industrial Technology & Agriculture Teacher (CCHS) Two certificated salaries \$126,439 benefits \$46,601 LCFF S&C</p>
7. Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.	LEA wide	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>

			<p>\$700 LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Home Ec. @ CCHS salary \$60,118 Benefits \$22,882 LCFF S&C</p> <p>Health Medicine @ DHS salary \$60,118 Benefits \$22,882 LCFF S&C</p> <p>Business/math @ RFK salary \$108,784 Benefits \$44,216 LCFF S&C</p> <p>SH teacher @ CCHS salary \$60,118 Benefits \$22,882 LCFF S&C</p> <p>Health Medicine @ CCHS, RFK,</p>

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

<p>12. Purchase van to transport severely handicapped students to job skills training and shadowing with community and business partners. This will improve principally directed student learning/achievement and prepare them for career readiness.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education SH</u></p>	<p>Capital Outlay \$32,000 LCFF S&C</p>
<p>13. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Books & supplies \$2,000 Services/operating expenses \$8,000 LCFF S&C</p>
<p>14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$8,276 Benefits \$1,724 LCFF S&C</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>45% UC a-g eligible graduates 50% CTE pathway completers 40% EAP passing 29% AP passing rate</p> <p>Priority 2:</p> <ul style="list-style-type: none"> 100% implementation of academic content and performance standards including English Learner access to CCSS. Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. <p>Priority 3: Parental Involvement</p>
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- 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. Counselors will be responsible for the placement and development of a ten year sequential and coherent plan.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Focus on Freshman Certificated salaries \$4053

<p>Monitor students at least every five weeks. Counselors are responsible for the monitoring.</p>		<p>Other Subgroups:(Specify)_____</p>	<p>Benefits \$547 Books & supplies \$400 LCFF S&C \$5,000 Title I</p> <p>Augmented CTE and UC a-g opportunities Certificated salaries \$408,837 benefits \$165,935 LCFF S&C</p> <p>Books & supplies \$20,000 Services/operating expenses \$5,000 LCFF S&C</p>
<p>2. Provide afterschool tutorial, academic intervention, concurrent enrollment in college courses and other interventions.</p> <p>Principals and assistant principals of learning will identify. Teachers will be responsible for all re-teaching and instruction.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Cost for after school tutorial Certificated salaries \$21,144 benefits \$2,856 Books & supplies \$2,000 LCFF S&C</p>
<p>3. Implement and monitor the instruction of Career Readiness Anchor Standards (CCR) in English language arts and Career Technical Education (CTE) courses.</p> <p>Teachers will be responsible for the implementation and the Principal and Assistant Principal of Learning are</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Cost to align curriculum – Certificated salaries \$31,716 benefits</p>

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

<p>7. Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost of mentor to meet twice a month to develop a plan</p> <p>Certificated Salary \$2,643</p> <p>benefits \$357</p> <p>Classified salaries \$1,076</p> <p>Benefits \$224</p> <p>Services/operating expenses \$700</p> <p>LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Home Ec. @ CCHS salary \$61,880</p> <p>Benefits \$23,120</p> <p>LCFF S&C</p> <p>Health Medicine @ DHS salary \$61,880</p> <p>Benefits \$23,120</p> <p>LCFF S&C</p> <p>Business @ RFK salary \$110,545</p> <p>Benefits \$44,455</p> <p>LCFF S&C</p>

			<p>SH teacher @ CCHS salary \$61,880 Benefits \$23,120 LCFF S&C</p> <p>Health Medicine @ CCHS, RFK, \$170,000 CPPT</p>
9. Foreign language teacher to increase UC a-g and AP college readiness.	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Certificated Spanish Teacher RFK/DHS salary \$61,880 Benefits \$23,120 LCFF S&C</p>
10. Allocate resources for PSAT, SAT and AP fees. Allocate resources for GED and CHSPE test fees.	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>PSAT, SAT, ACT, and AP Services/operating expenses \$12,000 LCFF S&C</p> <p>GED, CHSPE Books & supplies \$1,000 Services/operating expenses \$1,000</p>
11. Purchase college readiness supplementary instructional materials (computer based, hard copy).	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Books & supplies 30,000 Services/operating expenses \$10,000 LCFF S&C</p>

<p>12. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$2,000 Services/operating expenses \$8,000 LCFF S&C</p>
<p>13. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$8,276 Benefits \$1,724 LCFF S&C</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>45% UC a-g eligible graduates 50% CTE pathway completers 40% EAP passing 29% AP passing rate</p> <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access CCSS. • Based on classroom observations, instructional content and methodology as well as student performance assessment data, English Learners are provided 100% instruction and instructional materials aligned to the ELD and ELA CCSS. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments:
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- 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
<p>1. Ensure students complete UC a-g courses and/or Career Technical Education pathway. Increase CTE offerings.</p> <p>Counselors will be responsible for the placement and development of a ten year sequential and coherent plan.</p> <p>Monitor students at least every five weeks. Counselors are responsible for the monitoring.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Focus on Freshman Certificated salaries \$4053 Benefits \$547 Books & supplies \$400 LCFF S&C \$5,000</p>

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

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

			\$357 Classified salaries \$1,076 Benefits \$224 Services/operating expenses \$700 LCFF S&C
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	<p><input type="checkbox"/> X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	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
9. Foreign language teacher to increase UC a-g and AP college readiness.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Spanish Teacher RFK/DHS salary \$61,880 Benefits \$23,120 LCFF S&C
10. Allocate resources for PSAT, SAT and AP fees. Allocate resources for GED and CHSPE test fees.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	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
11. Purchase college readiness supplementary instructional materials (computer based, hard copy).	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Books & supplies 30,000 Services/operat ing expenses \$10,000 LCFF S&C
12. Provide student and staff recognition and incentives for students passing local and state targets.	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Books & supplies \$2,000 Services/operat ing expenses \$8,000 LCFF S&C
13. Conduct district stakeholder meetings for data analysis,	LEA wide	<input checked="" type="checkbox"/> ALL	Stakeholder

<p>outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>meetings</p> <p>Books & supplies</p> <p>\$500</p> <p>Services/operating expenses</p> <p>\$1,500</p> <p>LCFF S&C</p> <p>Outreach and assistance</p> <p>Classified salaries</p> <p>\$8,276</p> <p>Benefits</p> <p>\$1,724</p> <p>LCFF S&C</p>
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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 maintained a minimum 90% four year cohort graduation rate.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>90% Cohort graduation rate</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 7: Course Access</p>	

	<ul style="list-style-type: none"> 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
<p>1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.</p> <p>Provide students with dual enrollment with Bakersfield College and the Adult School.</p> <p>Expose students to Learner Persistence strategies at the Adult School.</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Counselors will monitor and adjust plan each semester</p> <p>No additional cost</p>
<p>2. Reduce class sizes for students who are struggling students.</p>	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Cost of staff for additional sections</p> <p>Certificated salaries \$126,783</p> <p>Benefits \$46,648</p> <p>LCFF S&C</p> <p>Supplementary materials and supplies \$10,000</p> <p>LCFF S&C</p>
<p>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.</p> <p>Counselor will be responsible for monitoring progress and providing interventions and support.</p>	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>
<p>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.</p>	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Two Achieve Academy teachers</p> <p>Certificated salaries \$172,212</p> <p>Benefits</p>

			\$52,784 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	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, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Assistant Principal, Student Affairs Specialist, Counselor No additional cost
7. Develop an Accelerated/Retention Plan for students who are deficient in credits.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No additional cost
9. Implement parent trainings to educate parents on readiness for College. Principal shall be responsible for training parent.	LEA wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Books & supplies \$2,000 Services/operating expenses Cost: \$2,000 LCFF S&C
10. Conduct evening home visits	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Cost of personnel for home visits Classified salary

		___Other Subgroups:(Specify)_____	\$4,138 benefits \$862 LCFF S&C
11. Provide support for tutorials in Earlimart and Richgrove	LEA wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___XFoster Youth ___XRedesignated fluent English proficient ___Other 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
12. 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
13. Hire two special education assistants to help new SH teacher with one-on-one teaching of skills.	LEA wide	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient XOther Subgroups:(Specify)___Severely handicapped subgroup_____	Classified salaries \$55,343 benefits \$34,657 LCFF S&C
14. Recognize and provide incentives for student and staff passing or attaining local and state targets.	LEA wide	___ALL ----- OR: ___Low Income pupils ___XEnglish Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Books & supplies \$2,000 Services/operat ing expenses \$8,000 LCFF S&C
15. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis. Provide district support including parent outreach and	LEA wide	___XALL ----- OR: ___Low Income pupils ___English Learners	Stakeholder meetings Books & supplies

<p>assistance.</p>		<p>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$3,311 Benefits \$689 Books & supplies \$500 Services/operating expenses \$1,000 LCFF S&C</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>90% Cohort graduation rate</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p>
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	<ul style="list-style-type: none"> 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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
<p>1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.</p> <p>Counselors will monitor and adjust plan each semester.</p> <p>Provide students with dual enrollment with Bakersfield College and the Adult School.</p> <p>Expose students to Learner Persistence strategies at the Adult School.</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	No additional cost
<p>2. Reduce class sizes for students who are struggling students.</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost of staff for additional sections</p> <p>Certificated salaries \$131,367</p> <p>Benefits \$47,267</p> <p>LCFF S&C</p> <p>Books & supplies \$10,000</p> <p>LCFF S&C</p>
<p>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.</p> <p>Counselor will be responsible for monitoring progress</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	No additional cost

<p>and providing interventions and support.</p> <p>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.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Two Achieve Academy teachers Certificated salaries \$180,141 benefits \$53,855 Cost - \$233,996 LCFF S&C</p>
<p>5. Provide support services through the school psychologist, school counselor, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Support services Two Resource Officers Classified salary \$90,344 benefits \$49,656 LCFF S&C</p>
<p>6. Provide additional support to help students stay in school through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Assistant Principal, Student Affairs Specialist, Counselor No additional cost</p>
<p>7. Develop an Accelerated/Retention Plan for students who are deficient in credits.</p> <p>Contact parents daily on student absences using Blackboard Connect.</p> <p>Principal, Assistant Principal, attendance personnel are responsible for contacting parents.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Counselors No additional cost</p>
<p>8. Implement parent trainings to educate parents on readiness for College.</p> <p>Principal shall be responsible for training parent.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Books & supplies \$2,000 Services/operating expenses Cost: \$3,000 LCFF S&C</p>

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

			LCFF S&C
<p>14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>	LEA wide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$3,311 Benefits \$689 Books & supplies \$500 Services/operating expenses \$1,000 LCFF S&C</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>90% Cohort graduation rate</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner declined 2.65%
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	<ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Develop and adhere to a coherent and sequential ten year plan leading to college or career readiness.</p> <p>Counselors will monitor and adjust plan each semester.</p> <p>Provide students with dual enrollment with Bakersfield College and the Adult School.</p> <p>Expose students to Learner Persistence strategies at the Adult School.</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	No additional cost
<p>2. Reduce class sizes for students who are struggling students.</p>	LEA wide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Cost of staff for additional sections</p> <p>Certificated salaries \$136,088</p> <p>benefits \$47,905</p> <p>LCFF S&C</p>

			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	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	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	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Two Achieve Academy teachers 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	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other 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, drop-out prevention outreach, home visitations, parent conferences, Student Study Teams (SSTs), and grade level meetings for parents every semester.	LEA wide	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other 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	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	Counselors No additional cost

<p>Principal, Assistant Principal, attendance personnel are responsible for contacting parents.</p>		<p>___Other Subgroups:(Specify)_____</p>	
<p>8. Implement parent trainings to educate parents on readiness for College.</p> <p>Principal shall be responsible for training parent.Parent Institute of Quality Education to educate parents on readiness for College.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$2,000 Services/operating expenses Cost: \$3,000 LCFF S&C</p>
<p>9. Conduct evening home visits</p>	<p>LEA wide</p>	<p><input type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input checked="" type="checkbox"/>English Learners <input checked="" type="checkbox"/>Foster Youth <input checked="" type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Cost of personnel for home visits Classified salary \$4,138 benefits \$862 LCFF S&C</p>
<p>10. Provide support for tutorials in Earlimart and Richgrove</p>	<p>LEA wide</p>	<p><input type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input checked="" type="checkbox"/>English Learners <input checked="" type="checkbox"/>Foster Youth <input checked="" type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$14,096 benefits \$1,904 Books & supplies \$2,000 Services/operating expenses \$1,000 LCFF S&C \$10,000 Title I</p>
<p>11. Conduct Parent Awareness workshops</p>	<p>LEA wide</p>	<p><input type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input checked="" type="checkbox"/>English Learners <input checked="" type="checkbox"/>Foster Youth <input checked="" type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	<p>Books & supplies \$200 Services/operating expenses \$1,000 LCFF S&C</p>

<p>12. Hire two special education assistants to help new SH teacher with one-on-one teaching of skills.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Severely handicapped subgroup</u></p>	<p>Classified salary \$60,647 benefits \$35,761 LCFF S&C</p>
<p>13. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Books & supplies \$2,000 Services/operating expenses \$8,000 LCFF S&C</p>
<p>14. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p> <p>Provide district support including parent outreach and assistance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p> <p>Outreach and assistance Classified salaries \$3,311 Benefits \$689 Books & supplies \$500 Services/operating expenses \$1,000 LCFF S&C</p>

<p>GOAL:</p>	<p>#7 Expulsion rate decrease to a .15% Suspension rate decrease to 4.5%</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7_ 8_ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>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 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 rate and .1% expulsion rate the last two years.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain below .15% expulsion rate; 5% suspension rate</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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
<p>1. Foster an educational environment where students can attain academic success.</p> <p>Principal will be responsible to promote culture and district mission.</p>	LEA wide	<p><u>X</u>ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Hire one bus driver, one grounds person Classified salary \$77,930 benefits \$47,070 LCFF S&C</p> <p>Promote culture and district mission Books & supplies \$10,000 Services/operating expenses \$30,000 LCFF S&C</p>
<p>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.</p> <p>Provide professional development on strategies to reduce suspensions and expulsions.</p>	LEA wide	<p><u>X</u>ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Teacher for the STAND program Certificated salary \$51,308 benefits \$21,692</p> <p>Professional development: Books & supplies \$5,000 Services/operating expenses \$10,000</p>

<p>3. Provide academic interventions and academic acceleration options for students to stay on track for graduation.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF S&C Academic Intervention Teacher at each school site Certificated salaries \$189,448 benefits \$69,875 LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dean of Students: Administrative salary \$83,630 benefits \$26,058 LCFF S&C</p>
<p>5. Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$73,333 benefits \$24,667 LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Supplies \$51,537 Rentals, Leases, & Repairs \$150,000 LCFF S&C</p>
<p>7. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Maintain below .1% expulsion rate; 4.5% suspension rate		
	<p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> 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 attain academic success Principal will be responsible to promote culture and district mission	LEA wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Hire one bus driver, one grounds person Classified salary \$82,067

			<p>benefits \$47,933 LCFF S&C</p> <p>Promote culture and district mission Books & supplies \$10,000 Services/operating expenses \$30,000 LCFF S&C</p>
<p>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.</p> <p>Provide professional development on strategies to reduce suspensions and expulsions.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Teacher for the STAND program Certificated salary \$54,832 benefits \$22,168</p> <p>Professional development: Books & supplies \$5,000 Services/operating expenses \$10,000 LCFF S&C</p>
<p>3. Provide academic interventions and academic acceleration options for students to stay on track for graduation.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Academic Intervention Teacher at each school site Certificated salaries \$200,109 benefits \$71,315 LCFF S&C</p>

<p>4. Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs).</p> <p>Assistant Principal, intervention teacher, Counselors, SAS, and support personnel will be responsible for identifying services.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dean of Students: Administrative salary \$89,251 benefits \$26,817 LCFF S&C</p>
<p>5. Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$79,500 benefits \$25,500 LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Supplies \$50,000 Rentals, Leases, & Repairs \$150,000 LCFF S&C</p>
<p>7. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Stakeholder meetings Books & supplies \$500 Services/operating expenses \$1,500 LCFF S&C</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain below .1% expulsion rate; 4.5% suspension rate.</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: CAHSEE proficiency: ELA declined 0.1%, ELA English Learner declined 1.3%, Math increased 1.3%, Math English Learner
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	<p>declined 2.65%</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> Suspension rates declined 0.4%. Expulsions rate 0.3% Student, parent and teacher surveys indicate 99% feel safe and connected to school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Foster an educational environment where students can attain academic success</p> <p>Principal will be responsible to promote culture and district mission</p>	<p>LEA wide</p>	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Hire one bus driver, one grounds person</p> <p>Classified salary \$85,295</p> <p>benefits \$48,605</p> <p>LCFF S&C</p> <p>Promote culture and district mission</p> <p>Books & supplies \$10,000</p> <p>Services/operating expenses</p>

			\$30,000 LCFF S&C
<p>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.</p> <p>Provide professional development on strategies to reduce suspensions and expulsions.</p>	LEA wide	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Teacher for the STAND program Certificated salary \$56,867 benefits \$22,443</p> <p>Professional development: Books & supplies \$5,000 Services/operating expenses \$10,000 LCFF S&C</p>
<p>3. Provide academic interventions and academic acceleration options for students to stay on track for graduation.</p>	LEA wide	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Academic Intervention Teacher at each school site Certificated salaries \$212,070 benefits \$72,930 LCFF S&C</p>
<p>4. Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs).</p>	LEA wide	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Dean of Students: Administrative salary \$92,319 benefits \$27,231 LCFF S&C</p>
<p>5. Provide two additional periods of independent study at RFK and CCHS and three periods at DHS.</p>	LEA wide	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners</p>	<p>Certificated salaries \$82,275 benefits</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stakeholder meetings Books & supplies \$500 Services/operat ing expenses \$1,500 LCFF S&C

GOAL:	#8: Increase teacher contact to 50% of the students by 2016-2017.	Related State and/or Local Priorities: 1_ 2_ 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ 7_ 8_ COE only: 9_ 10_ Local: Specify _____		
Identified Need:	Over 50% of the students surveyed indicated that teachers do not contact parents when they are having trouble learning.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Teachers will make contact with 40% of student parents.			
	<p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% 			
Actions/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	<u>X</u> ALL	Cost of

<p>academically to expectations.</p> <p>Teachers will be responsible for calling or writing parents when students are not performing to expectations.</p>		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>translation classified salaries \$5,794 benefits \$1.206 LCFF S&C</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers make contact with 50% of student parents</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 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. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Inform parents when students are not performing academically to expectations.</p> <p>Teachers will be responsible for calling or writing parents when students are not performing to expectations.</p>	<p>LEA wide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost of translation classified salaries \$5,794 benefits \$1.206 LCFF S&C</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers make contact with 60% of student parents</p> <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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%
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>1. Inform parents when students are not performing academically to expectations.</p> <p>Teachers will be responsible for calling or writing parents when students are not performing to expectations.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost of translation classified salaries \$5,794 benefits \$1.206 LCFF S&C</p>
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GOAL:	#9: Provide at least two planned opportunities annually for teachers to go over goals and plans and provide for staff input.	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 take part in the decision making within the district.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	55% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement.		
	<p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> • 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

<p>1. Analyze data in relation to program and set goals and objectives for their programs.</p> <p>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.</p> <p>Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional cost</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>60% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,</p> <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> • 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Analyze data in relation to program and set goals and objectives for their programs.</p> <p>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.</p> <p>Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.</p>	LEA wide	<p><input checked="" type="checkbox"/> X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	No additional cost

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>65% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement,</p> <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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.
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<ul style="list-style-type: none"> 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
<p>1. Analyze data in relation to program and set goals and objectives for their programs.</p> <p>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.</p> <p>Provide the opportunity for input and suggestion on the Single School Plan for Student Achievement and the LCAP.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>

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/or Local Priorities: 1_ 2_ 3__ 4_ 5_X 6_ 7__ 8_X COE only: 9__ 10__ Local: Specify _____		
Identified Need:	In Physical Education, our schools are performing below county and state levels in aerobic capacity (State passing 63%, County, 56.7%, DJUHSD 52.1%), body composition (State 58.9%, County 56.2%, DJUHSD 48.3%) and upper body strength (State 75.7%, County 69.5%, DJUHSD 68.4%).			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	62% passing on the PFT Aerobic Activity 55% passing on the PFT Body Composition 75% passing on the PFT Upper Body Strength Priority 5: Pupil Engagement <ul style="list-style-type: none"> 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 EC §51220 <ul style="list-style-type: none"> 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	<u> </u> XALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Professional Development Certificated salaries \$6167 Benefits \$833 Books and supplies \$200

			Services/operating expenses \$300 LCFF S&C
2. Offer nutrition and dancing after school	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials, supplies \$500 services/operating expenses \$1,000 LCFF S&C

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	64% passing on the PFT Aerobic Activity 58% passing on the PFT Body Composition 76% passing on the PFT Upper Body Strength Priority 5: Pupil Engagement <ul style="list-style-type: none"> 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%
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Priority 8: Other Pupil Outcomes EC §51220 <ul style="list-style-type: none"> 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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development Certificated salaries \$6167 Benefits \$833 Books and supplies \$200 Services/operating expenses \$300 LCFF S&C
2. Offer nutrition and dancing after school	LEA wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	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	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials, supplies \$500 services/operati

	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ng expenses \$1,000 LCFF S&C	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>66% passing on the PFT Aerobic Activity 60% passing on the PFT Body Composition 78% passing on the PFT Upper Body Strength</p> <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> 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	<u>__XALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Certificated salaries \$6167 Benefits \$833 Books and supplies \$200 Services/operating expenses \$300 LCFF S&C

<p>2. Offer nutrition and dancing after school</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher salary Certificated salaries \$11,893 benefits \$1,607 Books and supplies \$1,500 LCFF S&C</p>
<p>3. Hire an athletic trainer at each comprehensive school site to teach nutrition and safe physical activity practices.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Three trainer salaries Certificated salaries \$185,640 benefits \$69,360</p>
<p>4. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Materials, supplies \$500 services/operating expenses \$1,000 LCFF S&C</p>

GOAL:	#11 Develop three goals by 2016-2017 in the areas of foreign language, Health, Art, Music, Business Education, and CTE	Related State and/or Local Priorities: 1_ 2_ 3__ 4_X 5_ 6_ 7_X 8_X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Based on input from the Teacher's Association, there is a need to establish goals and objectives and measures of assessment in the areas of Foreign Language, Health, Art, Music, Business Education, and CTE courses.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	LCAP Year 1: 2015-16
Expected Annual Measurable Outcomes:	<p>Teachers develop two goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.</p> <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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. <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> 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.	LEA wide	<u> </u> XALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners	Certificated salaries \$23,787 benefits

<p>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.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,213 Books and supplies \$1,000 Services and other operating expenses \$2,000 LCFF S&C</p>
<p>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.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>
<p>3. Integrate academic content standards through technology-based instruction for purposes of improving academic performance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>
<p>4. Increase opportunity for all students to participate in</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Books and</p>

<p>other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darrer technical education, and other studies prescribed by the governing board.</p>		<p>----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>supplies \$80,000 Services and other operating expenses \$20,000 LCFF S&C</p>
<p>5. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C</p>
<p>6. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers develop three goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.</p> <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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
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	<p>that includes courses and services for SDC, ED, RSP and SH.</p> <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> 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
<p>1. Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark.</p> <p>Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation.</p> <p>Provide professional development and time for curriculum alignment, refinement and modification.</p>	LEA wide	<p><u>X</u>ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$23,787 benefits \$3,213 Books and supplies \$1,000 Services and other operating expenses \$2,000 LCFF S&C</p>
<p>2. Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards.</p> <p>District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices</p>	LEA wide	<p><u>X</u>ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>

<p>3. Integrate academic content standards through technology-based instruction for purposes of improving academic performance.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>
<p>4. Increase opportunity for all students to participate in other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, career technical education, and other studies prescribed by the governing board.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$90,000 Services and other operating expenses \$20,000 LCFF S&C</p>
<p>5. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C</p>
<p>6. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable</p>	<p>Teachers develop three goals for each of the areas of Foreign Language, Health, Art, Music, and Business Education.</p>
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Outcomes:	<p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 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. <p>Priority 8: Other Pupil Outcomes EC §51220</p> <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark.</p> <p>Align assessments and curriculum to promote critical thinking and problem solving, communication, collaboration, creativity and innovation.</p> <p>Provide professional development and time for curriculum alignment, refinement and modification.</p>	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Certificated salaries \$23,787</p> <p>benefits \$3,213</p> <p>Books and supplies \$1,000</p> <p>Services and other operating expenses \$2,000</p> <p>LCFF S&C</p>
<p>2. Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards.</p>	LEA wide	<p><u> </u>XALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p>	<p>Certificated salaries \$39,645</p> <p>benefits \$5,355</p>

<p>District Administration, Principal, and Assistant Principal of Learning arrange for professional development of approved strategies and practices.</p>		<p>___Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$2,000 Services and other operating expenses \$3,000 LCFF S&C \$20,000 Perkins IV</p>
<p>3. Integrate academic content standards through technology-based instruction for purposes of improving academic performance.</p>	<p>LEA wide</p>	<p>__XALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>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</p>
<p>4. Increase opportunity for all students to participate in other outcomes: Visual and performing arts, health, physical education, foreign language, applied arts, darrer technical education, and other studies prescribed by the governing board.</p>	<p>LEA wide</p>	<p>__XALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$90,000 Services and other operating expenses \$20,000 LCFF S&C</p>
<p>5. Provide student and staff recognition and incentives for students passing local and state targets.</p>	<p>LEA wide</p>	<p>__ALL ----- OR: __Low Income pupils __XEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Books and supplies \$2,000 Services and other operating expenses \$8,000 LCFF S&C</p>

<p>6. Conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Books and supplies \$500 Services and other operating expenses \$1,000 LCFF S&C</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal 1: 75% of all core academic subjects will have standards aligned curriculum by the 2016-2017.		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:	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 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.

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	
<u> </u> XALL		<u> </u> XALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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?	Based on data, we have a large percentage of highly qualified teachers in core areas exit our district. Salaries for beginning teachers are at the low end of salary ranges in our county. BTSA training will be provided to all new teachers.		

Original GOAL from prior year LCAP:	Goal 2: Restrooms will be cleaned and monitored daily.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Restrooms will be cleaned and monitored daily.	Actual Annual Measurable Outcomes:	Priority 1: <ul style="list-style-type: none"> • 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 	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Clean and monitor restrooms.	Cost of an additional custodian \$68,586 LCFF S&C	Restrooms are cleaned and monitored daily. Restrooms are checked four times a day: morning, before lunch, during lunch, at the end of the day. Log sheet is signed at each check by the custodian. Additional checks are done by security. Custodian was hired 07/01/2014.	Custodian \$70,485.25	
Scope of service:	LEA wide		Scope of service:	LEA wide
<u> </u> X ALL		<u> </u> X ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
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		__XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals and progress is evident and documented. However, student and staff surveys indicate repairs are needed at some older sites.		

<p>Original GOAL from prior year LCAP:</p>	<p>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.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>20% English Learner Grade level Proficiency in English 30% English Learner Grade level Proficiency in mathematics</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Suspension rates declined 0.4%. Expulsions went from 12 to 14 expulsions.

		Priority 7: Course Access	
		<ul style="list-style-type: none"> 100% of students have access to all courses. 	
LCAP Year: 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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

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

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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 <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduce 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 <input checked="" type="checkbox"/> ALL		Scope of Service: Lea wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchase intervention software that incorporates reading, listening, speaking and writing.		\$25,000	The district advisory reviewed several software providers. However, common core is still in development stages and software companies are still not in compliance with state standards. Thus, no software was purchased for 2014-2015. We have received a contract from Illuminate for the 2015-2016 school year and will purchase the software summer 2015.	
Scope of Service:	LEA wide		Scope of Service:	LEA wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide additional compensation for teachers to provide intervention after school.		Salary for after school tutorial \$40,000 TI, LCFF S&C	Afterschool tutorials were provided at all sites for English Learners and reclassified students.	
Scope of Service:	LEA wide		Scope of Service:	LEA wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide extra duty pay to create learning plans, review student data, refine curriculum.		\$17,000 Title I, LCFF S&C	Instructional staff participated in creating learning plans, reviewing student data, and refining data.	
Scope of Service:	LEA wide		Scope of Service:	LEA wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduce Class Sizes	\$140,000 LCFF S&C, Title I	Reduced class size districtwide.	\$140,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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		Scope of Service: LEA wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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		Scope of Service: LEA wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue with the current actions as a result of progress and goals.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4: Improve the API of English Learner subgroup and Special education subgroup 60 points over the next three years.</p>		<p>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 _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>20 point growth on API of ELs and special education subgroups</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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

			<p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 100% of students have access to all courses. <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	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.	\$60,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u> </u> XALL		<u> </u> XALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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	
<input type="checkbox"/> X ALL		<input type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide targeted, coherent and sequential professional development and academic interventions.	No additional cost	Teachers received professional development in literacy and annotation, deep reading and argumentative writing, developing critical thinking, and in the Collaborative Teaching model for Special Education.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduce class sizes to implement program	Additional teacher periods (4 per site), Cost- \$190,000 LCFF S&C, Title I	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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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		Scope of Service: LEA wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 I
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __XEnglish Learners __Foster Youth __XRedesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __XEnglish Learners __Foster Youth __XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide evening tutorial.	Cost of teacher \$15,000 LCFF S&C, Title	Evening tutorial was exchanged for zero period tutorial.	Cost of teacher \$15,000 LCFF S&C, Title
Scope of Service: LEA wide		Scope of Service: LEA wide	

		I			I
__ ALL			__ ALL		
OR: __ Low Income pupils __XEnglish Learners __ Foster Youth __XRedesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __XEnglish Learners __ Foster Youth __XRedesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Purchase data management system.		Cost of software \$12,000 LCFF S&C, Title I	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: __ Low Income pupils __XEnglish Learners __ Foster Youth __XRedesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __XEnglish Learners __ Foster 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?		DJUHSD will add an additional mathematics teacher at RFK and an English teacher at DHS to reduce class size and provide more focused instruction to improve student outcomes. Support staff is utilized to assist students in making academic achievement.			

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 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.</p>	<p>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 _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>39% UC a-g eligible graduates 30% CTE pathway completers 30% EAP passing 23% AP passing rate</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • AP passing rate: 29.5% increase <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 100% of students have access to all courses. <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Develop a more accurate ten year and placement plan to ensure students complete UC a-g courses and/or Career Technical Education pathway.</p> <p>Counselors will be responsible for the placement and development of a ten year sequential and coherent plan,</p>	<p>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</p>	<p>All 9th grade students received the Focus on Freshman Career Choices curriculum which included development of the 10-year plan. Part of the PALM, PALS, and PAW initiative included articulating with parents about UC a-g requirements during parent meetings and/or home visits. Counselors met and monitored students' academic and placement plans that included orientation on UC a-g requirements and CTE pathway opportunities. Supplies and equipment were purchased for students to learn CTE skills.</p>	<p>Focus on Freshman \$10,000 Augmented CTE and UC a-g \$53,000</p>
Scope of Service:	LEA wide	Scope of Service:	LEA wide
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Monitor students at least every five weeks.	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).	No Additional cost
Scope of Service: <input type="checkbox"/> LEA wide <input type="checkbox"/> ALL		Scope of Service: <input type="checkbox"/> LEA wide <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	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: <input type="checkbox"/> LEA wide <input type="checkbox"/> ALL		Scope of Service: <input type="checkbox"/> LEA wide <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure enrollment of students in articulated CTE and/or UC a-g courses. Counselors will ensure students are placed in a sequential pathway leading to placement 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.
Scope of Service: <input type="checkbox"/> LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: <input type="checkbox"/> LEA wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	Cost to align curriculum - \$40,000, Title I, Title II, LCFF	Staff has worked collaboratively within and among school sites to align curriculum and development common benchmark assessments.	\$40,000

the Principal and Assistant Principal of Learning are responsible for monitoring.	S&C		
Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 __ALL		Scope of Service: LEA wide __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Increase CTE opportunities for our students by adding CTE offerings.</p>	<p>Hire Agricultural Mechanics (DHS) & Woodshop teacher (CCHS) Cost: \$165,000 Perkins IV, LCFF S&C</p>	<p>Hired one Ag Mechanics teacher at Delano High School. Added three periods of a woodshop teacher at Cesar E. Chavez High School.</p>	<p>Ag Mechanics teacher - \$64,883 Industrial Technology and Agriculture teacher \$46,917</p>
<p>Scope of Service:</p>	<p>LEA wide</p>	<p>Scope of Service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Assign a faculty mentor to develop and monitor academic plan and provide social and personal counseling.</p>	<p>Cost of a mentor to meet twice a month \$5,000 LCFF S&C, T1</p>	<p>A mentor was assigned to foster youth. An academic plan was developed, refined and monitored. Personal and social counseling was available and encouraged.</p>	<p>\$5,000</p>
<p>Scope of Service:</p>	<p></p>	<p>Scope of Service:</p>	<p></p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>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.</p>		

Original GOAL from prior year LCAP:	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_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	90% Cohort graduation rate	Actual Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> • 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Suspension rates declined 0.4%. Expulsions went from 12 to 14 expulsions. <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • 100% of students have access to all courses. <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	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	A ten year plan was developed for all ninth graders.	No additional cost.
Scope of Service:	LEA wide	Scope of Service:	LEA wide
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduce 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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	

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

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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement 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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide 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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Migrant</u>		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Migrant</u>	
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 <input type="checkbox"/> ALL		Scope of Service: LEA wide <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Migrant</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Migrant</u>	
Conduct evening home visits.	\$10,000 LCFF S&C, Title I	Home visits were conducted by Student Affairs Specialists, Counselors, and Drop Out Prevention personnel during the year.	\$10,000
Scope of Service: LEA wide <input type="checkbox"/> ALL		Scope of Service: LEA wide <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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 <input type="checkbox"/> ALL		Scope of Service: LEA wide <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide support for tutorials in Earlimart and Richgrove	\$23,000 during the week \$6,000 Weekend LCFF S&C, Title I	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 <input type="checkbox"/> ALL		Scope of Service: LEA wide <input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Conduct parent awareness workshops.	Materials and supplies \$1,200 LCFF S&C, Title I	Parent Awareness workshops are conducted at all sites in the evening and summer.	\$1,200
Scope of Service:	LEA wide	Scope of Service:	LEA wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 7: Expulsion rate decrease to a .1% Suspension rate decrease to 4.5%</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain below .25% expulsion rate Attain below 5.5% suspension rate</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement</p> <ul style="list-style-type: none"> 17% more parent participation this year in the district parent advisories with decision making, data analysis, outcome analysis, and performance analysis. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> State assessments: <ul style="list-style-type: none"> 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> 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% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> Suspension rates declined 0.4%. Expulsions rate 0.3% <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> 100% of students have access to all courses.

				Priority 8: Other Pupil Outcomes <ul style="list-style-type: none"> 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. 	
LCAP Year: 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	<p>The grounds person was hired to keep facilities clean and in good repair and provide students with a pleasant educational environment.</p> <p>More students are able to stay for tutorials and receive necessary transportation.</p> <p>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.</p>		<p>Grounds person \$55,261</p> <p>Bus driver was not hired this year.</p>
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Implement 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 place in intervention		implemented and the advocate was not hired.	
Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
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.	Hire a teacher for the STAND program \$70,000 LCFF S&C	DJUHSD provided STAND as an alternative educational setting in lieu of expulsion and/or other minor disciplinary infractions.	STAND teacher \$63,850
Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide academic interventions and academic acceleration options for students to stay on track for graduation.	Cost: \$Hire an Academic Intervention Teacher at each school site Cost: \$246,974	DJUHSD implemented academic intervention for students with minor disciplinary. Students complete character development modules as part of the instructional program.	Academic Intervention teachers \$246,746
Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide support services through the school psychologist, nurse, Student Affairs Specialists, and Drop-out Prevention Outreach person. Nurse and Migrant Liaison will be responsible for identifying and handling health and safety concerns	No additional cost	Support services were provided by the school psychologist, nurse, Student Affairs Specialists, counselor, and Drop-out Prevention Outreach.	No additional cost.
Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL		Scope of Service: LEA wide <input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide additional support through Saturday school, tutorials, CTE Pathways, drop-out prevention outreach, home visitations, parent conferences, and Student Study Teams (SSTs).	Hire Dean of Students: \$103,493 LCFF S&C	Additional support services were provided for students at-risk 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
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Identify health, safety, and academic concerns and provide services to Migrant students.	District Nurse, Outreach Specialist, Migrant Community Liaison Migrant – no additional cost	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	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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.		

Original GOAL from prior year LCAP:	Goal 8: Increase teacher contact to 50% of the student parents by 2016-2017.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. Priority 3: Parental Involvement <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • AP passing rate: 29.5% increase <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • 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% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Suspension rates declined 0.4%. Expulsions went from 12 to 14 expulsions.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
		Budgeted 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.		Cost of translation - \$10,000 LCFF S&C	Teachers sent deficiency notices/ scholarship warnings at mid-quarter and encouraged parent-teacher conferences. Finally, teachers increased afterschool phone contact attempts to parents.		\$10,000
Scope of Service:	LEA wide		Scope of Service:	LEA wide	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Inform teachers to call parents when students are not performing well.
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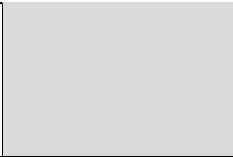
<p>Original GOAL from prior year LCAP:</p>	<p>Goal 9: Provide at least two planned opportunities annually for teachers to go over goals and plans and provide for staff input.</p>		<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>50% of teachers will be provided input opportunities on the LCAP and Single School Plan for Student Achievement</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%,

			<p>VHS5.25%.</p> <ul style="list-style-type: none"> • Graduation rate: 93.5% • Dropout rate: 0.7% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Suspension rates declined 0.4%. Expulsions went from 12 to 14 expulsions <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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
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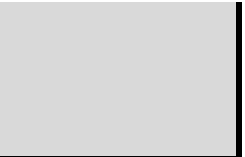
LCAP Year: 2014-2015

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	Department chairs analyze data regularly. Staff time has been allocated every Wednesday morning to analyze data, collaborate, and refine curriculum and assessments.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u> </u> XALL		<u> </u> XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide 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	Teachers were provided the opportunity to make recommendations for the SSPSA and the LCAP through staff surveys, leadership team meetings, staff meetings, cohort meetings, and through the School Site Council.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<u> </u> XALL		<u> </u> XALL	

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



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



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

The district will continue with the current actions as a result of progress and goals.

Original GOAL from prior year LCAP:	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/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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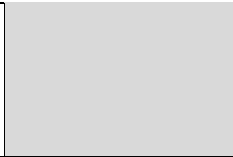
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	59% passing on the PFT Aerobic Activity	Actual Annual Measurable Outcomes:	Aerobic Activity	DHS 74.4%	CCHS 63.2%	RFK 58.9%
	52% passing on the PFT Body Composition		Body Composition	55.5%	57.1%	52.5%
	74% passing on the PFT Upper Body Strength		Upper Body Strength	73.6%	65.3%	65.3%

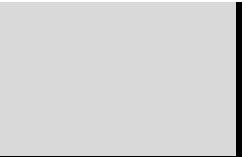
LCAP Year: 2014-2015

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	Professional development time was allocated to each school site for development of a coherent and sequential activity plan and to modify and refine instructional units.	Professional Development Cost: \$7,500 LCFF S&C
Scope of Service: LEA wide __ALL		Scope of Service: LEA wide __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluenadrianat English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 Service: LEA wide __ALL		Scope of Service: LEA wide __ALL	

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



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



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

Our district continues to perform below state levels in upper body strength, aerobic activity, and body composition. 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.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 11: Develop three goals by 2016-2017 in each area: Foreign Language, Health, Art, Music, Business Education, and CTE courses.</p>		<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers develop one goal for each of the areas of Foreign Language, Health, Art, Music, and Business Education.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> • 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 <p>Priority 2:</p> <ul style="list-style-type: none"> • 100% implementation of academic content and performance standards including English Learner access to CCSS. <p>Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> • State assessments: <ul style="list-style-type: none"> • 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 <p>Priority 5: Pupil Engagement</p> <ul style="list-style-type: none"> • Chronic absenteeism increased at three of the four school sites: DHS 1.35%, RFK -2.6%, CCHS 3.9%,

			<p>VHS5.25%.</p> <ul style="list-style-type: none"> • Graduation rate: 93.5% • Dropout rate: 0.7% <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> • Suspension rates declined 0.4%. Expulsions went from 12 to 14 expulsions. <p>Priority 8: Other Pupil Outcomes</p> <ul style="list-style-type: none"> • 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.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop, implement, and refine curriculum, new formative assessments known as FACS and summative benchmark. Principal will introduce parameters and outcomes.		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	No additional cost	Scope of Service: LEA wide	0
_XALL		_XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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		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	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide weekly staff development time to align curriculum to the academic content and performance standards. District, site administration, CTA.	No additional cost	Staff development time has been incorporated into the instructional year.	No additional cost
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Professional development opportunities for teachers, administrators, and paraprofessional educators that are aligned to the academic content standards. Provide professional development on instructional strategies such as EDI, SDAIE, Cornell Note Taking, Costa's Level of Questioning, and grammar for EL students.	\$120,000 Title II, Title I, LCFF S&C, Perkins IV	Staff participated in EDI, SDAIE, Cornell Notes, Costa's Level of Questioning, and grammar for English Learners.	\$120,000
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Integrate academic content standards through technology-based instruction for purposes of improving academic performance	Purchase technology \$200,000 AB86, Title I, LCF, Perkins IV	Technology that included IPADs, PCs, and projectors were purchased for instruction of academic content.	\$340,000 AB86, Title I, LCFF S&C, Perkins IV
Scope of Service: LEA wide		Scope of Service: LEA wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will provide increased opportunities for students to participate in other outcomes. Consequently, we will allocate resources for equipment and supplies. Our district will also provide professional development and curriculum time for our staff.</p>		

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

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:	<u>\$9,506,224</u>
<p>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.</p>	

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

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

28.84	%
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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).