

Introduction:

LEA: Muroc Joint Unified **Contact (Name, Title, Email, Phone Number):** Kevin Cordes, kcordes@muroc.k12.ca.us, 760-769-4821, **LCAP Year:** 2016/2017

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>District Survey sent out April 24, 2016, via Survey Monkey to parents, staff, and students. Survey was available online, online at a school computer, and via paper copy. Stakeholders were notified about the availability of the survey through School Messenger, the district website, and district email.</p>	<p>Survey was used to help identify continuing and new needs for the LCAP to focus on. Actions regarding district goals were revised in areas which were identified and limited progress was made in the districts first LCAP (2014-2015)</p>
<p>District-Wide LCAP town hall meetings were not held during the 2015/2016 school year. During the 2015/2016 school year multiple meetings were held with very low community attendance. The LCAP was instead discussed at the</p>	<p>Conversation and topics were addressed in the public meetings where the LCAP was discussed. As part of the DAC committee meeting discussion, the parent survey was adjusted to allow more detailed responses from the</p>

site level to engage parents, as well as a District Advisory Committee (DAC) meeting. The LCAP was discussed at the board meeting on September 9th, 2015 in open session; LCAP goals and planned actions were discussed.

On March 3, 2016, the DAC committee reviewed the prior year staff, student, and parent surveys and revisions were made. LCAP goals and actions were also discussed.

Throughout the year LCAP goals and actions were discussed during teacher collaborations of each month. At Desert Jr./Sr. High collaborations they discussed it at the 9/2/15, 10/7/15, 1/20/16, and 4/20/16 meetings. At Branch Elementary it was discussed at the 9/2/15, 12/11/15, and 3/10/16 meetings. At West Boron Elementary it was discussed on 9/2/2015, 10/7/15 and 4/6/16. At Boron Jr/Sr High they were discussed at 10/7/15, 11/4/15, 12/7/15, 2/3/16, 3/2/16, and 4/10/16.

Administrators were convened on January 25th, 2015, to receive training from COE and then review LCAP to begin updating the LCAP using all the data gathered from stakeholders from previous and current school year.

The draft copy of the LCAP was sent for early review to KCSOS on June 3, 2016 Each school site also took the LCAP to their school site councils (SSC). Boron Jr/Sr high discussed it at the 10/11/15, 12/11/15, and 3/17/16. At Desert Jr./Sr. High they discussed on 2/22/16 and 4/4/16. At Branch it was discussed at 9/14/15, 1/21/16, and 3/17/16. At West Boron Elementary it was discussed at the 11/17/15, 1/19/16, and 3/15/16 meetings.

At the DELAC meetings on 10/21/15 and 12/15/15 the district discussed the LCAP was and the importance of parent involvement. LCAP goals and actions were reviewed and discussed.

The LCAP was discussed with the West Boron ELAC on 11/5/15, 1/7/16, 3/3/16, 5/5/16

Bargaining units were given opportunity to comment on the LCAP through

community on the conditions of schools, school safety, and overall educational program benefits. Feedback from these discussions was used to ensure goals and actions addressed the need of the students. The district will hold two public meetings for dedicated discussion of the LCAP. These meetings will be held prior to board meetings, one in September and another in February in anticipation that more community members, who would be attending the board meeting, will be able to attend the LCAP meeting.

The DAC helped guide the information gathering process, the review of LCAP led to discussion on goals and actions led to revising and/or clarifying actions and survey questions related to responses from the community on the conditions of schools, school safety, and overall educational program benefits.

Feedback was incorporated to ensure LCAP goals and actions were aligned to student needs.

Revised the LCAP based on the feedback gathered through the various sources. State testing data, and survey results were shared with stakeholders. As a result of feedback from stakeholders, Learning Directors assume a greater role in monitoring educational programs and LCAP goals and actions in lieu of previously planned classified positions. Stakeholders agreed that the goals in the LCAP should remain the same for the 2016/2017 school year.

Review to ensure compliance.

Feedback was gathered and used to ensure goals and actions aligned to district and student needs.

Continued support for access to Rosetta Stone. General ideas on EL and the needs of the EL population.

Feedback on ELL goals was gathered, focus on continuing the use of Rosetta Stone for EL students and their families.

staff meetings, collaboration meetings, and department meetings at the site and district level.

Superintendent did not receive comments that need written response.

Annual Update:

Based on feedback and observations from the 14-15 LCAP, LCAP goals were not adjusted, but actions to meet those goals were. The district's attempt to involve parents and the community members at the school site level rather than formal community meetings had some success, but did not have the desired outcome.

Annual Update:

Focused on increasing input opportunities and methods to increase number of parents and community members participating. Moving forward, the district will continue to include parents and community members in the LCAP review and revision process at the site level, but will also hold community meetings focused on the LCAP and the progress towards meeting the established goals. The DAC meetings are essential to receiving parent input and monthly DAC meetings will be held for the 2016/2017 school year. Efforts to engage the community in this process will be a continued focus of the school district.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.	Related State and/or Local Priorities: 1 2 <u>X</u> 3 _ 4 _ 5 6 7 8 _ COE only: 9 10 Local : Specify
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Identified Need :	2. Based on classroom observations classrooms are not teaching common core 100%. Based on classroom observations 100% of each classroom's instruction is aligned to CCSS math. Based on classroom observations 80% of each classroom's instruction is aligned to CCSS ELA/ELD. Based on classroom observations 25% of each classrooms's instruction is aligned to NGSS.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 100% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 50% of all science of all science instruction will be aligned to NGSS. Priority 2 District identified <ul style="list-style-type: none"> Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 50% of each classroom's instruction will be aligned to CCSS NGSS. District will provide at least 4 CCSS/NGSS related professional development opportunities. <ul style="list-style-type: none"> All ELL students have full access to all CCSS and ELD standards. All other academic content and performance standards adopted by the State Board of Education are fully implemented.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to provide three learning directors district wide to assist teachers with instructional practices and coordinate educational suport services.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Math professional development 5000-5999: Services And Other Operating Expenditures Base 25,000 Employee Cost for Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental 58,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Continue to provide opportunity for training in best practices for English Language Learners for 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)	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500
3. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500
4. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.	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) Special Education	Teacher Release time 1000-1999: Certificated Personnel Salaries Supplemental 1,500
5. Create a district wide professional development calendar to be used for the 2016/2017 school year.	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	Teacher Release time and cost of trainer/consultants. 1000-1999: Certificated Personnel Salaries Base 10,000

		_ Other Subgroups: (Specify)	
6. Purchase any additional math books per enrollment	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)	Buy Books 4000-4999: Books And Supplies Base 15,000
7. Continue to Implement supplemental common core materials for ELA	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)	Supplemental Materials 4000-4999: Books And Supplies Base 21,000
8. Continue training on math adopted math materials	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)	Teacher Release time 1000-1999: Certificated Personnel Salaries Base 1,500
9. Train all staff and implement the consistent use of Math pacing guide Develop ELA pacing guide	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)	Teacher and Academic Advisor Release time 1000-1999: Certificated Personnel Salaries Base 15,000

10. Train all staff and implement the use of an English Language Development curriculum guide.	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)	No Cost
11. Implement common core aligned report card, continue benchmarks	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)	Continued cost of data management system 5000-5999: Services And Other Operating Expenditures Base 17,200
12. Train staff on Google Apps, training on chromebook carts, more carts based on usage/need	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)	Purchase 4 chromebook carts 4000-4999: Books And Supplies Base 40,000
13. Adopt English Language Arts curriculum with embedded ELD component	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)	Purchase of curriculum materials 4000-4999: Books And Supplies Base 400,000
14. Continuing with 30 minutes of daily ELD Instruction	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No Cost

		<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)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. Priority 2 District identified <ul style="list-style-type: none"> Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 75% of each classroom's instruction will be aligned to CCSS NGSS. <ul style="list-style-type: none"> Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. All ELL students have full access to all CCSS and ELD standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to provide three learning directors district wide to assist teachers with instructional practices and coordinate educational support services.	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)	Employee Cost for Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental 85,000
	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)	
2. Provide support and training for ELA adopted materials.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Release and consultants/trainers 1000-1999: Certificated Personnel Salaries Base 20,000
3. Continue to provide opportunity for training in best practices for English Language Learners for teachers.	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)	Teacher Release 1000-1999: Certificated Personnel Salaries Supplemental 1,500
4. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Release 1000-1999: Certificated Personnel Salaries Supplemental 1500
5. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.	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:	Teacher Release 1000-1999: Certificated Personnel Salaries Base 1,500

		(Specify) Special Education	
6. Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	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)	Cost of books/materials 4000-4999: Books And Supplies Base 33,000
7. Continue training on math adopted math materials as needed for newly hired staff members.	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)	Teacher Release 1000-1999: Certificated Personnel Salaries Base 1,500
8. Train all staff and implement the consistent use of ELA pacing guide. Monitor Math pacing guide use for fidelity.	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)	No Cost
9. Continue to work with teachers on ELD 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

<p>10. Continue benchmarks and common core aligned report cards</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 data management system 5000-5999: Services And Other Operating Expenditures Base 17,200</p>
<p>11. Continue google apps training, carts as needed</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 4 chromebook carts 4000-4999: Books And Supplies Base 40,000</p>
<p>12. Continuing with 30 minutes of daily ELD Instruction</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>No Cost</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of each classroom’s instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom’s instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data.</p> <p>Priority 2 District identified</p> <ul style="list-style-type: none"> Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS math. <p>Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD.</p> <p>Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS NGSS.</p> <ul style="list-style-type: none"> Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. All ELL students have full access to all CCSS and ELD standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to provide three learning directors district wide to assist teachers with instructional practices and coordinate educational support services.	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)	Employee Cost for Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental 85,000
2. Provide support and training for ELA adopted materials.	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Release and consultants/trainers 1000-1999: Certificated Personnel Salaries Base 20,000
3. Continue to provide opportunity for training in best	LEA Wide	<input type="checkbox"/> All	Teacher Release 1000-1999: Certificated Personnel Salaries

<p>practices for English Language Learners for teachers.</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>Supplemental 1,500</p>
<p>4. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income 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>Teacher Release 1000-1999: Certificated Personnel Salaries Supplemental 1,500</p>
<p>5. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.</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</u></p>	<p>Teacher Release 1000-1999: Certificated Personnel Salaries Base 1,500</p>
<p>6. Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.</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 books/materials 4000-4999: Books And Supplies Base 33,000</p>
<p>7. Continue training on math adopted math materials as needed for newly hired staff members.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Teacher Release 1000-1999: Certificated Personnel Salaries Base 1,500</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Train all staff and implement the consistent use of ELA pacing guide. Monitor Math pacing guide use for fidelity.	LEA Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
9. Continue to work with teachers on ELD program.	LEA Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
10. Continue benchmarks and common core aligned report cards	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of data management system 5000-5999: Services And Other Operating Expenditures Base 17,200
11. Continue google apps training, carts as needed	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Purchase 5 Chromebook carts 4000-4999: Books And Supplies Base 50,000

		_ Other Subgroups: (Specify)	
12. Continuing with 30 minutes of daily ELD Instruction	LEA Wide	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

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

GOAL 2:	All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments (after baseline data has been established in 2015-16).	Related State and/or Local Priorities: 1 2 _ 3 4 <u>X</u> 5 _ 6 7 _ 8 _ COE only: 9 10 Local : Specify
Identified Need :	4. 18% proficient in Math and 31% in ELA performance on statewide standardized test as evidenced by progress on established baseline data.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

The percentage of students meeting or exceeding standards in 2015-2016 CAASPP interim and summative assessments for math and ELA will increase by 10%.

Priority 4

• State assessments:

- 1. The percentage of students meeting or exceeding standards in 2015-16 CAASPP summative assessments for math and ELA will increase by 10%. 2015-16 CAASPP results are pending.
- 2. The percentage of students scoring proficient or advanced in 2015-16 CST Science will increase by 10%.

CAASPP test scores will improve from 2015 to 2016 by 10% overall and in all subgroups.

ELA-45%

Math-32%

- API--N/A

- Percent of students completing UC/CSU required courses

45% District-Wide

- Percent of students completing a CTE Course Sequence

55% CTE completion rate

- CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from 32.4% as measured by CELDT.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate of 40%

- Percent of students who passed AP exams with a score of 3 or higher is 20%

- Early Assessment Project (EAP) College Ready rates for math and ELA

For ELA, 35% ready and 40% conditional. For Math, 15% ready with another 20% conditional.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.</p>	<p>All schools</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>No Cost</p>
<p>2. Provide lab time to parents of EL and re-designated EL to use Rosetta Stone by adding lab aid time. Continue to monitor effectiveness of Rosetta stone with students.</p>	<p>All schools</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>Increase lab aid time 2000-2999: Classified Personnel Salaries Supplemental 18,000</p>
<p>3. Purchase English Language Learner Curriculum as an embedded component of ELA adoption.</p>	<p>All schools</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 EL component of ELA adoption 4000-4999: Books And Supplies Supplemental 50,000</p>
<p>4. Continue to explore and fully implement a uniformed foster youth process at each school site.</p>	<p>All schools</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</p>	<p>No Cost</p>

		English proficient _ Other Subgroups: (Specify)	
5. Purchase of RTI curriculum and support services	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum materials 4000-4999: Books And Supplies Supplemental 200,000 Training and support 5000-5999: Services And Other Operating Expenditures Supplemental 25,000
6. Continue to explore grant opportunities for Boron High School to defer AP examination fees.	High Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
6. With coordination of Learning Directors, offer parenting strategies, homework assistance, opportunities for assistance with other agencies, school attendance and working with school personnel.	All schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
7. Maintain Rosetta stone and monitor the usage and effectiveness of Rosetta Stone with English Learners.	All schools	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental 15,000

<p>8. Begin offering concurrent enrollment at each Jr/Sr High School.</p>	<p>Secondary</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>No cost</p>
<p>9. Utilize Learning Directors to monitor student progress through RTI and assist in organizing intervention groups.</p>	<p>All schools</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>10. Ensure that 100% of teachers are using parent portal, and train any new staff on how to use in their classroom.</p>	<p>All schools</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>No Cost</p>
<p>11. Focus on awards for academic improvement and achievement based on school, district, and state assessments.</p>	<p>All schools</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>Awards and Incentives 4000-4999: Books And Supplies Base 500</p>
<p>12. Create and promote attributes of successful students</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All</p>	<p>No Cost</p>

<p>on each campus.</p>	<p>schools</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>13. Math support class at Boron High School</p>	<p>Boron High School</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Math Support teacher 1000-1999: Certificated Personnel Salaries Supplemental 55000 Math Support 3000-3999: Employee Benefits Supplemental 21000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

The percentage of students meeting or exceeding standards in 2016-2017 CAASPP interim and summative assessments for math and ELA will increase by 10%.

Priority 4

• State assessments:

- 1. The percentage of students meeting or exceeding standards in 2016-17 CAASPP summative assessments for math and ELA will increase by 10%. 2016-17 CAASPP results are pending.
- 2. The percentage of students scoring proficient or advanced in 2016-17 CST Science will increase by 10%.

CAASPP test scores will improve from 2016 to 2017 by 15% overall and in all subgroups.

ELA-52%

Math-37%

• API--N/A

• Percent of students completing UC/CSU required courses

48% District-Wide

• Percent of students completing a CTE Course Sequence

60% CTE completion rate

• CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from previous year's CELDT data.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

• EL reclassification rate

EL recalssification rate of 45%

• Percent of students who passed AP exams with a score of 3 or higher is 25%

• Early Assessment Project (EAP) College Ready rates for math and ELA

For ELA, 37% ready and 42% conditional. For Math, 20% ready with another 25% conditional.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.</p>	<p>All schools</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>No Cost</p>
<p>2. Maintain and monitor effectiveness of Rosetta Stone.</p>	<p>All schools</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>Maintain Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental 17,000</p>
<p>3. Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.</p>	<p>All schools</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>Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500</p>
<p>4. Monitor and refine foster youth process and course offerings to ensure individual students receive an academic program best suited to their specific needs.</p>	<p>All schools</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</p>	<p>No Cost</p>

		English proficient _ Other Subgroups: (Specify)	
5. Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	All schools	<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 _ Other Subgroups: (Specify)	Travel and release time 1000-1999: Certificated Personnel Salaries Base 500
6. Monitor participation in grant opportunities to assistance with AP exam fees.	High Schools	<input checked="" type="checkbox"/> All 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)	No Cost
7. Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	High Schools	<input checked="" type="checkbox"/> All 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)	No Cost
8. Evaluate interventions and adjust as necessary.	All schools	<input checked="" type="checkbox"/> All 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)	Materials and instructional materials 4000-4999: Books And Supplies Supplemental 2,000

<p>9. Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.</p>	<p>All schools</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>No Cost</p>
<p>10. Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.</p>	<p>All schools</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>Awards and Incentives 4000-4999: Books And Supplies Base 2,000</p>
<p>11. Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.</p>	<p>All schools</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>No Cost</p>
	<p>All schools</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>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

The percentage of students meeting or exceeding standards in 2017-2018 CAASPP interim and summative assessments for math and ELA will increase by 10%.

Priority 4

• State assessments:

- 1. The percentage of students meeting or exceeding standards in 2017-18 CAASPP summative assessments for math and ELA will increase by 10%. 2015-16 CAASPP results are pending.
- 2. The percentage of students scoring proficient or advanced in 2017-18 CST Science will increase by 10%.

CAASPP test scores will improve from 2016 to 2017 by 15% overall and in all subgroups.

ELA-60%

Math-43%

• API--N/A

• Percent of students completing UC/CSU required courses
50% District-Wide

• Percent of students completing a CTE Course Sequence

65% CTE completion rate

• CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from previous year's CELDT data.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

• EL reclassification rate

EL recalssification rate of 47%

• Percent of students who passed AP exams with a score of 3 or higher is 30%

• Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 40% ready and 45% conditional. For Math, 30% ready with another 30% conditional.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	All Schools	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
2. Maintain and monitor effectiveness of Rosetta Stone	All Schools	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental 17,000
3. Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	All Schools	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500
4. Monitor and refine foster youth process and course offerings to ensure individual students receive an academic program best suited to their specific needs.	All Schools	<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)	No Cost

5. Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	All Schools	<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)	Travel and release time 1000-1999: Certificated Personnel Salaries Base 500
6. Monitor participation in grant opportunities to assistance with AP exam fees.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
7. Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
8. Evaluate interventions and adjust as necessary.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 and instructional materials 4000-4999: Books And Supplies Supplemental 2,000
9. Monitor use of parent portal by staff members and	All	<input checked="" type="checkbox"/> All	No Cost

<p>ensure new staff are trained at implementing within their classrooms at all grade levels.</p>	<p>Schools</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>10. Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.</p>	<p>All Schools</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>Awards and Incentives 4000-4999: Books And Supplies Base 2,000</p>
<p>11. Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.</p>	<p>All Schools</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>No Cost</p>
	<p>All Schools</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>	

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

GOAL 3:	The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.	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 : 1. 25% of schools rate "exemplary" and 75% are rated "good" as evidenced by Facility Inspection Tool (FIT).

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks. Priority 1 <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed : 4 • Number/rate of teachers teaching outside of subject area competence: 1 • Number/rate of teachers teaching ELs without authorization: 4 • Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 55 • Number/rate of students lacking their own textbook: 0 • Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No Cost

		_ Other Subgroups: (Specify)	
2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	All sites	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
3. District will allocate 200,000 to 16-17 facilities projects.	All sites	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Repair district facilities 6000-6999: Capital Outlay Base 200,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.</p> <p>Priority 1</p> <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed : 2 • Number/rate of teachers teaching outside of subject area competence: 0 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 35 and DHS - 57 • Number/rate of students lacking their own textbook: 0 • Overall Facility rating from Facility Inspection Tool (FIT): 25% Good/ 75% Exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
3. District will allocate 200,000 to 17-18 facilities	All sites	<input checked="" type="checkbox"/> All	Repair district facilities 6000-6999: Capital Outlay Base

<p>projects.</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>200,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.</p> <p>Priority 1</p> <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed : 0 • Number/rate of teachers teaching outside of subject area competence: 0 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 37 and DHS - 60 • Number/rate of students lacking their own textbook: 0 • Overall Facility rating from Facility Inspection Tool (FIT): 25% Good/ 75% Exemplary
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>No Cost</p>
<p>2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>No Cost</p>

<p>FIT and other concerns.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. District will allocate 200,000 to 18-19 facilities projects.</p>	<p>All Schools</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>Repair district facilities 6000-6999: Capital Outlay California Career Pathways Trust 200,000</p>

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

GOAL 4:	By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.	Related State and/or Local Priorities: 1 2 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify
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Identified Need :	5. Decrease of habitual annual truancy by 15%. 6. 2.5% suspension rate as evidenced by attendance records.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> • Attendance Rate (District SIS): 96.5% for 2016-17. Chronic Absenteeism Rate (District SIS): 10% for 2016-17. <ul style="list-style-type: none"> • Middle School Dropout Rate: 0% for 2014-15. • High School Dropout Rate: 0% for 2014-15 • High School Graduation Rate: 100% for 2014-15 Priority 6 <ul style="list-style-type: none"> • Suspension Rate (Data Quest): 2.3 • Expulsion Rate (Data Quest): 0.0 • District will conduct a survey of students, staff, and parent/guardians regarding school safety and school connectedness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Establish a district-sponsored Student Attendance Review Board (SARB) with representation of school administration and community members/leaders to regularly address habitual truant students and assist parents to ensure that their student will improve school attendance.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Cost of services 5000-5999: Services And Other Operating Expenditures Supplemental 1,000

		English proficient _ Other Subgroups: (Specify)	
2. Hire a counselor for each high school and it's feeder elementary school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success.	All Schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire two school counselors 1000-1999: Certificated Personnel Salaries Supplemental 120,000 Hire two counselors 3000-3999: Employee Benefits Supplemental 43,500
3. Expand the implementation of PBIS at Desert Jr/Sr High School and all elementary schools, as well as expand PBIS at Boron Jr/Sr High School towards full implementation.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies, incentives, and release time. 1000-1999: Certificated Personnel Salaries Base 2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 5

- Attendance Rate (District SIS): 97% for 2017-18.
- Chronic Absenteeism Rate (District SIS): 8% for 2017-18
- Middle School Dropout Rate: 0% for 2015-16
- High School Dropout Rate: 0% for 2015-16.
- High School Graduation Rate: 100% for 2015-16

Priority 6

- Suspension Rate (Data Quest): 2.1
- Expulsion Rate (Data Quest): 0.0
- The percentage of students, staff, and parents who feel safe will increase by 10% from the 2016-17 survey results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Monitor effectiveness of the District-sponsored Student Attendance Review Board (SARB)	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of services 5000-5999: Services And Other Operating Expenditures Supplemental 1,000
2. Full implementation of PBIS at Boron Jr/Sr HS, and expansion at Desert Jr/Sr HS and the elementary schools towards full implementation.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Incentives and release time 1000-1999: Certificated Personnel Salaries Base 4,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 5

- Attendance Rate (District SIS): 97.5% for 2018-19.

Chronic Absenteeism Rate (District SIS): 6% for 2018-19

- Middle School Dropout Rate: 0% for 2016-17
- High School Dropout Rate: 0% for 2016-17

- High School Graduation Rate: 100% for 2016-17

Priority 6

- Suspension Rate (Data Quest): 2.0

- Expulsion Rate (Data Quest): 0.0

- The percentage of students, staff, and parents who feel safe will increase by 10% from the 2017-18 survey results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Monitor effectiveness of the District-sponsored Student Attendance Review Board (SARB)	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of services 5000-5999: Services And Other Operating Expenditures Supplemental 1,000
2. Full implementation of PBIS at Boron Jr/Sr HS, and expansion at Desert Jr/Sr HS and the elementary schools towards full implementation.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Incentives and release time 0001-0999: Unrestricted: Locally Defined Base 4,000

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

GOAL 5:	The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
Identified Need :	7. 14% enrollment of students in grades 7-12 in CTE courses as evidenced by transcripts. 8. AP exam participation rate was 89%.	
Goal Applies to:	Schools: High Schools Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 7

- Rate of students enrolled in CTE courses (grades 7-12)
35% enrollment rate for Jr and Sr. 20% overall.
- Rate of students enrolled in UC/CSU required courses (grades 9-12)
78%
- Number/rate of AP courses offered (grades 9-12)
6 Ap courses
- Rate of students enrolled in AP courses
32%
- Rate of remedial course enrollment
7%
- Unduplicated pupils have access to full course of study
- Number/rate of course offerings for students with exceptional needs (SDC classes)
6 classes total. (3 elementary, 3 middle/high school) / 75% course rate
- All K-8 grade students have full access to all courses in compliance with Ed. Code 51210. All students in grades 9-12 have full access to all courses in compliance with Ed. Code 51220

Priority 8

- AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)
90% of students enrolled in an AP course has taken the AP exam

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop a monitoring system to gage the effectiveness of CTE course offerings.	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	No Cost

		(Specify)	
2. Develop a plan to increase business partnerships and/or internships and create a CTE Committee.	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
3. Continue to maintain course offering	Secondary	<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)	Cost of teacher prep period buyouts 1000-1999: Certificated Personnel Salaries Base 100,000
4. Maintain course offerings, offer additional course offerings, and hire one additional CTE instructor at each high school through CTEIG grant.	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 to support classes 4000-4999: Books And Supplies Base 1500 <hr/> CTE Instructors 1000-1999: Certificated Personnel Salaries Other 127,000
5. Continue to implement student portfolios	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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 4000-4999: Books And Supplies Base 500

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 7</p> <ul style="list-style-type: none"> • Rate of students enrolled in CTE courses (grades 7-12) 38% enrollment rate for Jr and Sr. 22% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 78% • Number/rate of AP courses offered (grades 9-12) 6 Ap courses • Rate of students enrolled in AP courses 35% • Rate of remedial course enrollment 6% • Unduplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 6 classes total. (3 elementary, 3 middle/high school) / 75% course rate <p>Priority 8</p> <ul style="list-style-type: none"> • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 95% of students enrolled in an AP course has taken the AP exam
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of teacher salaries 1000-1999: Certificated Personnel Salaries Base 100,000

<p>2. Explore at least one internship with local business partners for each high school.</p>	<p>Secondary</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>No Cost</p>
<p>3. Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.</p>	<p>Secondary</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>materials to support classes 4000-4999: Books And Supplies Base 1500 CTE Instructors 1000-1999: Certificated Personnel Salaries Other 64000 CTE Instructors 1000-1999: Certificated Personnel Salaries Base 64000</p>
<p>4. Continue to implement student portfolios</p>	<p>Secondary</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>materials 4000-4999: Books And Supplies Base 500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 7

- Rate of students enrolled in CTE courses (grades 7-12)
40% enrollment rate for Jr and Sr. 25% overall.
- Rate of students enrolled in UC/CSU required courses (grades 9-12)
78%
- Number/rate of AP courses offered (grades 9-12)
6 Ap courses
- Rate of students enrolled in AP courses
38%
- Rate of remedial course enrollment
5%
- Unduplicated pupils have access to full course of study
- Number/rate of course offerings for students with exceptional needs (SDC classes)
6 classes total. (3 elementary, 3 middle/high school) / 75% course rate

Priority 8

- AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)
100% of students enrolled in an AP course has taken the AP exam

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	Secondary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Cost of teacher salaries 1000-1999: Certificated Personnel Salaries Base 100,000

		_ Other Subgroups: (Specify)	
2. Establish at least one internship with local business partners for each high school.	Secondary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
3. Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	Secondary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	materials to support classes 4000-4999: Books And Supplies Base 1500 <hr/> CTE Instructors 1000-1999: Certificated Personnel Salaries Other 32,000 <hr/> CTE Instructors 1000-1999: Certificated Personnel Salaries Base 95,000
4. Continue to implement student portfolios	Secondary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base 500

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

GOAL 6:	The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 _ 5 _ 6 _ 7 8 COE only: 9 10 Local : Specify
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Identified Need :	3. Series of 3 town hall meetings were provided in each community including Boron, North Edwards, and Edwards Air Force Base during the 2014/2015 school year.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the amount of parental involvement by 10% from the 2015-16 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. Priority 3 District identified <ul style="list-style-type: none"> The district will hold 2 townhall meetings dedicated to the LCAP with one prior to 2nd quarter to target participation from parents of unduplicated pupils and pupils with exceptional needs. ESTABLISH BASELINE DURING THE 2016/2017 SCHOOL YEAR Parent Engagement Continuum Ratings Adapted from CDE Family Engagement Framework																								
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">District Principles</td> <td style="width: 15%;">Basic</td> <td style="width: 15%;">Progressive</td> <td style="width: 15%;">Innovative</td> </tr> <tr> <td>Build Capacity</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>Demonstrate Leadership</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>Resources: Fiscal & Other</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>Monitor Progress</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td>Access & Equity</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table>	District Principles	Basic	Progressive	Innovative	Build Capacity	X			Demonstrate Leadership	X			Resources: Fiscal & Other	X			Monitor Progress	X			Access & Equity	X		
District Principles	Basic	Progressive	Innovative																						
Build Capacity	X																								
Demonstrate Leadership	X																								
Resources: Fiscal & Other	X																								
Monitor Progress	X																								
Access & Equity	X																								

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	All Schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners	No Cost

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
3. Continue to create online training for parents and guardians related of students with special needs based on parent input.	All Schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	No Cost
4. Begin process to translate online training to various languages based on student enrollment.	All Schools	<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)	Cost of translation services 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
5. Create or make available parent trainings on school and district websites, or site computer labs. Trainings for parents will encompass site and District opportunities, academic strategies, common core, state testing, homework strategies and other student support techniques by adding additional computer lab aid time.	All Schools	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Cost of additional lab aid time 2000-2999: Classified Personnel Salaries Supplemental 18,000

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase the amount of parental involvement by 10% from the 2016-17 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. Priority 3 District identified <ul style="list-style-type: none"> The district will hold 2 townhall meetings dedicated to the LCAP with one prior to 2nd quarter to target participation from parents of unduplicated pupils and pupils with exceptional needs. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	All Schools	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
2. Evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
3. Continue and expand online training for parents and guardians related of students with special needs based on parent input.	All Schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	No Cost

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
4. Translate current online training to various languages based on student enrollment.	All Schools	<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)	Cost of translation services 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
5. Maintain additional lab time for parents.	All Schools	<input type="checkbox"/> All OR: <input checked="" 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)	Continued employee costs 2000-2999: Classified Personnel Salaries Supplemental 18,000
6. Review and evaluate effectiveness, and revise trainings as needed.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 District identified</p> <ul style="list-style-type: none"> The district will hold 2 townhall meetings dedicated to the LCAP with one prior to 2nd quarter to target participation from parents of unduplicated pupils and pupils with exceptional needs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	All Schools	<input type="checkbox"/> All OR: <input checked="" 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)	No Cost
2. Continue to evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other current media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
3. Monitor online training for parents and guardians related of students with special needs based on parent input.	All Schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	No Cost
4. Continue to translate current online training to various languages based on student enrollment.	All Schools	<input type="checkbox"/> All OR:	Cost of translation services 5000-5999: Services And Other Operating Expenditures Supplemental 2,000

		<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)	
5. Maintain additional lab time for parents.	All Schools	<input type="checkbox"/> All OR: <input checked="" 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)	Continued employee costs 2000-2999: Classified Personnel Salaries Supplemental 18,000
6. Review and evaluate effectiveness, and revise trainings as needed.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

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

GOAL 7:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	ALL		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 11:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 12:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 13:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 14:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 15:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18 and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of each classroom's instruction will be aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction will be aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data.</p> <p>Priority 2 District identified</p> <ul style="list-style-type: none"> Monitor alignment of all CCSS standards as evidenced by administrative observations. Additionally, all ELL students will have full access to all CCSS and ELD standards. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science No AYP, 30% proficient in math and ELA. API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth Maintain prior year API score per subgroup. Percent of students completing UC/CSU required courses 75% District-Wide Percent of students completing a CTE Course Sequence Of the 150 students enrolled in CTE courses, (60%) completed 	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data.</p> <p>Priority 2 District identified</p> <ul style="list-style-type: none"> Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. All ELL students have full access to all CCSS and ELD standards. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science District test scores for 2015 related to Standard Met and Standard Exceeded: ELA-41% Math-29% API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth (A) Black or African American: ELA: 31% Math: 18% Hispanic or Latino:

the sequence.

- Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
 - EL reclassification rate
EL reclassification rate is 20%.
 - Percent of students who passed AP exams with a score of 3 or higher
15%
 - Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 70% ready and 30% conditional. For Math, 50% ready with another 35% conditional.
 - Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
 - District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 68%
 - California State University Chancellor's Office website (EAP Rates)
ELA 70% and Math 45%
- Priority 8
- CAHSEE ELA/Math proficient rates
Math-100%
ELA-100%
 - CAHSEE ELA/Math 3-Year Pass Rate
2011/2012 Math-82%
2012/2013 Math-86%
2013/2014 Math-89%
2011/2012 ELA-86%
2012/2013 ELA-86%
2013/2014 ELA-90%
 - Percent of EL students making progress toward English Proficiency (AMAO 1)
N/A we do not receive Title III monies

- ELA: 29%
- Math: 24%
- White:
- ELA: 44%
- Math: 32%
- (B) Socioeconomically disadvantaged Pupils
- ELA: 21%
- Math: 18%
- (C) English Learners
- ELA: 14%
- Math: 4%
- (D) Pupils with disabilities
- ELA: 3%
- Math: 7%
- (E) Foster youth
- ELA: none
- Math: none
- Percent of students completing UC/CSU required courses
41.5% District-Wide
- Percent of students completing a CTE Course Sequence
Of the 106 students enrolled in CTE courses, (48%) completed the sequence.
- Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
- EL reclassification rate
EL reclassification rate is 38%.
- Percent of students who passed AP exams with a score of 3 or higher
11%
- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 20% ready and 35% conditional. For Math, 5% ready with another 15% conditional.
- Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics

	<ul style="list-style-type: none"> AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 34% of students enrolled in an AP course took an AP test for the 2015/2016 school year 		<ul style="list-style-type: none"> District SIS or Perkins Database (CTE Course Completion) CTE Course Completion was 48% in 2014-15. California State University Chancellor's Office website (EAP Rates) ELA 20% and Math 5% Priority 8 <ul style="list-style-type: none"> CAHSEE ELA/Math proficient rates Math-89% ELA-91% CAHSEE ELA/Math 3-Year Pass Rate 2012/2013 Math-86% 2013/2014 Math-89% 2014/2015 Math-89% 2012/2013 ELA-86% 2013/2014 ELA-90% 2014/2015 ELA-91% Percent of EL students making progress toward English Proficiency (AMAO 1) N/A we do not receive Title III monies AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 89% of students enrolled in an AP course took an AP test for the 2014/2015 school year
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Follow up training of new staff for professional development in common core standards.	Cost of Trainer and Teacher Release 2000-2999: Classified Personnel Salaries Base 10,000 Instructional Coach-Focused on strategies for teaching targeted pupils 1000-1999: Certificated Personnel Salaries Supplemental 96000	All staff recieved professional development in common core standards through collaboration meetings and the assistance of an on-site Learning Director.	Learning Director 1000-1999: Certificated Personnel Salaries Supplemental 75000 Cost of Trainer and Teacher Release 2000-2999: Classified Personnel Salaries Base No Cost
Scope of Service	LEA Wide	Scope of Service	LEA Wide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2. Follow up training of new staff for EDI. Investigate trainer of trainer for EDI.</p>	<p>Cost of Trainer and Teacher Release 1000-1999: Certificated Personnel Salaries Base 10,000</p>	<p>Follow up training on EDI was provided in collaboration meetings for all staff. A trainer of trainer model was not pursued for further EDI training. In the future, the district will support outside experts to provide professional development opportunities.</p>	<p>Cost of Trainer and Teacher Release 1000-1999: Certificated Personnel Salaries Base No cost</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3. Provide opportunity for training in best practices for English Language Learners for teachers.</p>	<p>Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500 EI Coach 1000-1999: Certificated Personnel Salaries Supplemental 103,000</p>	<p>Teachers recieved direct support in best practices for English Leanguae Learners through district EL Coach.</p>	<p>EI Coach 1000-1999: Certificated Personnel Salaries Supplemental 103,000 Teacher Release Time No cost</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Research opportunities for training in best practices for Socioeconomically Disadvantaged students.</p>	<p>Teacher Release Time and Travel 1000-1999: Certificated Personnel Salaries Supplemental 1,500</p>	<p>three District Learning Directors were hired to provide direct support for teachers regarding best practices for Socioeconomically Disadvantaged students.</p>	<p>Teacher Release Time and Travel No Cost</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" 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>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.</p>	<p>Teacher Release Time and Travel 1000-1999: Certificated Personnel Salaries Base 1,500</p>	<p>Teachers of students with special needs were each given opportunities to attend classes for added authorizations according to student enrollment.</p>	<p>Teacher Release Time and Travel 1000-1999: Certificated Personnel Salaries Title II 2000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	
<p>6. Review/recommend state approved adoption of ELA textbooks and adopt textbooks.</p>	<p>Purchase Textbooks, and train on adoption 4000-4999: Books And Supplies Base 410,000</p>	<p>ELA textbooks were reviewed. It was decided to adopt during the 2016-2017 school year with first year</p>	<p>No cost</p>

		implementation for the 2017-2018 school year.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
7. Review/recommend state approved adoption of ELA textbooks with the inclusion of English Language Development curriculum and strategies.	<p>Teacher Release Time 1000-1999: Certificated Personnel Salaries Base 1,500</p> <hr/> <p>Textbook Purchase</p>	ELA textbooks with inclusion of English Language Development curriculum will occur during the 2016-2017 school year with first year implementation for the 2017-2018 school year.	No cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
8. Purchase any additional math books per enrollment	<p>Purchase Textbooks 4000-4999: Books And Supplies Lottery 50,000</p>	Additional math textbooks were purchased per increased student enrollment.	Purchase Textbooks 4000-4999: Books And Supplies Lottery 44500				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>					

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
9. Implement supplemental common core materials for ELA	Cost of supplemental materials 4000-4999: Books And Supplies Base 21,000	Supplemental common core materials were purchased for ELA.	Cost of supplemental materials 4000-4999: Books And Supplies Base 23000				
<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide		<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
10. Training on math adopted math materials	Cost of training days from publisher 1000-1999: Certificated Personnel Salaries Base 20,000	Teachers were provided a professional development day dedicated to adopted math materials at the beginning of the school year and all 6th-12th grade math teachers recieved a one day training mid year on best practices.	Cost of training days from Publisher 1000-1999: Certificated Personnel Salaries Base 31000				
<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide		<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
11. Develop math pacing guide	Teacher and Academic Advisor Release time 1000-1999: Certificated Personnel Salaries Base 15,000	Math pacing guides are still in the developmental stage.	No Cost				

Scope of Service LEA Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12. Establish common core aligned report card. Implement the use of School City benchmark assessments	Cost of new data management system 5000-5999: Services And Other Operating Expenditures Base 27,000 Intervention Assistant 1000-1999: Certificated Personnel Salaries Supplemental 88,000	Common Core report cards are in the developmental stage. School City benchmark assessments were implemented district-wide.	Cost of new data management system 5000-5999: Services And Other Operating Expenditures Base 27,000 Intervention Assistant No cost
Scope of Service LEA Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
13. Dedicate 30 minutes of instruction at the elementary level daily for ELD.	No cost	Teachers at the elementary level provide 30 minutes of daily ELD instruction.	No cost
Scope of Service LEA Wide		Scope of Service LEA Wide	
_ All OR: _ Low Income pupils X English Learners		_ All OR: _ Low Income pupils X English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
14. Continue Chromebook training, support, and maintenance.	No cost	Chromebook training and support was given throughout the school year in collaboration meetings and on-site training as needed.	No cost								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding: 2px;"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	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)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The district has conducted a qualitative and quantitative analysis of the actions in Goal 1 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. The district feels that providing professional development for teachers, administrators, and support staff is vital to student achievement. The district has created a staff development calendar for the 2016-2017 school year which serves as the guideline for weekly collaboration meetings and any additional professional development opportunities offered during evenings. Industry experts will come into the district to provide the majority of the trainings. Trainings will include topics on English Learners, socioeconomically disadvantaged students, state standards, best practices, working with special populations, supporting foster youth, etc. Special education teachers will continue to attend various trainings out of the district related to their specific fields, and bring back that information to their colleagues, but the model of trainer of trainer will not be the typical model of the district. School City benchmark assessments were utilized for the first time this year. With our new math adoption, teachers felt that some of the benchmark assessments needed adjusting to accurately assess what students had been exposed to. Those adjustments have been made and teachers and administrators feel that for the 2016-2017 school year these assessments will provide a better indication of student progress towards meeting state standards. EAP rates declined this year due to the fact that all 11th grade students were assessed for the EAP through the CAASPP instead of only students applying to the California State University system. Data referencing students completing UC/CSU required courses has been adjusted to reflect only seniors as reported in Data Quest. Chromebook training will continue for the upcoming school year. This year Boron Jr/Sr High School and West Boron Elementary School were provided Chromebooks at a 1:1 ratio for all students, and Desert Jr/Sr High School and Branch Elementary School each received additional Chrome carts. For the 2016-2017 school year, one collaboration meeting per month will be dedicated to technology training; Chromebook training will be included in these sessions. In lieu of hiring academic coaches beginning in the 2016/2017 school year, the district chose to hire three Learning Directors to serve students district wide. They serve as content coaches for teachers, benchmark and testing coordinators, and are integral in developing and monitoring tiered</p>										

	academic supports for students. The district does not feel that this goal directly supports State Priorities 4 and 8 and will focus on state priority 2 moving forward.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments (after baseline data has been established in 2015-16).	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>Students will increase 10% in ELA and Math in students that score a 2 or lower on the district benchmark assessments, CAASP Interim assessments, and CAASP Summative assessments from the 2015-2016 data.</p> <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science No AYP, 30% proficient in math and ELA. API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth Maintain prior year API score per subgroup. Percent of students completing UC/CSU required courses 75% District-Wide Percent of students completing a CTE Course Sequence Of the 150 students enrolled in CTE courses, (60%) completed the sequence. Percent of EL students attaining AMAO 1 and 2 targets N/A We do not receive any Title III monies EL reclassification rate EL reclassification rate is 15%. 	<p>Actual Annual Measurable Outcomes:</p> <p>Students will increase 10% in ELA and Math in students that score a 2 or lower on the district benchmark assessments, CAASP Interim assessments, and CAASP Summative assessments from the 2015-2016 data.</p> <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science District test scores for 2015 related to Standard Met and Standard Exceeded: ELA-41% Math-29% API-N/A Percent of students completing UC/CSU required courses 41.5% District-Wide Percent of students completing a CTE Course Sequence Of the 106 students enrolled in CTE courses, (48%) completed the sequence. Percent of EL students attaining AMAO 1 and 2 targets N/A We do not receive any Title III monies EL reclassification rate EL reclassification rate is 38%. Percent of students who passed AP exams with a score of 3 or higher

<ul style="list-style-type: none"> Percent of students who passed AP exams with a score of 3 or higher 10% Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 65% ready and 25% conditional. For Math, 40% ready with another 30% conditional. Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data) Included in other metrics District SIS or Perkins Database (CTE Course Completion) CTE Course Completion was 65% in 2013-14. California State University Chancellor's Office website (EAP Rates) ELA 65% and Math 40% <p>Priority 5</p> <ul style="list-style-type: none"> Attendance Rate (District SIS): 96% for 2015-16. <p>Chronic Absenteeism Rate (District SIS): 12% for 2014-15.</p> <ul style="list-style-type: none"> Middle School Dropout Rate: 0% for 2013-14. High School Dropout Rate: 0% for 2013-14. High School Graduation Rate: 100% for 2013-14. 	<p>11%</p> <ul style="list-style-type: none"> Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 20% ready and 35% conditional. For Math, 5% ready with another 15% conditional. Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data) Included in other metrics District SIS or Perkins Database (CTE Course Completion) CTE Course Completion was 48% in 2014-15. California State University Chancellor's Office website (EAP Rates) ELA 20% and Math 5% 40% of students enrolled in an AP course took an AP test for the 2015/2016 school year <p>Priority 5</p> <ul style="list-style-type: none"> Attendance Rate (District SIS): 96.37% for 2015-16. <p>Chronic Absenteeism Rate (District SIS): 15% for 2015-16.</p> <ul style="list-style-type: none"> Middle School Dropout Rate: 0% for 2013-14. High School Dropout Rate: 1.6% for 2013-14. High School Graduation Rate: 95.5% for 2013-14.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Full implementation of a student data management system including benchmarks aligned with common core, with frequent and consistent analysis of data	Already included in goal 1	1. Full implementation of a student data management was implemented through School City, including benchmarks aligned with common core, with frequent and	Already included in goal 1

		consistent analysis of data.					
<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table>	Scope of Service	All schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table>	Scope of Service	All schools	
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<p>2. Analysis of data and adjustment of instruction to meet student needs</p>	<p>Already included in goal 1</p>	<p>2. Data was analyzed by individual teachers, in grade levels and departments and discussed school wide in collaboration meetings and class/department meetings.</p>	<p>Already included in goal 1</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table>	Scope of Service	All schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table>	Scope of Service	All schools	
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<p>3. Dedicated Licenses for Rosetta Stone will be provided to every student identified as an English Learner or re-designated English fluent to assist them in their English language acquisition. Additional licenses will be offered to parents of English Language Learner's parents if available.</p>	<p>Purchase licenses for Rosetta Stone 5000-5999: Services And Other Operating Expenditures Supplemental 15,000</p>	<p>3. Dedicated Licenses for Rosetta Stone were provided to every student identified as an English Learner or re-designated English fluent to assist them in their English language acquisition. Additional licenses were offered to parents of English Language Learner's parents if available.</p>	<p>Purchase licenses for Rosetta Stone 5000-5999: Services And Other Operating Expenditures Supplemental 15,000</p>				
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<p>4. Adopt English Language Learner Curriculum.</p>	<p>Cost of Books/Materials 4000-4999: Books And Supplies Supplemental 7,000</p>	<p>This was not purchased , but will be part of the ELA adoption to take place during the 2016-2017 school year.</p>	<p>No cost for the 2015/2016 school year</p>
<p>Scope of Service All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service No service provided in this area</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Create process for Academic Advisors to meet with foster youth and guardian to build learning plan to meet the needs of the individual student.</p>	<p>No Cost</p>	<p>5. The process for Academic Advisors to meet with foster youth and guardian to build learning plan to meet the needs of the individual student was discussed between district administration and academic advisors and a finalized process is still in progress.</p>	<p>No Cost</p>
<p>Scope of Service All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>6. Explore opportunities to collaborate with other local agencies serving foster youth.</p>	<p>Travel and release time 1000-1999: Certificated Personnel Salaries Supplemental 500</p>	<p>District administration explored opportunities to collaborate with local and regional agencies serving foster youth. A formal partnership with an agency is in progress.</p>	<p>Travel and release time 1000-1999: Certificated Personnel Salaries Supplemental 250</p>
<p>Scope of Service: All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Increase awareness of financial assistance programs such as AP testing fee waivers.</p>	<p>Travel and release time 1000-1999: Certificated Personnel Salaries Supplemental 500</p>	<p>7. The school district applied for and recieved a grant with the National Math and Science Initiative (NMSI). At this time the grant covers students at Desert High School; a donor is being sought after to sponser Boron High School as well. As part of this grant students have their AP exam fees paid for and receive incentives for passing scores on AP exams. While grant funding is being sought after for Boron High School, the district will pay for students AP exam fees.</p>	<p>Travel 1000-1999: Certificated Personnel Salaries Supplemental 300</p>
<p>Scope of Service: All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Secondary Grades 7-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>8. Encourage concurrent enrollment practices between the district and colleges</p> <p>9. Explore offering concurrent enrollment.</p>	<p>No Cost</p>	<p>8. The district has formed a formal partnership with Cerro Coso College to offer concurrent courses at Desert High School and Boron High School.</p> <p>9. The district will be offering concurrent enrollment courses starting with the 2016/2017 school year at each high school.</p>	<p>No Cost</p>
<p>Scope of Service Secondary Grades 7-12</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Secondary Grades 7-12</p> <hr/> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>10. Identify and implement interventions to address academic gaps based on benchmarks and CAASPP.</p> <p>11. Develop a tier system of interventions with identified instructional materials.</p>	<p>Instructional materials and supplies 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>10. The Director of Special Education, Director of Instruction and Assessment, and Learning Directors have met to identify and implement interventions to address academic gaps based on benchmarks and CAASPP starting in the 2016/2017 school year.</p> <p>11. The Director of Special Education, Director of Instruction and Assessment, and Learning Directors have met to develop a tier system of interventions with identified instructional materials starting in the 2016/2017 school year.</p>	<p>Instructional materials and supplies 4000-4999: Books And Supplies Supplemental 2,000</p> <p>Travel and release time 1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>
<p>Scope of Service All schools</p>		<p>Scope of Service All schools</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Increase use of parent portal by staff and parents by ensuring teachers utilize portal and parents are aware of the portal and how to use it.</p> <p>13. Ensure 100% of secondary teachers are trained and use parent portal. Provide information to parents to ensure they know how to use it.</p> <p>14. Train and begin use of parent portal at elementary.</p>	<p>No Cost</p>	<p>12. Parent Portal use was increased by staff and utilized at a greater scale by parents.</p> <p>13. 100% of secondary teachers have been trained and use parent portal. Information has been provided to parents to help ensure they know how to use it.</p> <p>14. Parent Portal was discussed at the elementary level but not implemented.</p>	<p>No Cost</p>
<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>15. School wide emphasis on and recognition of academic achievement and student improvement.</p> <p>16. Reinforce recognition program for progress in academic achievement based on benchmark assessments.</p>	<p>Student incentives and rewards 4000-4999: Books And Supplies Base 2,000</p>	<p>15. School wide emphasis on and recognition of academic achievement and student improvement occurred at each school for the 2015/2016 school year.</p> <p>16. Recognition programs for progress in academic achievement based on benchmark assessments was</p>	<p>Student incentives and rewards 4000-4999: Books And Supplies Base 500</p>

		implemented at Branch Elementary School. This is an area that the district will explore to expand as bench mark assessments are finalized and assessment data is available.	
<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>17. Establish and/or Revise Social, academic, and behavioral expectations for all Students, Staff, and Administrators</p> <p>18. Develop expectations for students, and revise expectations for staff and administrators.</p>	No Cost	<p>17. Behavioral expectations for all Students, Staff, and Administrators was reviewed at the district level.</p> <p>18. Expectations for students, and revised expectations for staff and administrators did not occur.</p>	No Cost
<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
19. Expand Positive Behavior	Teacher Release Time 1000-1999:	19. Positive Behavior Intervention and	Teacher Release Time 1000-1999:

<p>Intervention and Support(PBIS)</p> <p>20. Train and continue use of PBIS practices at Boron Jr/Sr HS, and begin training of PBIS practices at the other three schools in the district.</p>	<p>Certificated Personnel Salaries Base 1,500</p>	<p>Support(PBIS) practices were expanded at Desert High School and at each elementary school.</p> <p>20. Training and continued use of PBIS practices at Boron Jr/Sr HS, and the beginning of training of PBIS practices at the other three schools in the district is in progress.</p>	<p>Certificated Personnel Salaries Base No Cost</p>
<p>Scope of Service All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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 has conducted a qualitative and quantitative analysis of the actions in Goal 2 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. In lieu of hiring academic coaches beginning in the 2016/2017 school year, the district chose to hire three Learning Directors to serve students district wide. They serve as content coaches for teachers, benchmark and testing coordinators, and are integral in developing and monitoring tiered academic supports for students. The district decided to purchase an English Language Learner curriculum in conjunction with the district ELA adoption in 2016/2017. A curriculum with embedded EL support will be a part of the purchase. Due to the remote location, and historically low population of foster youth in the district, it has been a challenge to find agencies to partner with to assist in this area. District administration will continue to work with local and regional agencies to find a partner to support foster youth. The district will continue to explore expanding the NMSI grant opportunities for students at Boron High School. This grant is designed for schools that support military dependents, which Boron High School does not do, but due to their small size, it is possible to acquire a sponsor; NMSI is willing to support Boron High School if a donor can be found. Concurrent enrollment opportunities and extended learning opportunities for students and adults has greatly expanded this year; this will be an area that the district will continue to expand into. At this time the district is moving away from establishing student, staff, and administrator expectations, and focusing on promoting student attributes that lead to academic success and social well being. The district does not feel that this goal directly supports State Priority 5 and will focus on state priority 4 moving forward.</p>		

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

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

Original GOAL 3 from prior year LCAP:	The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.	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 Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<p>Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.</p> <p>Priority 1</p> <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed : 1 • Number/rate of teachers teaching outside of subject area competence: 3 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 47 • Number/rate of students lacking their own textbook: 0 • Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary 	<p>Actual Annual Measurable Outcomes:</p> <p>Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.</p> <p>Priority 1</p> <ul style="list-style-type: none"> • Number/rate of teachers not fully credentialed : 5 • Number/rate of teachers teaching outside of subject area competence: 2 • Number/rate of teachers teaching ELs without authorization: 6 • Number/rate of core classes taught by HQTs: BHS - 29 and DHS - 52 • Number/rate of students lacking their own textbook: 0 • Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan	No Cost	Director of FOPT had a bi-annual FIT walk in January and June with site principal and district administrator. Revised 7 year facility plan based on	No Cost

based on January FIT.			January FIT.		
Scope of Service	All sites		Scope of Service	All sites	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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)		
2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.		No Cost	Director of FOPT had 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.		No Cost
Scope of Service	All sites		Scope of Service	All sites	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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)		
3. District will allocate 229,000 to 15-16 facilities projects.		Repair district facilities 6000-6999: Capital Outlay Base 229000	District allocated 229,000 to 15-16 facilities projects.		Repair District Facilities 6000-6999: Capital Outlay Base 218000
Scope of Service	All sites		Scope of Service	All sites	
<input checked="" type="checkbox"/> All ----- OR: <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"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

_ Other 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 has conducted a qualitative and quantitative analysis of the actions in Goal 3 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. Due to the California teacher shortage, the district recruited experienced teachers from outside of the United States to fill critical special education and mathematics positions left vacant; Some of these positions had been unfilled for over a year. These teachers, while experienced and working under a California credential, are currently completing requirements to be fully credentialed teachers in California and/or meet EL authorization requirements. School conditions remain at 50% Good and 50% Exemplary rating. Each of the four schools in the district are in need of repair and updating. The district is currently exploring a general obligation bond for West Boron Elementary School and Boron Jr/Sr High School and are working with the Department of Defense Office of Economic Adjustment in completing a federal grant process which will serve to repair/replace the schools on Edwards Air Force Base.		

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

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

Original GOAL 4 from prior year LCAP:	By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) No AYP, 30% proficient in math and ELA. API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth Maintain prior year API score per subgroup. Percent of students completing UC/CSU required courses 75% District-Wide Percent of students completing a CTE Course Sequence Of the 150 students enrolled in CTE courses, (60%) completed the sequence. Percent of EL students attaining AMAO 1 and 2 targets N/A We do not receive any Title III monies EL reclassification rate EL reclassification rate is 15%. Percent of students who passed AP exams with a score of 3 or higher 10% 	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science) District test scores for 2015 related to Standard Met and Standard Exceeded: ELA-41% Math-29% API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth <p>(A) Black or African American: ELA: 31% Math: 18%</p> <p>Hispanic or Latino: ELA: 29% Math: 24%</p> <p>White: ELA: 44% Math: 32%</p> <p>(B) Socioeconomically disadvantaged Pupils ELA: 21% Math: 18%</p> <p>(C) English Learners ELA: 14% Math: 4%</p> <p>(D) Pupils with disabilities ELA: 3%</p>

- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 65% ready and 25% conditional. For Math, 40% ready with another 30% conditional.
- Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
- District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 65% in 2013-14.
- California State University Chancellor's Office website (EAP Rates)
ELA 65% and Math 40%

Priority 5

- Attendance Rate (District SIS): 96% for 2015-16.

Chronic Absenteeism Rate (District SIS): 5% for 2014-15.

- Middle School Dropout Rate: 0% for 2013-14.
- High School Dropout Rate: 0% for 2013-14.
- High School Graduation Rate: 100% for 2013-14.

Priority 6

- Suspension Rate (Data Quest): 2.5
- Expulsion Rate (Data Quest): 0.1

Math: 7%
(E) Foster youth
ELA: none
Math: none

- Percent of students completing UC/CSU required courses
41.5% District-Wide
- Percent of students completing a CTE Course Sequence
Of the 106 students enrolled in CTE courses, (48%) completed the sequence.
- Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
- EL reclassification rate
EL reclassification rate is 38%.
- Percent of students who passed AP exams with a score of 3 or higher
11%
- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 20% ready and 35% conditional. For Math, 5% ready with another 15% conditional.
- Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
- District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 48% in 2014-15.
- California State University Chancellor's Office website (EAP Rates)
ELA 20% and Math 5%
40% of students enrolled in an AP course took an AP test for the 2015/2016 school year

Priority 5

- Attendance Rate (District SIS): 96.37% for 2015-16.

Chronic Absenteeism Rate (District SIS): 15% for 2015-16.

	<ul style="list-style-type: none"> • Middle School Dropout Rate: 0% for 2013-14. • High School Dropout Rate: 1.6% for 2013-14. • High School Graduation Rate: 95.5% for 2013-14. <p>Priority 6</p> <ul style="list-style-type: none"> • Suspension Rate (Data Quest): 2.5 • Expulsion Rate (Data Quest): 0.0 • The district completed a survey to students, staff and parents/guardians regarding school safety and school connectedness in April 2016.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Expand current Student Attendance Review Board (SARB) and work with available resources to increase the effectiveness of the board.		There was no Student Attendance Review Board (SARB) available to the school district.	
Cost of services 5000-5999: Services And Other Operating Expenditures Supplemental 5,000		No Cost	
Scope of Service	All Schools	Scope of Service	N/A
<input checked="" type="checkbox"/> All		<input type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<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?	The district has conducted a qualitative and quantitative analysis of the actions in Goal 4 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. Due to our remote location, the district did not have the opportunity to participate in a SARB consortium. In spite of overall district-wide attendance, chronic absenteeism increased as well. The district will establish during the 2016/2017 school year an internal committee of administrators and community leaders to serve in the capacity of a district-
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	sponsored SARB board. Meetings will be held at regular intervals to address students who exhibit habitual truancy and work with families to increase their student's attendance at school. The district does not feel that this goal directly supports State Priorities 4 and will focus on state priorities 5 and 6 moving forward.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: High Schools Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>A 10% increase in enrollment and/or the addition of new course offerings.</p> <p>Priority 1</p> <ul style="list-style-type: none"> Number/rate of teachers not fully credentialed : 2 Number/rate of teachers teaching outside of subject area competence: 3 Number/rate of teachers teaching ELs without authorization: 0 Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 46 Number/rate of students lacking their own textbook: 0 Overall Facility rating from Facility Inspection Tool (FIT): Good <p>Priority 3 District identified</p> <ul style="list-style-type: none"> The district will hold 4 townhall meetings for the LCAP with one prior to 2nd quarter. 100% increase in parent participation at LCAP meetings; including parents of unduplicated students and exceptional needs. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science No AYP, 30% proficient in math and ELA. 	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1</p> <ul style="list-style-type: none"> Number/rate of teachers not fully credentialed : 5 Number/rate of teachers teaching outside of subject area competence: 2 Number/rate of teachers teaching ELs without authorization: 6 Number/rate of core classes taught by HQTs: BHS - 29 and DHS - 52 Number/rate of students lacking their own textbook: 0 Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary <p>Priority 3 District identified</p> <ul style="list-style-type: none"> The district held no townhall meetings directly related to the LCAP. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science District test scores for 2015 related to Standard Met and Standard Exceeded: ELA-41% Math-29%

- API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth
Maintain prior year API score per subgroup.
 - Percent of students completing UC/CSU required courses
75% District-Wide
 - Percent of students completing a CTE Course Sequence
Of the 150 students enrolled in CTE courses, (60%) completed the sequence.
 - Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
 - EL reclassification rate
EL reclassification rate is 15%.
 - Percent of students who passed AP exams with a score of 3 or higher
10%
 - Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 65% ready and 25% conditional. For Math, 40% ready with another 30% conditional.
 - Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
 - District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 65% in 2013-14.
 - California State University Chancellor's Office website (EAP Rates)
ELA 65% and Math 40%
- Priority 7
- Rate of students enrolled in CTE courses (grades 7-12)
40% enrollment rate for Jr and Sr. 20% overall.

- API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth
(A) Black or African American:
ELA: 31%
Math: 18%
Hispanic or Latino:
ELA: 29%
Math: 24%
White:
ELA: 44%
Math: 32%
(B) Socioeconomically disadvantaged Pupils
ELA: 21%
Math: 18%
(C) English Learners
ELA: 14%
Math: 4%
(D) Pupils with disabilities
ELA: 3%
Math: 7%
(E) Foster youth
ELA: none
Math: none
- Percent of students completing UC/CSU required courses
41.5% District-Wide
- Percent of students completing a CTE Course Sequence
Of the 106 students enrolled in CTE courses, (48%) completed the sequence.
- Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
- EL reclassification rate
EL reclassification rate is 38%.
- Percent of students who passed AP exams with a score of 3 or higher
11%

- Rate of students enrolled in UC/CSU required courses (grades 9-12)
75%
 - Number/rate of AP courses offered (grades 9-12)
5 AP courses
 - Rate of students enrolled in AP courses
30%
 - Rate of remedial course enrollment
5%
 - Unduplicated pupils have access to full course of study
 - Number/rate of course offerings for students with exceptional needs (SDC classes)
6 classes total. (3 elementary, 3 middle/high school) / 75% course rate
- Priority 8
- CAHSEE ELA/Math proficient rates
Math-100%
ELA-100%
 - CAHSEE ELA/Math 3-Year Pass Rate
2011/2012 Math-82%
2012/2013 Math-86%
2013/2014 Math-89%
2011/2012 ELA-86%
2012/2013 ELA-86%
2013/2014 ELA-90%
 - Percent of EL students making progress toward English Proficiency (AMAO 1)
N/A we do not receive Title III monies
 - AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)
34% of students enrolled in an AP course took an AP test for the 2014/2015 school year

- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 20% ready and 35% conditional. For Math, 5% ready with another 15% conditional.
 - Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
 - District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 48% in 2014-15.
 - California State University Chancellor's Office website (EAP Rates)
ELA 20% and Math 5%
40% of students enrolled in an AP course took an AP test for the 2015/2016 school year
- Priority 7
- Rate of students enrolled in CTE courses (grades 7-12)
31% enrollment rate for Jr and Sr. 18% overall.
 - Rate of students enrolled in UC/CSU required courses (grades 9-12)
73%
 - Number/rate of AP courses offered (grades 9-12)
5 AP courses were offered
 - Rate of students enrolled in AP courses
29%
 - Rate of remedial course enrollment
8%
 - Unduplicated pupils have access to full course of study
 - Number/rate of course offerings for students with exceptional needs (SDC classes)
5 classes total. (1 elementary, 4 middle/high school) / 75% course rate

		<p>Priority 8</p> <ul style="list-style-type: none"> • CAHSEE ELA/Math proficient rates Math-89% ELA-91% • CAHSEE ELA/Math 3-Year Pass Rate 2012/2013 Math-86% 2013/2014 Math-89% 2014/2015 Math-89% 2012/2013 ELA-86% 2013/2014 ELA-90% 2014/2015 ELA-91% • Percent of EL students making progress toward English Proficiency (AMAO 1) N/A we do not receive Title III monies • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 89% of students enrolled in an AP course took an AP test for the 2014/2015 school year
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>1. The schools will increase the number of career tech sections from 12 to 15 and also increase variety of course offerings. Board policy was changed to require a career tech 5 semester credits as high school graduation requirement.</p>	<p>Cost of teacher prep period buyouts 1000-1999: Certificated Personnel Salaries Base 100,000</p>	<p>1. The schools increased the number of career tech sections from 12 to 15 and also increase variety of course offerings. Board policy was changed to require a career tech 5 semester credits as high school graduation requirement. The district also sought funding through the Career Technical Education Incentive Grant (CTEIG) and recieved funding which will be used to provide one additional CTE instructor at each high school.</p>	<p>Cost of teacher prep period buyouts 1000-1999: Certificated Personnel Salaries Base 90,000</p>
<p>Scope of Service</p> <p>Secondary</p>		<p>Scope of Service</p> <p>Secondary</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>2. Academic advisors will implement student portfolios as a tool to help students develop a comprehensive career/college plan.</p>	<p>No Cost</p>	<p>2. Academic advisors are implementing student portfolios as a tool to help students develop a comprehensive career/college plan.</p>	<p>No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Secondary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Secondary		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Secondary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Secondary	
Scope of Service	Secondary						
Scope of Service	Secondary						
<p>3. Integrate Chromebooks into CTE classroom instruction.</p>	<p>No Cost</p>	<p>Chromebooks were integrated into CTE classroom instruction.</p>	<p>No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Secondary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Secondary		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Secondary</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	Secondary	
Scope of Service	Secondary						
Scope of Service	Secondary						
<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 has conducted a qualitative and quantitative analysis of the actions in Goal 5 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. The district will continue to expand CTE course offerings. It is anticipated that two new career pathways will be implemented during the 2016/2017 school year. Community meetings directly related to the LCAP were not held as planned; during the previous year, meetings were held at various times and locations with little public attendance. It was felt that discussions at the site level might reach a greater number of parents and community members. The LCAP is easily</p>						

	<p>accessible on the district web page and was discussed in collaboration meetings, board meetings, District Advisory Meeting, DELAC and ELAC meetings. For the 2016/2017 school year the district will explore holding two community meetings to discuss the LCAP. Priority 3 will not be tracked in goal 5 for the 2016/2017 school year and beyond, as it fits better with goal 6 of the LCAP. The district does not feel that this goal directly supports State Priorities 1 and 4 and will focus on state priorities 7 and 8 moving forward.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 6 from prior year LCAP:</p>	<p>The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 District identified</p> <ul style="list-style-type: none"> The district will hold 4 townhall meetings for the LCAP with one prior to 2nd quarter. 100% increase in parent participation at LCAP meetings; including parents of unduplicated students and exceptional needs. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science No AYP, 30% proficient in math and ELA. API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth Maintain prior year API score per subgroup. Percent of students completing UC/CSU required courses 75% District-Wide Percent of students completing a CTE Course Sequence Of the 150 students enrolled in CTE courses, (60%) completed the sequence. Percent of EL students attaining AMAO 1 and 2 targets N/A We do not receive any Title III monies 	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 3 District identified</p> <ul style="list-style-type: none"> The district held no townhall meetings directly related to the LCAP. <p>Priority 4</p> <ul style="list-style-type: none"> State assessment proficient/advanced rate for the district (CST/AYP for math/ELA/Social Science/Science District test scores for 2015 related to Standard Met and Standard Exceeded: ELA-41% Math-29% API growth and score data per Ed Code 52052: ...all numerically significant pupil subgroups at the school or school district, including: (A) Ethnic subgroups (B) Socioeconomically disadvantaged pupils (C) English learners (D) Pupils with disabilities (E) Foster youth (A) Black or African American: ELA: 31% Math: 18% Hispanic or Latino: ELA: 29% Math: 24% White: ELA: 44% Math: 32% (B) Socioeconomically disadvantaged Pupils ELA: 21% Math: 18%

- EL reclassification rate
EL reclassification rate is 15%.
 - Percent of students who passed AP exams with a score of 3 or higher
10%
 - Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 65% ready and 25% conditional. For Math, 40% ready with another 30% conditional.
 - Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
 - District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 65% in 2013-14.
 - California State University Chancellor's Office website (EAP Rates)
ELA 65% and Math 40%
- Priority 5
- Attendance Rate (District SIS): 96% for 2015-16.
- Chronic Absenteeism Rate (District SIS): 12% for 2014-15.
- Middle School Dropout Rate: 0% for 2013-14.
 - High School Dropout Rate: 0% for 2013-14.
 - High School Graduation Rate: 100% for 2013-14.
- Priority 6
- Suspension Rate (Data Quest): 2.5
 - Expulsion Rate (Data Quest): 0.1

- (C) English Learners
ELA: 14%
Math: 4%
 - (D) Pupils with disabilities
ELA: 3%
Math: 7%
 - (E) Foster youth
ELA: none
Math: none
- Percent of students completing UC/CSU required courses
41.5% District-Wide
 - Percent of students completing a CTE Course Sequence
Of the 106 students enrolled in CTE courses, (48%) completed the sequence.
 - Percent of EL students attaining AMAO 1 and 2 targets
N/A We do not receive any Title III monies
 - EL reclassification rate
EL reclassification rate is 38%.
 - Percent of students who passed AP exams with a score of 3 or higher
11%
 - Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 20% ready and 35% conditional. For Math, 5% ready with another 15% conditional.
 - Data Quest/www.cde.ca.gov (AYP, API, UC/CSU completion rate, AMAO 1/2, EL reclassification rate, AP Exam Data)
Included in other metrics
 - District SIS or Perkins Database (CTE Course Completion)
CTE Course Completion was 48% in 2014-15.
 - California State University Chancellor's Office website (EAP Rates)
ELA 20% and Math 5%
40% of students enrolled in an AP course took an AP test for the 2015/2016 school year

	<p>Priority 5</p> <ul style="list-style-type: none"> Attendance Rate (District SIS): 96.37% for 2015-16. <p>Chronic Absenteeism Rate (District SIS): 15% for 2015-16.</p> <ul style="list-style-type: none"> Middle School Dropout Rate: 0% for 2013-14. High School Dropout Rate: 1.6% for 2013-14. High School Graduation Rate: 95.5% for 2013-14. <p>Priority 6</p> <ul style="list-style-type: none"> Suspension Rate (Data Quest): 2.5 Expulsion Rate (Data Quest): 0.0
--	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
1. Each school will establish an informal community meeting schedule and establish parent centers with child care for informal meetings.	Extra staff time and basic supplies 2000-2999: Classified Personnel Salaries Base 5,000	The district moved away from this approach. Each school site holds various community meetings in conjunction with PTOs and other parent groups, but do not have formal parent centers with child care options.					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools	
Scope of Service	All Schools						
Scope of Service	All Schools						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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)					
2. Utilize the District Facebook page, District website, and School	No Cost	The district Facebook page, District website, and School Messenger system	No Cost				

Messenger to notify parents, guardians, and community organizations of informational meetings and trainings.		was utilized to regularly notify parents, guardians, and community organizations of informational meetings and trainings and information.					
<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools	
Scope of Service	All Schools						
Scope of Service	All Schools						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
3. Create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	<p>Cost of equipment and programs to develop videos and online portal 4000-4999: Books And Supplies Supplemental 10,000</p> <p>Community Outreach Coordinator 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>	3. Creating online training for financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships is in the development stage.	No Cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools	
Scope of Service	All Schools						
Scope of Service	All Schools						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
4. Create online training for parents and guardians related the IEP process, Student Study Team, and parent conferences.	No Cost	Creating online training for parents and guardians related the IEP process, Student Study Team, and parent conferences in the development stage.	No Cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools	
Scope of Service	All Schools						
Scope of Service	All Schools						

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
5. Expand availability of the Rosetta Stone program for parents of EL students by providing access to computers on site	Already Included in Actions Above	5. Parents of EL students have expanded availability of the Rosetta Stone program through access to computers on site.	Already Included in Actions Above
Scope of Service All Schools		Scope of Service All Schools	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district has conducted a qualitative and quantitative analysis of the actions in Goal 6 throughout 2015-16. Based on this analysis, stakeholder feedback, and resources the district chose to continue many of the actions for the 2016-17 implementation plan. Community meetings directly related to the LCAP were not held as planned; during the previous year, meetings were held at various times and locations with little public attendance. It was felt that discussions at the site level might reach a greater number of parents and community members. The LCAP is easily accessible on the district web page and was discussed in collaboration meetings, board meetings, District Advisory Meeting, DELAC and ELAC meetings. For the 2016/2017 school year the district will explore holding two community meetings to discuss the LCAP. On-line training for parents and students will be finalized by the Director of Special Education, the Director of Instruction and Assessment, and Learning Directors during the 2016/2017 school year. The district will continue to use social media and on-line tools to communicate with parents and students. The district does not feel that this goal directly supports State Priorities 4, 5, and 6 and will focus on state priority 3 moving forward.		

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Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 11 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 12 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 13 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 14 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 15 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$644,000
The district will be spending supplemental grant funding as determined by the district’s goals as outlined in section 2 of this LCAP and actions to progress towards those goals as outlined in section 2. Services and expenditures funded with supplemental monies will be principally directed to support the unduplicated students.	
Muroc Joint Union School District has an unduplicated rate of 28.69%. Beyond directly targeted services outlined in Section 2, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to provide district-wide interventions. Although interventions will implemented district-wide, they will be principally directed at the unduplicated popluation because they represent the majority of students needing those interventions. The alternative would be to provide interventions only for targeted pupils. In the spirit of education, and the LCAP, it is unreasonable to exclude a student in need of intervention and allow them to fall behind simply because they are not generating supplemental monies.	
Interventions under the RTI model have been demonstrated as effective as indicated in research conducted by Richard DuFour, Rebecca DuFour, Robert Eacker, Thomas Many, and Robert J Marzano. RTI interventions will be provided to all students, on a dedicated and scheduled basis.	

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.

4.36	%
Services for low income, foster youth, and English learners will be increased/improved as identified in Section 2 of this Local Control Accountability Plan in the following areas: Increase professional development for staff	
<ul style="list-style-type: none"> • Purchase EL component of ELA curriculum 	

- Implement intervention
- Expand before/after school program
- Increase time for Academic Adviser
- Expand availability of parent resources
- Increase parent outreach
- Create targeted interventions

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	1,291,500.00	636,550.00	1,607,700.00	679,200.00	688,200.00	2,975,100.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	853,500.00	389,500.00	849,200.00	485,700.00	326,700.00	1,661,600.00
California Career Pathways Trust	0.00	0.00	0.00	0.00	200,000.00	200,000.00
Lottery	50,000.00	44,500.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	127,000.00	64,000.00	32,000.00	223,000.00
Supplemental	388,000.00	200,550.00	631,500.00	129,500.00	129,500.00	890,500.00
Title II	0.00	2,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	1,291,500.00	636,550.00	1,607,700.00	679,200.00	688,200.00	2,975,100.00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	4,000.00	4,000.00
1000-1999: Certificated Personnel Salaries	440,500.00	306,550.00	493,500.00	345,000.00	340,000.00	1,178,500.00
2000-2999: Classified Personnel Salaries	65,000.00	0.00	36,000.00	18,000.00	18,000.00	72,000.00
3000-3999: Employee Benefits	0.00	0.00	64,500.00	0.00	0.00	64,500.00
4000-4999: Books And Supplies	510,000.00	70,000.00	728,500.00	79,000.00	89,000.00	896,500.00
5000-5999: Services And Other Operating Expenditures	47,000.00	42,000.00	85,200.00	37,200.00	37,200.00	159,600.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	229,000.00	218,000.00	200,000.00	200,000.00	200,000.00	600,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	1,291,500.00	636,550.00	1,607,700.00	679,200.00	688,200.00	2,975,100.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	4,000.00	4,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Base	149,500.00	121,000.00	128,500.00	191,500.00	218,500.00	538,500.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	127,000.00	64,000.00	32,000.00	223,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	291,000.00	183,550.00	238,000.00	89,500.00	89,500.00	417,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	2,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	15,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	50,000.00	0.00	36,000.00	18,000.00	18,000.00	72,000.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	64,500.00	0.00	0.00	64,500.00
4000-4999: Books And Supplies	Base	433,000.00	23,500.00	478,500.00	77,000.00	87,000.00	642,500.00
4000-4999: Books And Supplies	Lottery	50,000.00	44,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	27,000.00	2,000.00	250,000.00	2,000.00	2,000.00	254,000.00
5000-5999: Services And Other Operating Expenditures	Base	27,000.00	27,000.00	42,200.00	17,200.00	17,200.00	76,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,000.00	15,000.00	43,000.00	20,000.00	20,000.00	83,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	229,000.00	218,000.00	200,000.00	200,000.00	0.00	400,000.00
6000-6999: Capital Outlay	California Career Pathways Trust	0.00	0.00	0.00	0.00	200,000.00	200,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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