Introduction:

LEA: Mendota Unified School District
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LCAP Year: 2015 – 2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The Director of State & Federal Programs collaborated with district officials to develop materials for presentations to stakeholders. The outcome of this collaboration was a presentation for stakeholders that contained the following the information with the district's subgroups in mind: 71% English Learners, 4.5% Special Education, & 99% Socio-Economically Disadvantaged. 1. A clear description of what LCFF is and what the development of the LCAP would entail 2. Data related to the eight state priorities as a point of reference for all stakeholder groups (a district data portrait was created which includes data on student performance, attendance, suspension and other pertinent metrics) 3. The district's current mission and vision	Stakeholder feedback indicated continued support for technology in the classrooms, additional reading support and literacy support, and increased support for parents to help their own students' with academic progress. In addition, stakeholders were also in agreement to align the current LCAP goals (5) with the 3 district goals. All of these points of feedback are reflected in the plan.

4. The district's current plan, current goals, and current obligations a. Input on merging the current LCAP goals from 5 to 3 to be in alignment with the 3 district goals All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Presentations and corresponding materials were presented to the following groups: *Staff (CSEA) – January 22, 2015* *Teachers (MTA) – January 27, 2015* *Administration – January 28, 2015* *Parents – January* *School Site Councils – January/February* *District English Learner Advisory Council – February, March & April* *District Advisory Council – December & April* *Secondary Students – November* *Community members – January* At each presentation, input was solicited and collected regarding current LCAP goals, services, and actions. Meetings were announced using flyers, the Tele-Parent automated phone calling system, and the district website. The meetings were held a varying times throughout the day and evening to provide opportunity for maximum participation. The final LCAP draft was created and based on stakeholder feedback. The draft was presented and shared with the DELAC and DAC on May 5, 2015 for their respective review and comment. The draft was also posted on the district website for public comment beginning on May 4, 2015. All stakeholder input was considered and the final draft was created and presented to the governing board.	
Annual Update: As indicated in the Annual Update Section of this plan, the majority of the actions/services where carried out and the LEA plans to continue to provide the most all of those actions/services. The fact that the district adopted 3 district goals in November of 2014, lead the district management team to make significant changes to the 2015/16 LCAP in regards to the goals. In	**Annual Update:** The LCAP now has 3 goals instead of 5 to in alignment with the 3 district goals. A district data portrait was created and shared with all stakeholder groups and will be used in the development of future Local Control Accountability Plans.

2014/15 the LCAP consisted of 5 goals and for this new plan all five of the previous year's goals will be embedded within 3 goals. These 3 goals are in alignment with the 3 district goals. This year the district improved on efforts to reach out to stakeholders especially parents. The process this year allowed for more complete data to be shared with stakeholders as well as greater opportunity to be involved in the input process. Metrics and their targets were clearly identified and shared with each stakeholder group.	The input focused on ways to increase parent involvement in the educational process this year. The improved efforts of the district to increase parental involvement are reflected in the plan under the parent engagement section.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

		Related State and/or Local Priorities:
GOAL:	**Goal 1:** Increase student achievement	1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. The following is the available data from 2012-13: **ELA percentage of students scoring proficient or above**: All students = 35%, Hispanic = 35%, Economically Disadvantage = 35%, English Learner = 29%, and Student with Disabilities = 8% **Math percentage of students scoring proficient or above**: All students = 41%, Hispanic = 41%, Economically Disadvantage = 41%, English Learner = 36%, and Student with Disabilities = 6% **Science percentage of students scoring proficient or above**: All students = 32%, Hispanic = 32%, Economically Disadvantage = 32%, English Learner = 27%, and Student with Disabilities = 0% **2013-14 CELDT Proficiency**: Less than 5 years = 16.4%; more than 5 years = 60.8% **CAHSEE passing rates for 2013-14 are as follows**: Math – All students = 73%, English Learners = 66%, Economically Disadvantage = 73%; ELA – All students = 70%, English Learners = 59%, Economically Disadvantage = 69%. **Graduation rate for 2012-13 = 80.4%** **2012-13 EAP pass rate** All students = 8%, EL students = 5%, Economically Disadvantage students = 3% **2013-14 A-G requirements met = 38%** **2013-14 AP enrollment = 13%; 2013-14 AP pass rate = 36%** **Maintain classes at McCabe Elementary in grades 4 – 6 under 38 students per class to ensure effective and meaningful instruction.** This action/service will be taken due to the absence of QEIA funding

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**For all students and all subgroups** – Provide sufficient materials that are aligned to the common core state standards including English Learner access to English Language Development and ensure the implementation of state standards as measured by principal "walk-through" forms and staff professional development: • The school sites and district will meet the API growth target established by the state.

- Proficiency rates in Science, ELA, and Math will increase by 2%
- Increase CELDT proficiency percentages by 5%.
- Increase the reclassification rate by 2%.
- Increase the CAHSEE passing rate by 2% for all students and all subgroups.
- Increase the graduation rate by 2%.
- Increase the EAP passing rate by 3%.
- Increase the A-G requirements met by 3%.
- Increase the AP enrollment rate by 2% and increase passing rate by 3%.
- Decreased class sizes at McCabe Elementary from high 30's to low 30's (4th, 5th & 6th grades).
- Other Outcomes: Attain baseline data on Literacy Assessments in both Social Studies and Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide standards aligned curriculum in the core content areas; update, replace, or replenish curriculum and resources. Superintendent and Deputy Superintendent.	All Schools	_X_ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,142,759 LCFF Base
2. Support the implementation of a robust early literacy program to construct a foundation which to build deep content knowledge via curricular resources, highly qualified staffing, and appropriate/adequate materials. Will need early literacy curriculum and or computer based reading program(s).	All Schools (specific to Pre-K program)	__ALL <hr> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_ Pre-K	$100,000 LCFF Base
3. Establish a district level CELDT team to administer the CELDT and input tentative data into a database program that will then be communicated to staff. Will look to hire support staff and other related expenses.	All Schools	__ALL <hr> OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,175 LCFF Base
4. Monitor progress of all students and subgroups	All	_X_ALL	$346,347

via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's). Data-Technician, Student Information System, benchmarks, and improvements to the technology infrastructure.	Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base
5. Maintain IDEA compliance: Director of Special Ed., psychologist, and Special Ed. Department. Implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction. Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	All Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Ed.	$1,380,011 LCFF Base
6. Staff (academic counselors) to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic counselors (secondary level) and site registrar (MHS).	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$405,524 LCFF Base
7. Provide a variety of learning supports including differentiated instruction, interventions, summer school, and enrichment opportunities/activities consistent with our district initiatives (***RTI, Best Practices, PLC's, & Instructional Rounds***) for students as needed. Retain the academic coaches and hire an additional coach to have an on-site coach per site. In addition, support purchases of classroom supplies that will enhance	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,428,994 LCFF S/C

the lesson delivery and lesson content.			
8. The school district is moving towards making all school sites Google-Schools. Teachers will be going through a series of training sessions for this initiative. To execute this move at all the school sites, the district would like to provide a Google Chrome Book for each student – start the process of becoming "One-to-One Schools".	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$728,966 LCFF S/C
9. Highly Qualified Paraprofessionals to provide "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$800,000 LCFF S/C
10. Site Guidance Instructional Specialist to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Retain all GIS – one per school site excluding the continuation site due to small enrollment count.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$570,000 LCFF S/C
11. Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum. Retain the Director of English Learner and Testing services and the staffing necessary (Project's Secretary) for program accountability.	District Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$300,000 LCFF S/C
12. Retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on academic progress,	School Wide (McCabe Elementary)	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient	$240,000 LCFF S/C

discipline, and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student-to-teacher ratios.	__Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**For all students and all subgroups** – Provide sufficient materials that are aligned to the common core state standards including English Learner access to English Language Development and ensure the implementation of state standards as measured by principal "walk-through" forms and staff professional development: • The school sites and district will meet the API growth target established by the state. • Proficiency rates in Science, ELA, and Math will increase by 2% • Increase CELDT proficiency percentages by 5%. • Increase the reclassification rate by 2%. • Increase the CAHSEE passing rate by 2% for all students and all subgroups. • Increase the graduation rate by 2%. • Increase the EAP passing rate by 3%. • Increase the A-G requirements met by 3%. • Increase the AP enrollment rate by 2% and increase passing rate by 3%. • Decreased class sizes at McCabe Elementary from high 30's to low 30's (4th, 5th & 6th grades). • Other Outcomes: Attain baseline data on Literacy Assessments in both Social Studies and Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Analyze and continue to monitor the effectiveness of all curriculums. Replenish/replace or update educational resources. (Superintendent and Deputy Superintendent)	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,199,897 LCFF Base
2. Continue to develop the early literacy program. Monitor implementation of program and student progress.	All Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Pre-K	$105,000 LCFF Base

3. Continue with the district level CELDT team. Monitor and adjust as needed the implementation of the new system.	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$36,934 LCFF Base
4. Monitor progress of all students and subgroups via benchmarks. Continuation of data disaggregation and data analysis (continue practice from previous year). Improve on the technology infrastructure.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$363,664 LCFF Base
5. Continue to oversee Special Ed. Department and monitor implementation of program.	All Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__Special Ed.	$1,449,012 LCFF Base
6. Academic Counselors and registrar to continue oversight of student progress and success. Counselors will focus on curriculum embedded assessments, local benchmarks, grade reports, transcripts, and promotion and retention rates.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$425,800 LCFF Base
7. Analyze and continue to monitor effectiveness of A. Coaches through the use of teacher observations, evaluations, and assessment data. Continue to support and provide extended learning opportunities as listed above.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,550,441 LCFF S/C
8. Monitor and evaluate "student-to-computer" ratio. Evaluate the initiative and progress made. Continue to provide additional devices/training as needed. Less money will be allocated due progress made on goal.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500,000 LCFF S/C

9. Monitor and evaluate "student-to-aide" ratios and performance. If needed provide additional staffing to ensure service/action success.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$840,000 LCFF S/C
10. Monitor student progress by reviewing quarter assessments and grade distribution reports to meet the needs of students. Retain all GIS.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$598,500 LCFF S/C
11. Continue district and site support for data review and implementation of effective ELD curriculum and instruction. Retain the Director of English Learner and Testing services.	District Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$315,000 LCFF S/C
12. Retain the 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary.	School Wide (McCabe Elementary)	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$252,000 LCFF S/C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**For all students and all subgroups** – Provide sufficient materials that are aligned to the common core state standards including English Learner access to English Language Development and ensure the implementation of state standards as measured by principal "walk-through" forms and staff professional development: • The school sites and district will meet the API growth target established by the state. • Proficiency rates in Science, ELA, and Math will increase by 2% • Increase CELDT proficiency percentages by 5%. • Increase the reclassification rate by 2%. • Increase the CAHSEE passing rate by 2% for all students and all subgroups. • Increase the graduation rate by 2%.

	• Increase the EAP passing rate by 3%. • Increase the A-G requirements met by 3%. • Increase the AP enrollment rate by 2% and increase passing rate by 3%. • Decreased class sizes at McCabe Elementary from high 30's to low 30's (4th, 5th & 6th grades). • Other Outcomes: Attain baseline data on Literacy Assessments in both Social Studies and Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to analyze and continue to monitor the effectiveness of all curriculums. Replenish/replace or update educational resources. (Superintendent and Deputy Superintendent)	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,259,891 LCFF Base
2. Continue to support the early literacy program. Analyze and review existing program and adjust as needed based on student and program data.	All Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Pre-K	$110,250 LCFF Base
3. Monitor and adjust as needed the implementation of the CELDT team. Make the necessary changes and accommodations for the new English Language assessment. This team will provide oversight of the new assessment. In addition, provide testing structure and training as needed.	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$38,781 LCFF Base
4. Continue practice from previous year – monitor progress of all students and subgroups via benchmarks. Continuation of data disaggregation and data analysis (continue practice from previous year). Improve on the technology infrastructure.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$381,847 LCFF Base
5. Continue to oversee Special Ed. Department and monitor implementation of program. Provide oversight of IEP's and monitor of implementation	All Schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$1,521,463 LCFF Base

		X_Other Subgroups:(Specify)__Special Ed.	
6. Continue oversight of student progress – counselors will focus on curriculum embedded assessments, local benchmarks, grade reports, transcripts, and promotion and retention rates.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$447,090 LCFF Base
7. Analyze and continue to monitor effectiveness of A. Coaches through the use of teacher observations, evaluations, and assessment data. Continue to provide and support extended learning opportunities as listed above.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,677,963 LCFF S/C
8. Monitor and evaluate "student-to-computer" ratio. Evaluate the initiative and progress made. Continue to provide additional devices/training as needed. Less money will be allocated due progress made on goal.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$250,000 LCFF S/C
9. Monitor and evaluate "student-to-aide" ratios and performance. If needed provide additional staffing to ensure service/action success.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$882,000 LCFF S/C
10. Monitor student progress by reviewing quarter assessments and grade distribution reports to meet the needs of students. Retain all GIS.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$628,425 LCFF S/C
11. Continue district and site support for data review and implementation of effective ELD curriculum and instruction. Retain the Director of English Learner and Testing services.	District Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient	$330,750 LCFF S/C

		__Other Subgroups: (Specify)_____	
12. Retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary.	School Wide (McCabe Elementary)	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$264,600 LCFF S/C

		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____
GOAL:	**Goal 2:** Provide safe schools with many opportunities for involvement	
Identified Need:	To maintain or improve on the following rates: middle school dropout, high school dropout, CTE enrollment, attendance, chronic absenteeism, suspension, and expulsion. In addition to increase stakeholder (parent) participation at all the school sites. **2012-13 Middle School Dropout rate 1%** **2012-13 High School Dropout rates** All students = 17.3%, Hispanic students = 16.3%, English Learners = 15.9%, Economically Disadvantage students = 17.3% **2012-13 CTE Sections offered = 22** **2013-14 CTE Sections offered = 15** **2013-14 CTE enrollment = 17%** **2012-13 Truancy rate = 16.09%** **2012-13 Chronic Absenteeism rate = 4.6%** The suspension rate for 13-14 was 7.6% and our expulsion rate for the same year was 0.2%. **2014-15 District ADA = 89%; P-2 data**	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Subgroups	
	LCAP Year 1: 2015-16	
Expected Annual	For all students and all subgroups – Provide access to a broad course of study as measured by teacher	

Measurable Outcomes:	schedules, which should result in gains made in all or some of the following metrics.
	• Maintain the middle school dropout rate. • Decrease the high school dropout rate by 2% for all subgroups. • Increase the number of CTE Sections offered • Increase the CTE enrollment rate by 3%. • Decrease the truancy rate by 1%. • Decrease the chronic absenteeism rate by 1%. • Decrease the suspension rate by 1% and maintain the expulsion rate. • Increase stakeholder participation at each school site by 5% as measured sign-in sheets at events. • Increase ADA by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. To meet the demands of district technology and of the new testing format, retain the current technology staffing to provide assistance with the implementation of the district technology plan and the district technology needs. Continue to contract with FCOE to supplement IT services.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$312,826 LCFF Base
2. Provide core instruction with 21st century themes to facilitate the development of learning and innovation skills – *Fine Arts and Vocational Education included*. Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 LCFF Base
3. Provide transportation to ensure student attendance for qualifying students within the district transportation boundaries and to provide transportation for other school related events.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,141,695 LCFF Base
4. School sites and district will communicate	All	_X_ALL	$49,198

regularly via the website, phone outreach, flyers/notices, and mailings.	Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base
5. Translation services at educational events and of required documents. (Site and district events, matriculation and registration, and of notices, letters and other documents).	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,250 LCFF Base
6. Mental and physical health supports – For this year, advertise and hire a Registered Nurse to serve the district and work with the district psychologist to address student needs and facilitate student learning. (Budget for nurse – materials and supplies)	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 LCFF Base
7. Provide a safe and healthy environment by implementing effective behavioral programs. In addition, retain school nurses to provide basic/routine medical assistance and to work with school psychologist to address student needs and facilitate student learning. Continue to conduct the California Healthy Kids Survey and to retain the campus monitor at MHS. New for this year, advertise and hire a School Resource officer – District-wide.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000 LCFF S/C
8. Support and encourage student, parent, and community participation in district and site level events/functions. Provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation. Purchase	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$85,000 LCFF S/C

of electronic marquee(s) for increased communication and awareness of school/district related functions/events and meetings.			
9. Services to support parents in attending and engaging in district and site specific events. Childcare, parent meeting supplies, and staff supplemental hours. (Part of the plan to ensure continued services after federal funds have been expended.)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000 LCFF S/C
10. Support the creation of a 21st century learning environment and to provide access to 21st century resources. Continue support of programs such as AVID, MESA, Chess, and Band. Purchase/update technology devices (tablets & mobile carts with laptops). Retain library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library. Hire up to two additional band instructors to increase our core offerings at the elementary levels.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$854,346 LCFF S/C
11. Offer a broad course of study – increase CTE and fine arts offerings at the secondary levels. Hire 1 Agriculture Teacher (MHS), 1 Small Business Teacher (MHS), and 1 Spanish Teacher (MJH).	Secondary Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$240,000 LCFF S/C
12. Establish attendance teams within the school sites that meet regularly to review the school's attendance rates to reduce truancy rates. Retain clerks at MHS, MES, & McCabe to assist with attendance teams. For this year hire an additional clerk for the middle school to help address the truancy rates.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$130,000 LCFF S/C

13. Previous Williams inspections have noted classroom and site maintenance issues that need to be addressed so that our facilities are operational and functional to ensure that our unduplicated student population can continue to be offered as many high quality services that may be eliminated due to lack of funds. In addition, we would like to use these funds to make improvements on facilities/classrooms that may allow us to offer additional programs.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$250,000 LCFF S/C

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	For all students and all subgroups – Provide access to a broad course of study as measured by teacher schedules, which should result in gains made in all or some of the following metrics. • Maintain the middle school dropout rate. • Decrease the high school dropout rate by 2% for all subgroups. • Increase the number of CTE Sections offered • Increase the CTE enrollment rate by 3%. • Decrease the truancy rate by 1%. • Decrease the chronic absenteeism rate by 1%. • Decrease the suspension rate by 1% and maintain the expulsion rate. • Increase stakeholder participation at each school site by 5% as measured sign-in sheets at events. • Increase ADA by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue technology audits and oversight of tech plan with the assistance of the IT Department and FCOE IT support.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$328,467 LCFF Base
2. Evaluate and monitor implementation of 21st century learning model. Continue to work collaboratively to monitor implementation of the	All Schools	_X_ALL OR: __Low Income pupils __English Learners	$210,000 LCFF Base

lessons to address the 4-C's and replace/replenish textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Continue to provide transportation for qualifying students to ensure a higher attendance rate. Also to provide transportation for other school related events.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,198,780 LCFF Base
4. Continue to monitor communication practices and modify as needed.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,658 LCFF Base
5. Continue district translation practices.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,513 LCFF Base
6. Continue to collaborate and provide services as needed. Retain Registered Nurse for continued student support as needed or as required by students' Individual Educational Plan (IEP).	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$105,000 LCFF Base
7. Continue to conduct the CHKS and analyze data and respond accordingly. Retain campus monitor, health aides, and SRO.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$367,500 LCFF S/C
8. Continue to provide materials and supplies for	District	_X_ALL	$90,000

participation of stakeholders at site and district events. Monitor current programs and adjust and modify as needed. If needed, purchase of electronic additional marquee(s) for increased communication and awareness of school/district related functions/events and meetings.	Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF S/C
9. Services to support parents in attending and engaging in district and site specific events. Childcare, parent meeting supplies, and staff supplemental hours. Monitor current services and adjust and modify as needed. (Part of the plan to ensure continued services after federal funds have been expended.)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,750 LCFF S/C
10. Inventory and purchase complex text and technology as needed. Retain the library media specialist. Continue the support of the AVID, MESA, Chess, Band, and any other academically enriching programs. Retain hires from the previous year.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$897,063 LCFF S/C
11. Continue to offer/support a broad course of study. Retain Ag, Small Business, and Spanish Teachers. Based on need, interest, and success look to increase offerings.	Secondary Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$252,000 LCFF S/C
12. Continue to supervise attendance team and support their needs. Retain attendance clerks at all the sites and look to hire additional staff based on need.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$136,500 LCFF S/C
13. Continue to ensure that all school sites are properly maintained and that all classrooms and other site related facilities are operational and	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$262,500 LCFF S/C

		__Other Subgroups:(Specify)_____

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	For all students and all subgroups – Provide access to a broad course of study as measured by teacher schedules, which should result in gains made in all or some of the following metrics. • Maintain the middle school dropout rate. • Decrease the high school dropout rate by 2% for all subgroups. • Increase the number of CTE Sections offered • Increase the CTE enrollment rate by 3%. • Decrease the truancy rate by 1%. • Decrease the chronic absenteeism rate by 1%. • Decrease the suspension rate by 1% and maintain the expulsion rate. • Increase stakeholder participation at each school site by 5% as measured sign-in sheets at events. • Increase ADA by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue technology audits and oversight of tech plan with the assistance of the IT Department and FCOE IT support.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$344,890 LCFF Base
2. Evaluate and monitor implementation of 21st century learning model. Continue to work collaboratively to monitor implementation of the lessons to address the 4-C's and replace/replenish textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$220,500 LCFF Base
3. Continue to provide transportation for qualifying	All	_X_ALL	$1,258,719

students to ensure a higher attendance rate. Also to provide transportation for other school related events.	Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF Base
4. Continue to monitor communication practices and modify as needed.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$54,241 LCFF Base
5. Continue district translation practices.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,789 LCFF Base
6. Continue to collaborate and provide services as needed. Retain Registered Nurse for continued student support as needed or as required by students' Individual Educational Plan (IEP).	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$110,250 LCFF Base
7. Continue to conduct the CHKS survey and analyze data and respond accordingly. Retain campus monitor, health aides, and SRO. If data suggest, hire staff as needed.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$385,875 LCFF S/C
8. Continue to provide materials and supplies for participation of stakeholders at site and district events. Monitor current programs and adjust and modify as needed. Base on need, purchase of electronic marquee(s) for increased communication and awareness of school/district related functions/events and meetings.	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$94,500 LCFF S/C

9. Services to support parents in attending and engaging in district and site specific events. Childcare, parent meeting supplies, and staff supplemental hours. Monitor current services and adjust and modify as needed. (Part of the plan to ensure continued services after federal funds have been expended.)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$16,538 LCFF S/C
10. Continue to inventory and purchase complex text and technology as needed. Retain the library media specialist. Continue the support of the AVID, MESA, Chess, Band, and any other academically enriching program. Retain hires from the previous years.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$941,916 LCFF S/C
11. Continue to offer/support a broad course of study. Retain Ag, Small Business, and Spanish Teachers. Based on need, interest, and success look to increase offerings.	Secondary Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$264,600 LCFF S/C
12. Continue to supervise attendance team and support their needs. Retain clerks at all school sites and look to hire additional staff if needed. Evaluate and modify practices as needed.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$143,325 LCFF S/C
13. Continue to ensure that all school sites are properly maintained and that all classrooms and other site related facilities are operational and functional.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$275,625 LCFF S/C

GOAL:	**Goal 3:** Develop and grow a professional learning culture	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need:	Achieving academic proficiency for all students begins with providing sufficient materials and good first instruction. Good first instruction requires a properly certificated teaching workforce. Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. Therefore retaining and developing a professional learning culture is essential to the success of our school district.	
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All Subgroups	

LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Progress towards attaining 100% of the District's teachers being HQT and EL certified. This will be reflected with gains in the Smarter Balanced Assessment data. All Facilities will be well maintained as measured by the annual facilities inspection tool.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Site administration will provide instructional over-sight; offer on-going professional development, on-sight collaboration and "real time" instructional coaching as a means to support the implementation of the CCCSS. In addition	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,254,000 LCFF Base

facilite the development and growth of a professional learning culture. (Site Principals)			
2. Human Resources Department will do a review of all certificated personnel records to ensure 100% of certificated staff has a HQT status and proper EL Certification. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the LEA. (Job Fairs)	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$11,634,045 LCFF Base
3. Provide essential support staff (district and site) and other resource components for the execution of day-to-day operations.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,039,928 LCFF Base
4. Ensure the development and sustainability of career pathways. Collaboration amongst site leaders, district leaders, teachers, and outside agencies to continue to provide career opportunities for students and stakeholders.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,827 LCFF Base
5. Provide clean and well-maintained schools. Establish oversight audit to monitor MOT operations. MOT director to oversee department operations and staff.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,131,177 LCFF Base
6. Support of professional development in the absence of categorical funding and to provide professional development materials and resources not allowable through federal funds that will encourage participation and engagement for district staff. Pay for staff participation in district committees that encourage staff and student	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000 LCFF S/C

development.

	LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Progress towards attaining 100% of the District's teachers being HQT and EL certified. This will be reflected with gains in the Smarter Balanced Assessment data. All Facilities will be well maintained as measured by the annual facilities inspection tool.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1. Continue to build from previous year. Analyze previous year's professional development services and modify as needed.	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$1,316,700 LCFF Base
2. Continue to sustain student to teacher ratio and HQT status for all district employees. Continued support for staff not meeting the minimum standard.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$12,215,747 LCFF Base
3. Administration will monitor implementation and effectiveness of day-to-day operations.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$1,091,924 LCFF Base
4. Continue with the development and sustainability of career pathways. Collaboration amongst site leaders, district leaders, teachers, and outside agencies to continue to provide career opportunities for students and stakeholders.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$168,868 LCFF Base
5. Continue established MOT audit schedule to maintain facilities and services needed to provide clean and well-maintained schools.	All Schools	_X_ALL OR: __Low Income pupils __English Learners		$4,337,736 LCFF Base

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Continue to support professional development in the absence of categorical funding and to provide professional development materials and resources not allowable through federal funds that will encourage participation and engagement. Funding for staff participation in district committees that promote professional growth and student academic success.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$147,000 LCFF S/C

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Progress towards attaining 100% of the District's teachers being HQT and EL certified. This will be reflected with gains in the Smarter Balanced Assessment data. All Facilities will be well maintained as measured by the annual facilities inspection tool.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to build from previous year. Analyze previous year's professional development services and modify as needed.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,382,535 LCFF Base
2. Continue to sustain student to teacher ratio and HQT status for all district employees. Continued support for staff not meeting the minimum standard.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,826,534 LCFF Base
3. Administration will monitor implementation and effectiveness of day-to-day operations.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,146,520 LCFF Base

4. Collaboration amongst site leaders, district leaders, teachers, and outside agencies to continue to provide career opportunities for students and stakeholders.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$177,311 LCFF Base
5. Continue established MOT audit schedule to maintain facilities and services needed to provide clean and well-maintained schools.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,554,623 LCFF Base
6. Continue to support professional development in the absence of categorical funding and to provide professional development materials and resources not allowable through federal funds that will encourage participation and engagement. Continue funding for staff participation in district committees that promote professional growth and student academic success.	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$154,350 LCFF S/C

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**Goal # 1**: Maintain grade level proficiency and obtain proficiency in the core content areas. The core content areas refer to courses in ELA, math, history, & science. A student is proficient when they perform at grade level based on state assessments.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All students & all subgroups	

| Expected Annual Measurable Outcomes: | All students will make an increase towards attaining proficiency in the core content areas, which will be reflected in the baseline data from the first Smarter Balanced summative assessment and other state assessments. Common core implementation will be measured by ELA and Math state assessments. Additionally: API base will be established by the state and determine what other courses will be measured. | Actual Annual Measurable Outcomes: | The state has not released an API or proficiency levels of state assessments in ELA or Math. However the district did administer Local Benchmarks in the above indicated subject areas. The data that follows is reported out by grade level. It is also important to note that approximately 98% of our student population is classified as "low-income" and over 70% of our students are English Learners. So the data reported is representative of the entire district including our significant subgroups.

English Language Arts – Percentage of students demonstrating "Adequate Understanding" or above |

		Grade 2 1%, Grade 3 5%, Grade 4 1%, Grade 5 1%, Grade 6 2%, Grade 7 3%, Grade 8 7%, Grade 9 5%, Grade 10 1%, Grade 11 5%.
		Mathematics – Percentage of students demonstrating "Adequate Understanding" or above Grade 2 0%, Grade 3 3%, Grade 4 1%, Grade 5 1%, Grade 6 2%, Grade 7 0%, Grade 8 0%, Integrated Math 1 0%, Integrated Math 2 0%, Algebra 2 0%, Trigonometry 13%.
		Given the limitation of our current data system, disaggregation by significant subgroups is not possible.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide standards aligned curriculum in the core content areas.	$975,961	Retained the Superintendent and the Director of Instructional Services. In addition adopted a new math curriculum and replenished/replaced or updated educational resources.	$975,961 LCFF Base
Scope of service: All Schools		Scope of service: All Schools	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Develop and implement a robust early literacy program to construct a foundation on which to build deep content knowledge via curricular	$280,154	Pre-K Director and site leadership provided oversight. Adoption of early literacy program and purchase of computer based reading program.	$280,154 LCFF Base

resources, assessment, intervention teachers and supplemental materials.		Teacher professional development in teaching literacy.	
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Monitor progress of all students and subgroups via benchmarks and a data disaggregation programs. Sustain an infrastructure for on-going analysis of student performance and progress by maintaining up to date student information and data, and communication of information/data. (Foundation for PLC's)	$91,759	Retained district data technician to maintain our student information system. Site administration and teachers administered, scored benchmarks and site assessments, and analyzed data to determine instructional needs that will result in increased student achievement. Implementation of common assessments by grade levels/departments. (Student Information System, assessment database, and data disaggregation programs)	$91,759 LCFF Base
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Maintain IDEA compliance – Special Education	$1,205,233	Director of Special Ed., psychologist, and Special Ed. department provided compliance guidance and oversight of Special Ed. Program. Hired an additional psychologist.	$1,205,233 LCFF Base
Scope of service: All Schools _X_ALL OR:		Scope of service: All Schools _X_ALL OR:	

Action	Budget	Service	Budget
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction. Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	$109,063	Staff will assess students, develop and implement IEP's and monitor goals. Teachers will attend professional development to support the implementation of CCSS for Special Ed. students. (Common Core expenditures in relation to students with disabilities)	$109,063 LCFF Base
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Provide a variety of learning supports including differentiated instruction, interventions, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, and Instructional Rounds) for students as needed-provided by academic coaches through professional development and "real-time" coaching.	$1,690,000	Hired site academic coaches and common core coordinator (Director of English Learner and Testing Services). Increased learning opportunities such as tutoring and summer school.	$1,690,000 LCFF S/C
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	For next year we will look to hire an additional Academic Coach to have one coach at each school site. Having school sites share academic coaches demonstrated lack of continuity and consistency.		

and/or changes to goals?	At the start of the school year, the Common Core Coordinator position was eliminated and was morphed into what is currently tilted "Director of English Learner and Testing Services". With recent changes in district leadership, the future of this new position is unclear. So adjustments to the budget may need to take place.
	During the spring semester, the Director of Instructional Services was named the Deputy Superintendent. For this current year, the Deputy position will replace the Director position.
	Also, for this current plan, **goal 2** below will be subsumed into new **goal 1**. Meaning that the following goal will be eliminated.

Original GOAL from prior year LCAP:	**Goal # 2**: Close the achievement gap for the District's lowest-performing subgroups. EL students will advance one level per year as measured by the CELDT and attain reclassification status as outlined in the district's English Learner Master Plan.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: English Language Learners & all applicable subgroups

Expected Annual Measurable Outcomes:	For all Subgroup students establish baseline data for measurement of growth in attaining proficiency in reading language/arts and mathematics as measured by the Smarter Balanced summative assessment and other state assessments. English Language Learners will advance one level per year as measured by the CELDT. Increase EL reclassification rate by 5%.	Actual Annual Measurable Outcomes:	The state has not released an API or proficiency levels of state assessments in ELA or Math. However the district did administer Local Benchmarks in the above indicated subject areas. The data that follows is reported out by grade level. It is also important to note that approximately 98% of our student population is classified as "low-income" and over 70% of our students are English Learners. So the data reported is representative of the entire district including our significant subgroups. Lastly, we also transitioned to a new testing and data management system. This transition has not been seamless; therefore attaining data specifically to English Learners at

this time is not feasible.

English Language Arts – Percentage of students demonstrating "Adequate Understanding" or above Grade 2 1%, Grade 3 5%, Grade 4 1%, Grade 5 1%, Grade 6 2%, Grade 7 3%, Grade 8 7%, Grade 9 5%, Grade 10 1%, Grade 11 5%.

Mathematics – Percentage of students demonstrating "Adequate Understanding" or above Grade 2 0%, Grade 3 3%, Grade 4 1%, Grade 5 1%, Grade 6 2%, Grade 7 0%, Grade 8 0%, Integrated Math 1 0%, Integrated Math 2 0%, Algebra 2 0%, Trigonometry 13%.

13-14 CELDT AMAO 1 = 55.6%
14-15 CELDT AMAO 1 = 60.0%; Target not met – 60.5%

Reclassification rate for 13-14 = 3%
Reclassification rate for 14-15 = 3.5%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Establish a district level CELDT team to administer the CELDT and input tentative data into a database program that will then be communicated to staff.	$33,500	Director of English Learner and Testing Services; this position was created this school year and this person provided CELDT oversight.	$33,500 LCFF Base
Scope of service: All Schools		Scope of service: All Schools	

__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Highly Qualified Paraprofessionals to provide push-in services to students most in need.	$600,000	Retained instructional aides to support student needs.	$600,000 LCFF S/C
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Progress monitor students via local assessments and district quarterly benchmarks using a data disaggregation program(s). Maintain an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time to increase student achievement (PLC's)	$48,000	Staff with district support administered assessments to determine student needs. Data was reviewed and analyzed using data management programs (data director & mClass Beacon).	$48,000 LCFF S/C
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Provide oversight of Bilingual Master Plan and English Learner Program and ensure use of current standards based English Language Development curriculum (ELD).	$271,000	Director of English Learner and Testing services, professional development and ELD educational resources.	$271,000 LCFF S/C
Scope of All Schools		Scope of All Schools	

			service:		
service:			__ALL		
__ALL			OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____					
5. Establish a district level CELDT team to administer the CELDT and input tentative data into database program that will then be communicated to staff.	$19,000		Director of English Learner and Testing services, Data Director, and Ellevation.		$19,000 LCFF S/C
Scope of service: All Schools			Scope of service: All Schools		
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For this current year, the intent was to develop a district level CELDT team to help administer the test and provide oversight. Due to changes in staffing at the district level, this team was never developed. Instead a new position titled "Director of English Learner and Testing Services" was created and it was under this position that CELDT oversight was provided. Also, because of changes in testing standards and format, came changes in our data management systems. This year we did not use Ellevation and instead used mClass-Beacon and we are currently researching another program called Illuminate.				

Original GOAL from prior year LCAP:	**Goal # 3**: Achieving academic proficiency for all students begins with providing sufficient materials and good first teaching. Good first teaching requires a properly certificated teaching workforce. A minimal indication of proper certifications is HQT status and EL certification.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All students & all subgroups	
Expected	All students will have access to standards aligned	Actual For 14-15 98% of our teaching staff is highly

| Annual Measurable Outcomes: | curriculum. Progress towards attaining 100% of the District's teachers being HQT and EL Certificated will be made; this will be reflected in the baseline data from the Smarter Balanced Summative assessment. In addition, a 5% increase will result in Title 3 AMAO's 1 & 2. | Annual Measurable Outcomes: | qualified. According to the 14-15 Williams report no findings were documented; therefore, the school district continues to provide sufficient materials. Regarding the Title 3 AMAO's, the state has yet to release the 2014-15 data. For the 2013-14 school year, the district data is as follows.
AMAO 1 = 55.6%
AMAO 2 < 5 Years = 16.4%
AMAO 2 > 5 Years = 60.8%

UPDATE: 2014-15 Preliminary Data
AMAO 1 = 60.0%
AMAO 2 < 5 Years = 15.7%
AMAO 2 > 5 Years = 57.6% |

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Site administration will provide instructional oversight, offer on-going professional development, on-site collaboration, and "real-time" instructional caching as means to support the implementation of the CCCSS.	$1,136,382	Site administration and Director of instructional services implemented and provided oversight of professional development. (Cost of site administration)	$1,136,382 LCFF Base
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Human Resources department will do a review of all certificated personnel records to ensure	$9,657,033	Retained a highly qualified staff and the facilitation of acquiring a highly qualified staff.	$9,657,033 LCFF Base

100% of certificated staff has a HQT status and proper EL certification. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the LEA.		

Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR:			OR:		
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the next school year this goal will encompass a larger domain which will include classified personnel, collaborative opportunities with other stakeholders, and school culture. So there will be added actions, services, and expenditures to this goal.

Original GOAL from prior year LCAP:	**Goal # 4**: To increase student participation and engagement and to decrease chronic absenteeism. All students, through a broad course of study, will acquire 21st Century skills and the passion for continuous learning, *as they all graduate from high school* and pursue higher education and or Career Technical Pathways.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All students & all subgroups

Expected Annual Measurable Outcomes:	All students will have access to a broad course of study as measured by teacher schedules. Improvement on district provided technology, which will result in gains being made on the baseline data from the Smarter Balanced Summative assessment and other state assessments. Establish baseline data for EAP pass rate. Establish baseline data on attendance.	Actual Annual Measurable Outcomes:	For this current school year our high school has added 1 more AP course and 10 more sections of elective courses to their master schedule. For many of the metrics pertaining to this goal, data will not be available until the end of the school year; and the state department will not have a report until the following year. So below is data dating back to the 2012-13 school year.

	Establish baseline data for middle school dropout rate. Establish baseline data for high school drop out rate. Additionally: 1% drop in the chronic absenteeism rate; 2% increase in the graduation rate; 2% increase in secondary student enrollment in district provided CTE courses; 2% increase in A-G completion rate; 2% increase in AP enrollment.	**2012-13 Middle School Dropout rate 1%** **2012-13 High School Dropout rate** All students = 17.3%, Hispanic students = 16.3%, English Learners = 15.9%, Economically Disadvantage students = 17.3% **2012-13 High School Graduation rate** All students = 80.4%, Hispanic students = 81.3%, English Learners = 81.9%, Economically Disadvantage students = 80.2% 2012-13 Truancy rate = 16.09% 2012-13 Chronic Absenteeism rate = 4.6% 2013-14 CTE enrollment = 17% 2013-14 A-G requirements met = 38% 2013-14 AP enrollment = 13% **2012-13 EAP pass rate** All students = 8%, EL students = 5%, Economically Disadvantage students = 3%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. To meet the increasing amount of district technology, due to the new testing format, hire a director of Information and Technology who will provide guidance and oversight of the district technology department and staff and to oversee the district technology plan.	$356,824	Fresno County Office of Education IT support.	$236, 824 LCFF Base

Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Provide core instruction with 21st century themes including Global Awareness, Financial, Economic, Business, Entrepreneurial Literacy, Visual and Performing Arts, Civic Literacy, & Environmental Literacy. Develop learning and innovation skills (critical thinking, communication, collaboration, and creativity).	$131,582		Provided 21st century resources and provided professional development to assist with the development and implementation of common core lessons to support the 4-C's.	$131,582 LCFF Base	
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Staff (academic counselors) to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcript analysis (secondary level), & promotion and retention rates at the primary levels.	$386,213		Retained site registrars and guidance counselors at the secondary level.	$386,213 LCFF Base	
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Ensure the development and sustainability of	$153,169		Collaborated/articulated with outside educational	$153,169	

career pathways. Provide an education and courses with instruction designed to encourage and facilitate the participation and engagement of all students including all subgroups.		agencies to continue to provide career pathway opportunities. Maintained appropriately equipped classrooms to provide and facilitate student 21st century learning.	LCFF Base
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Site Learning Directors to monitor progress using local assessments, district quarterly benchmark assessments, grade reports, transcript analysis (secondary level), & promotion and retention rates at the primary levels to increase student achievement.	$500,000	Retained a Learning Director (Guidance Instructional Specialist-GIS) at each school site.	$500,000 LCFF S/C
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Create a 21st Century learning environment that will provide access to 21st Century resources.	$413,663	Moved to hire a library media specialist at all school sites and established a 21st century library at the new school site.	$413,663 LCFF S/C
Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

7. Establish attendance teams within schools that meet regularly to review the school's attendance metrics and coordinate efforts to reduce truancy and chronic absenteeism.	$80,000		Hired and retained attendance clerks. In addition a campus monitor was hired at MHS to assist with truancy matters.	$80,000 LCFF S/C

Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR:			OR:		
__Low Income pupils __English Learners			__Low Income pupils __English Learners		
__Foster Youth __Redesignated fluent English proficient			__Foster Youth __Redesignated fluent English proficient		
__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?	Due to the opening of a new school site within our school district, the hiring of an IT director was not executed. Other priority positions for the new site took precedence over this IT position. At this point, the district now recognizes the IT Director position as a position that would supplement and enhance what the district is currently doing within the technology department. Based on this, the district will eliminate this action from the current base grant expenditures. In years to come and based on technology needs, the position may be proposed once again as a supplemental/concentration expenditure. Also career centers at the secondary sites were not developed due to the fact that establishing a 21st century library for the new site resulted in being a larger expense then originally budgeted for. The career centers will remain in this current plan.

Original GOAL from prior year LCAP:	**Goal # 5**: Parents, family, and community stakeholders will become more fully engaged as partners in the education of students in MUSD. In addition, all students will be provided with a safe and healthy environment to achieve social, emotional, and academic success.	Related State and/or Local Priorities: 1__ 2__ 3 _X_ 4__ 5__ 6 _X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All students & all subgroups	
Expected Annual Measurable Outcomes:	All facilities will be well maintained as measured by the facilities inspection tool. Increase stakeholder participation in school sponsored activities/events: Back to School night, Open House, Parent/Teacher conferences and other	Actual Annual Measurable Outcomes: According the most recent Williams Facility Inspection Report our facilities are meeting standard. School sites are still gathering baseline data with regards to parent and stakeholder participation. A participation rate by school site will

| academic nights (sign-in sheets will be used to establish baseline data). California Healthy Kids Survey will be conducted to attain baseline data in the area of school climate and culture. Reduce suspension rate by 1% and maintain expulsion rate. | | be calculated at the end of the school year and added to this plan accordingly. We have conducted the CHKS survey and now have the baseline data needed to establish goals for this current LCAP. The suspension rate for 13-14 was 5.1% and our expulsion rate for the same year was 0.2%.

2012-13 Suspension rate
All students = 5.5%, Hispanic students = 8%, English Learners = 8%, Economically Disadvantage students = 8%, Students with disabilities = 1%
2012-13 Expulsion rate = 0.5%
No subgroup data available due to insignificant counts reported (low overall expulsion rate for the district) | |

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide essential support staff (district and site) and other resource components for execution of day-to-day operations.	$955,801	Retained district and site office staff along with resources for day-to-day operations.	$955,801 LCFF Base

Scope of service:	All Schools		Scope of service:	All Schools	
_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)_____		

2. Provide transportation to ensure student attendance.	$736,835	For qualifying students, the district provided transportation to and from school within the transportation boundaries and for other school related events.	$736,835 LCFF Base
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. School sites and district will communicate regularly.	$46,855	Site/district communication expenses such as website, phone outreach, flyers/notices, and mailings and meetings.	$46,855 LCFF Base
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Translation and interpretation services are provided in Spanish by bilingual staff at site and district events. (Matriculation and registration translators)	$5,000	The district employed support staff and utilized support services as needed to ensure comprehension.	$5,000 LCFF Base
Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Provide clean and well-maintained schools.	$3,267,788	Retained MOT department and staff to execute the day-to-day operations needed to ensure well-	$3,267,788 LCFF Base

			maintained schools.	
Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
6. The district will also ensure that the sites provide a safe and healthy environment by implementing effective behavioral programs.		$306,000	Implemented the California Healthy Kids Survey & intervention programs as dictated by survey results. Retained campus security and safety needed resources to implement effective behavioral programs. Provided professional development for all stakeholders.	$306,000 LCFF Base
Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
7. Mental and physical health supports.		$132,608	Retained school nurses and school psychologist.	$132,608 LCFF Base
Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
8. The district will provide educational opportunities for parents such as Parenting Partners, FCOE parent services, and Parent University.		$80,000	Theses contracts were paid for through other district funds	0

Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
9. Services to support parents in attending and engaging in parent education, informational meetings, and school events and volunteering at the school sites.	$30,000	These services were paid for though other district funds.	$15,000 LCFF S/C
Scope of service:	All Schools		Scope of service:	All Schools	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
10. Translation and interpretation services are provided in Spanish by bilingual staff at site and district supplemental events.	$4,000	Additional translation services as needed by the school sites.	$4,000 LCFF S/C
Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The contracts for the parent educational programs were paid for through the use of categorical funds. For the 15 – 16 school year, this practice will continue unless a reduction in categorical funding occurs. The unused monies were used to supplement other services that were above and beyond for the purpose of enhancing or improving on services for our subgroups such as establishing the new library and summer school.

	Support services for parents attending school events were also paid for with categoricals. However, LCFF funds were used to pay for meeting/event expenditures not allowable though categoricals. For the 15 – 16 LCAP, less money will be allocated for this action/service. Our district has identified two additional needs that we will move to satisfy for the 15 – 16 school year. The first of these needs is to support our school nurses with a registered nurse. There is a growing population of students that need the services of a registered nurse to administer injections and provide other services beyond the scope of a school nurse. So this current plan will include this position. Secondly, to support the efforts of maintaining a safe and healthy school environment, the district will look to hire a School Resource Officer. The registered nurse will be funded out of the base grant and the SRO position will be funded out of the supplemental/concentration grant. During the 14 – 15 school year, the above action/service # 6 was listed as being a base grant expense. For the 15 – 16 school year, that action will be listed as a supplemental/concentration expense being that these services are considered to be above and beyond for the benefit of all students including our subgroups. Lastly, this goal will now be goal number 2.

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:	$7,132,256

The details of the expenditures of the Supplemental and Concentration grant funds are itemized in this plan and include teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development related resources, data tracking, course enrichment, tutoring, technology upgrades to better serve our highly at risk and English Learner population, and stakeholder involvement support and resources. Since our unduplicated student population count is 99%, all of these actions and services are being performed on a school-wide or district-wide 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.

32.02	%

Using the calculation tool provided by the state, Mendota Unified School District has calculated that it will receive $7,132,256 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 32.02%. Mendota Unified School District has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in the plan.

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).

01-13-15 [California Department of Education]