

Local Control and Accountability Plan

North Monterey County Unified



July 1, 2016 - June 30, 2019

Introduction:

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About North Monterey County Unified School District

The North Monterey County Unified School District serves approximately 4,500 students in grades K-12. The District operates eight schools, Castroville Elementary (K-6), Echo Valley Elementary (K-6), Elkhorn Elementary (K-6), Prunedale Elementary (K-6), North Monterey County Middle (7-8), Central Bay High (10-12), North Monterey County High School (9-12) and the Center for Independent Studies (K-12). The District also operates pre-schools at each elementary school as well as the Castro Plaza Resource Center, an infant/toddler program and adult education programs.

The District has implemented the New California State Standards and related 21st Century Skills to better prepare our children for their future. This new approach to teaching and learning will help children develop 21st century skills, content knowledge and expertise. Students are learning to build understanding across and among core subjects as well as through 21st century interdisciplinary themes. Students will be engaged with the real-world data, tools and experiences that they may encounter when in college, on the job, and in life. Students will learn by being actively engaged in solving meaningful problems and they will have multiple measures for demonstrating mastery. This will require a new type of learning environment that promotes groups, team and individual learning. Our schools need to provide equitable access to quality learning tools, technologies and resources that promote both face-to-face and online learning. Every child, but especially those who are low income, English Learner and foster youth, must have these types of learning structures in order for differentiation of instruction to effectively meet their unique learning needs and to ensure each student develops the knowledge and skills to be college and career ready and succeed as effective citizens.

2015-2016 Enrollment/District Profile (as of 10/2016): 4,553 Primary Enrollments: 2048 (44.98%) English Learners, 367 Migrant (8.06%), 492 (10.81%) Special Education, 3642 Socio-Economically Disadvantaged (80%), 924 (20.29%) Homeless Students, 20 (0.4%) Foster Youth. Unduplicated count (ELs, SED, FY) = 3,836 (83.9%).

In order to meet the LCAP Guidelines, the Supplemental Concentration funds are principally directed in meeting the District's goals for its unduplicated pupils (83.9% of our student population) in the 8 State Priority areas. The LCAP has six overarching goals which address Districtwide and schoolwide actions and services for all students. Within each goal, there are subgoals that are more specific and from which actions and services are targeted to serve specific subgroups of students, primarily low income and English Learners. Because NMCUSD and all of the schools within NMCUSD has a very high percentage of low income students and a large percentage also have been, at some point in their educational experience, an English Learner; the six LCAP goals will be measured by comparing all students and those who are within the subgroup of English Learner.

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Executive Summary

2014-2015 was the first year for Local Control Accountability Plans (LCAP) throughout the state, and many districts including NMCUSD have refined their second and third year as the State further clarified expectations and the LCAP template.

It is important to note that the revised LCAP for 2016-2019 has been reviewed and revised based upon data and stakeholder input; the process has also honored the work that was done in 2013-2015 to develop the LCAP. This revised LCAP includes all six of the 2015-2016 LCAP goals, and continues to expand and further define actions, services and measurable outcomes.

LCAP Design

NMCUSD follows the state template and is laid out by year: 2016-2017, 2017-2018, and 2018-2019. Six goals serve as the foundation for the specific sub goals/objectives, specific actions and services and related expenditures, and measurable outcomes.

Six LCAP Goals

- Goal #1: *All students will demonstrate achievement in the New California State Standards in Math to be college and career ready.*
- Goal #2: *All students will demonstrate achievement in the New California State Standards in English Language Arts/English Language Development and literacy across the curriculum to be college and career ready.*

- Goal #3: All students will be prepared with 21st Century Learning Skills by engaging in Project Based Learning that incorporates the 4Cs (communicate, collaborate, be creative, and think critically) and integrates the use of technology.
- Goal #4: All students will be fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.
- Goal #5: Parents, teachers, and staff will have the knowledge and skills to be responsive in addressing student learning needs, provide appropriate educational experiences and school-related activities in meaningful ways.
- Goal #6: Schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.

Each goal area and its sub goals explain specific objectives that NMCUSD will accomplish to meet the goal. For example, a sub goal of Goal 1 states that: All students, especially in 7th-11th grade will take and pass their math course with a C or better. The expected measurable outcome will be to increase the number of students performing with a C or better in math from the baseline year 2015/16. Actions/services are to develop and implement local math assessments/performance tasks and utilizing best practices for grading based upon formative and summative assessment to ensure students are passing with a C or better.

All School Site Plans are also aligned to the LCAP Goals. For detail by site, please refer to each individual school site plan available at the District or at each individual school site.

Budgeted Expenditures:

The expenditures defined in NMCUSD's LCAP reflects the full allocation of supplemental and concentration grant funding for the 2016-2017, 2017-2018 and 2018-2019 school years based upon the estimated amounts from the May Revise Budget Proposal. Appendix C spreadsheet outlines the detailed expenditure items for the three-year projections for the LCAP.

The Annual Update Report for 2015-2016 detailed expenditure spreadsheet is located in Appendix B.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Throughout each stakeholder meeting, North Monterey County Unified School District has incorporated the LCAP Goals as focus areas. These meetings include Staff meetings, School Site Council and English Language Advisory meetings at each school site, District English Learner Advisory Committee meetings, LCAP Advisory Meetings, North Monterey County Community Alliance meetings, Administrative Team meetings, Secretary meetings, Principal meetings, and Board meetings.</p> <p>District English Learner Advisory Committee Meetings for 2015-2016:</p> <ul style="list-style-type: none"> • September 15, 2015 - Included Parent Involvement Opportunities • October 20, 2015 - Included Parent Involvement Opportunities and Notification of Test Results • February 4, 2016 - Included Workshop on Graduation Requirements and Reclassification • March 21, 2016 - Included discussion on LCAP and Early Academic Outreach Program to provide students with information and support on graduation requirements and academics • May 17, 2016 - Included students and parents reviewing Academic Progress, transcripts, 6 year plans, and how to use Parent Portal <p>North Monterey County Alliance Meetings for 2015-2016:</p> <p>Throughout this year's Alliance meetings, we have enlisted the support of our partners to help develop a plan for ensuring we build pathways to success from cradle to career. We worked in three collaborative action teams focusing on Early Childhood Success (Prenatal to 8 years), the Middle Years (9-12 years), and College and Career Readiness (13 years to Adult).</p> <ul style="list-style-type: none"> • September 25, 2015 • December 7, 2015 • February 19, 2016 • April 8, 2016 <p>LCAP Advisory Meetings for 2015-2016: The LCAP Advisory consist of representatives from teachers, classified, administrators, parents, and community members.</p> <ul style="list-style-type: none"> • March 8, 2016 <ul style="list-style-type: none"> ◦ Reviewed current progress on LCAP goals in terms of implementation and data collected. LCAP Advisory Members provided comments and recommendations. • March 22, 2016 	<p>Based on the input received from the various stakeholder groups from 2014-2016 and data demonstrating need, adjustments were made to the LCAP's three year plan.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Counseling interns to support elementary and middle school • College and Career advisory and planning support • Additional parent workshops to learn English • Additional personnel to support with the development of assessments, support our homeless and foster youth, and provide structure and oversight of college and career readiness • Educational technology training and data/technology support at school sites • Additional FTE teachers for class size reduction and to provide additional middle school sections • Additional pay for classified and certificated personnel to provide targeted support for our high population of English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth, etc.

- Continued review of data and reviewed current and proposed budgets for 2015-2016, 2016-2017, and 2017-2018. LCAP Advisory Members provided comments and recommendations.
- April 12, 2016
- Reviewed input from various stakeholder groups regarding any proposed revisions
- April 26, 2016
- Final review and input for revisions to LCAP

Administrative Team Meetings for 2015-2016: The LCAP goals/actions/ services were covered at the following meetings.

- November 17, 2015
- January 26, 2016
- February 23, 2016
- March 22, 2016
- May 24, 2016

Principal Meetings for 2015-2016: The LCAP goals/actions /services were covered at the following meetings.

- July 29, 2015
- September 1, 2015
- September 16, 2015
- October 6, 2015
- October 27, 2015
- November 2, 2015
- December 2, 2015
- January 12, 2016
- February 2, 2016
- March 1, 2016
- April 5, 2016
- May 3, 2016

Board Meetings with LCAP updates and reports for 2015-2016:

- December 10, 2015 - 2016-2017 LCAP and Budget Development Calendar Approval
- February 11, 2016 - LCAP Mid-Year Report on 2015-2016 Implementation
- April 21, 2016- LCAP Annual Progress Report, which included Appendix A containing the data collected to date related to each Goal.

In addition, several stakeholder surveys were administered to provide important input and feedback throughout the school year.

These include an online survey in English and Spanish posted on our website to provide all stakeholders an opportunity to provide further input on the LCAP. Also, a student survey in grades 7-12 regarding actions/ services implemented in the LCAP as well as input/feedback on student needs. A student (grades 3-12), teacher and parent survey on the implementation of Goal 3 related to integration of technology and use of the 4Cs (communication, creativity, collaboration, and critical thinking).

Informal student focus groups were also conducted at the middle and high school levels to capture student voice on a variety of issues, but in particular college/career readiness and guidance, school climate and culture, and input on new courses that have been implemented.

There were two consult meetings held with collective bargaining representatives (NMCFT and CSEA) regarding the current and proposed LCAP goals/actions/ services. Representatives from each union are members of the LCAP Advisory Committee.

Annual Update:

Throughout each stakeholder meeting, North Monterey County Unified School District has incorporated the LCAP Goals as focus areas. These meetings include staff meetings, School Site Council and ELAC meetings at each school site, District English Learner Advisory Committee meetings, LCAP Advisory Meetings, North Monterey County Community Alliance meetings, Administrative Team meetings, Principal meetings, and Board meetings.

Implementation and progress towards the LCAP goals and related actions /services were reviewed at these meetings but in particular

Annual Update:

Based on the input received from the various stakeholder groups from 2014-2016 and data demonstrating need, adjustments were made to the LCAP's three year plan.

Examples include:

- Increased hours for Counseling interns to support elementary and middle school
- Continued and increased parent workshops to learn English
- Additional personnel to support with data/technology at the school site and a position to provide training and support for teachers in the

at the following meetings:

District English Learner Advisory Committee Meetings:

- October 20, 2015 - Notification of Test Results for English Learners
- February 4, 2016 - Reclassification Criteria and Process
- March 21, 2016 - Provided parents with student 6-year plan and transcription information regarding graduation and academic status
- May 17, 2016-Reviewing student progress/grades via Parent Portal

North Monterey County Alliance Meetings for 2015-2016:

We worked in three collaborative action teams focusing on data related to Early Childhood Success (Prenatal to 8 years), the Middle Years (9-12 years), and College and Career Readiness (13 years to Adult).

LCAP Advisory Meetings for 2015-2016:

- March 8, 2016
 - Reviewed current progress on LCAP goals in terms of implementation and data collected, which included student, parent and teacher survey results. LCAP Advisory Members provided comments on data results and related recommendations.
- March 22, 2016
 - Continued review of data and reviewed current and proposed budgets for 2015-2016, 2016-2017, and 2017-2018. LCAP Advisory Members provided comments and recommendations.
- April 12, 2016
 - Reviewed input from various stakeholder groups regarding any proposed revisions
- April 26, 2016
 - Final review and input for revisions to LCAP

Board Meetings with LCAP data reports for 2015-2016: Throughout the school year, each regular board meeting has reviewed and discussed specific data/outcomes within the LCAP to include grades/graduation/dropout, attendance/truancy data, discipline data, curriculum development informational reports, professional development informational reports, course guides, student presentations and other forms of "evidence" which document the implementation and progress or areas of need within the LCAP.

- December 10, 2015 - 2016-2017 LCAP and Budget Development Calendar Approval
- February 11, 2016 - LCAP Mid-Year Report on 2015-2016 Implementation
- April 21, 2016- LCAP draft of Annual Progress Report, which included Appendix A containing the data collected to date related to each Goal.

integration and use of Educational Instructional Technology.

- Increased professional development with a comprehensive professional development plan differentiated for teachers
- Additional FTE teachers to continue to reduce class size and to provide additional courses/sections at the middle/high
- Additional pay for classified and certificated personnel to provide targeted support for our high population of English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth, etc.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth

school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p>1. All students, with a specific focus on English Learners, will demonstrate achievement in the New California State Standards in Math to be college and career ready.</p> <p>(a) All 9th grade students will be ready to be placed into Math I or higher math course based upon local math assessments and other criteria, with a special focus on English Learners.</p> <p>(b) All students, especially in 7th through 11th grade will take and pass their math course with a C or better, and teachers will use best practices for grading based upon common formative and summative assessments.</p> <p>(c) All students in grades K-Math II will perform on the New California State Standards Math aligned local assessments, with a special focus on English Learners.</p> <p>(d) All math teachers will develop, implement and review new lessons/units based upon priority standards outline in a common scope and sequence guide for implementing the new California State Math Standards, with differentiated strategies included to meet the learning needs of English Learners.</p>	<p>Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE Only: 9__ 10__ Local: 2. <u>Implementation of State Standards</u> 4. <u>Pupil achievement and other pupil outcomes</u> 7. <u>Course access</u> 8. <u>Other pupil outcome</u></p>
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Identified Need: Math scores on Algebra I end-of-course only 3% proficient (58% correct) in 2012/13. NMCUSD is below the Monterey County average by 9 percentage points in Math and also below the State average by 27 percentage points as reported on the CAASPP in 2014-2015. NMCUSD has an overall lower percentage in Math compared to other K-12 districts in Monterey County. Refer to Appendix A Goal 1 for a full description of identified areas of need in Math.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Student performance in math (K-8, Math I, Math 2) are expected to increase from 2015/16 results, according to local Math performance assessments, grades in Math, and results on statewide assessments. Refer to Appendix A for a full description.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned Math instructional materials/units: Materials K-Math II (Math III pilot) as measured by performance on local formative math assessments and related grades aligned to state wide assessments in Math.</p> <p>-Specialists (20% of 11 FTE) assisting in curriculum and assessment development</p> <p>-Assistant Principals (25% of 8 FTE) support for teachers to be provided with feedback and support</p> <p>-P.E. Teachers (20% of 4 FTE) and P.E. Aides (25% of 4 FTE)-allowing elementary teachers planning time</p> <p>-Director of Assessment & Evaluation (17% of time) support in grading and formative assessments development and implementation</p> <p>-Professional Development Coordinator (25% of time)</p> <p>-Educational Instructional Technology Coordinator (25% of time)</p> <p>-Supplemental pay for teachers to provide tutoring/credit recovery, attend professional development</p> <p>-Supplemental pay for classified to outreach to parents and support before/lunch/after school supports for students</p> <p>-Textbooks/books and supplemental materials and supplies</p> <p>-Consulting services for coaching support for New Math teachers</p>	LEA-Wide: K-Math III	<p>__All</p> <p>-----</p> <p>OR:</p> <p><u>X</u>Low Income pupils <u>X</u>English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>	<p>See Actions and Services for Detail in addition to Appendix C for budget detail. - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$543,011</p> <p>See Actions and Services for detail - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$88,971</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$189,906</p> <p>Books and Materials to support improving Math instruction in K-Math III - 4000-4999</p> <p>Books and Supplies - LCFF S & C: \$214,651</p> <p>Contracts and services related to improving Math instruction and support - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$101,440</p> <p>See Actions and Services for detail - 1000-1999</p>

			Certificated Salaries - Other State Revenues: \$188,982 See Actions and Services for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$214,841
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Student performance in math (K-8, Math I, Math 2) are expected to increase from 2016/17 results, according to local Math performance assessments, grades in Math, and results on statewide assessments. Refer to Appendix A for a full description.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement New California Standards aligned Math instructional materials/units: Materials K-Math II (Math III pilot) as measured by performance on local formative math assessments and related grades aligned to state wide assessments in Math. -Specialists (20% of 11 FTE) assisting in curriculum and assessment development -Assistant Principals (25% of 8 FTE) support for teachers to be provided with feedback and support -P.E. Teachers (20% of 4 FTE) and P.E. Aides (25% of 4 FTE)-allowing elementary teachers planning time -Director of Assessment & Evaluation (17% of time) support in grading and formative assessments development and implementation -Professional Development Coordinator (25% of time) -Educational Instructional Technology Coordinator (25% of time) -Supplemental pay for teachers to provide tutoring/credit recovery, attend professional development -Supplemental pay for classified to outreach to parents and support before/lunch/after school supports for students -Textbooks/books and supplemental materials and supplies -Consulting services for coaching support for New Math teachers	LEA-Wide; K-Math III	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$600,335 See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$91,438 Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$251,371 Books and Materials to support improving Math instruction in K-Math III - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 Contracts and services related to improving Math instruction and support - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Student performance in math (K-8, Math I, Math 2) are expected to increase from 2017/18 results, according to local Math performance assessments, grades in Math, and results on statewide assessments. Refer to Appendix A for a full description.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Develop and implement New California Standards aligned Math instructional materials/units: Materials K-Math II (Math III pilot) as measured by performance on local formative math assessments and related grades aligned to state wide assessments in Math.</p> <p>-Specialists (20% of 11 FTE) assisting in curriculum and assessment development</p> <p>-Assistant Principals (25% of 8 FTE) support for teachers to be provided with feedback and support</p> <p>-P.E. Teachers (20% of 4 FTE) and P.E. Aides (25% of 4 FTE)-allowing elementary teachers planning time</p> <p>-Director of Assessment & Evaluation (17% of time) support in grading and formative assessments development and implementation</p> <p>-Professional Development Coordinator (25% of time)</p> <p>-Educational Instructional Technology Coordinator (25% of time)</p> <p>-Supplemental pay for teachers to provide tutoring/credit recovery, attend professional development</p> <p>-Supplemental pay for classified to outreach to parents and support before/lunch/after school supports for students</p> <p>-Textbooks/books and supplemental materials and supplies</p> <p>-Consulting services for coaching support for New Math teachers</p>	<p>LEA-Wide; K-Math III</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for Detail - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$557,560</p> <p>See Actions and Services for Detail. - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$93,845</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$299,171</p> <p>Books and Materials to support improving Math instruction in K-Math III - 4000-4999 Books and Supplies - LCFF S & C: \$269,163</p> <p>Contracts and services related to improving Math instruction and support - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$101,440</p> <p>See Actions and Services for more details - 1000-1999</p> <p>Certificated Salaries - Other State Revenues: \$197,197</p>
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GOAL:	1.a. All 10th grade students will take and pass the CAHSEE math assessment, with special focus on English Learners (not applicable for 2016/2017 due to suspension of CAHSEE). Revised Goal 1.a. All incoming 9th grade students will have taken the Math Placement Exam and demonstrate readiness for Math I or higher, with a special focus on English Learners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 4. Pupil Achievement (all local & state assessments)
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Identified Need:	CAHSEE Math pass rate is below county and state (2013/14). Incoming 9th grade students need to be ready for Math I. Refer to Appendix A Goal 1 for a full description of Identified Need.
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Not applicable due to the suspension of CAHSEE for the school year 2016/2017. Math placement data for incoming 9th graders will be collected and reviewed for baseline data in 2016/2017.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Specialists will assist Math teachers in the development and implementation of math lessons and units, in addition common formative assessments and math placement assessments to ensure incoming 9th graders are prepared for the Math I course.	School-Wide; High School grades 10-12	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$543,011 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$88,971 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$189,906 (repeated expenditure) Books and Materials to support improving Math instruction in K-Math III - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$188,982 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Not applicable due to the suspension of CAHSEE for the school year 2016/2017. Math placement data for incoming 9th graders will be collected and reviewed for baseline data in 2016/2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Specialists will assist Math teachers in the development and implementation of math lessons and units, in addition common formative assessments and math placement assessments to ensure incoming 9th graders are prepared for the Math I course.	School-Wide; High School grades 10-12	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$600,335 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$91,438 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$251,371 (repeated expenditure) Books and Materials to support improving Math instruction in K-Math III - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Not applicable due to the suspension of CAHSEE for the school year 2017/2018. Math placement data for incoming 9th graders will be collected and reviewed for baseline data in 2016/2017.

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

<p>Specialists will assist Math teachers in the development and implementation of math lessons and units, in addition common formative assessments and math placement assessments to ensure incoming 9th graders are prepared for the Math I course.</p>	<p>School-Wide; High School grades 10-12</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$557,560 (repeated expenditure)</p> <p>See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$93,845 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$299,171 (repeated expenditure)</p> <p>See Actions and Services for details - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$197,198 (repeated expenditure)</p>
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GOAL: 1.b. All students, especially in 7th through 11th grade will take and pass their math course with a C or better.

Related State and/or Local Priorities:
 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8_X
 COE Only: 9__ 10__
 Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes

Identified Need: Math courses have a high D and F rate. Refer to Appendix A, Goal 1 for a full description of Identified Need.

Students with at least 1 D or F (Semester 1 2015-2016)					
School	Grade Level	All Students		EL Students	
		#	%	#	%
Middle School	7	119	35.00%	52	46.43%
Middle School	8	117	38.49%	58	57.43%
North Monterey County High	9	171	51.66%	63	80.77%
North Monterey County High	10	109	40.98%	41	68.33%
North Monterey County High	11	119	46.48%	35	72.92%
North Monterey County High	12	78	31.84%	14	60.87%

Goal Applies to: Schools: Middle, High School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: A baseline will report a percentage of students performing in math with a C or better in math which will be based upon results on local common formative math performance assessments and grades in math. It is expected that there will be an increase in the percentage of students performing with a C or better compared to the results collected in 2015/16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement common formative Math assessments: Tool/Item bank, copies, scoring. Provide teachers with training on effective grading practices incorporating common formative and summative assessments. See Goal 1 for additional actions and services that support Goal 1b. Credit Recovery and intervention will continue to be provided to address this issue in order to increase the percentage of students passing Math with a C or better/decreasing the D and F rate.	LEA-Wide; Grades K-Math I, Math II, Math III (pilot)	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$543,011 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$88,971 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$189,906 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$188,982 (repeated)

			expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	A baseline will report a percentage of students performing in math with a C or better in math which will be based upon results on local common formative math performance assessments and grades in math. It is expected that there will be an increase in the percentage of students performing with a C or better compared to the results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement common formative Math assessments: Tool/Item bank, copies, scoring. Provide teachers with training on effective grading practices incorporating common formative and summative assessments. See Goal 1 for additional actions and services that support Goal 1b.	LEA-Wide; Grades K-Math I, Math II, Math III (pilot)	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$600,335 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$91,438 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$251,371 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A baseline will report a percentage of students performing in math with a C or better in math which will be based upon results on local common formative math performance assessments and grades in math. It is expected that there will be an increase in the percentage of students performing with a C or better compared to the results collected in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement common formative Math assessments: Tool/item bank, copies, scoring. Provide teachers with training on effective grading practices incorporating common formative and summative assessments. See Goal 1 for additional actions and services that support Goal 1b.	LEA-Wide; Grades K-Math I, Math II, Math III (pilot)	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$557,560 (repeated expenditure)

			<ul style="list-style-type: none"> - 2000-2999 Classified Salaries - LCFF S & C: \$93,845 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$299,171 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$197,198 (repeated expenditure)
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GOAL:	1.c. All students in grades K-Math II will perform on the New California State Standards aligned math local assessments, with special focus on English Learners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: 8. Other pupil outcomes
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Identified Need:	CAASP math assessment results. Refer to Appendix A, Goal 1 for a full description of Identified Need.
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	It is expected that a baseline will be developed based on local math assessments/performance tasks that will be developed and implemented with rubrics in 2016/2017.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement Math performance tasks: Tool/item development, rubric, copies, scoring. Refer to Goal 1 for additional Actions and Services that support Goal 1c.	LEA-Wide; Grades K-Math I, II, and Math III (pilot)	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$543,011 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$88,971 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$189,906 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$188,982 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that a baseline will be developed based on local math assessments/performance tasks that will be developed and implemented with rubrics in 2016/2017.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement Math performance tasks: Tool/item development, rubric, copies, scoring. Refer to Goal 1 for additional Actions and Services that support Goal 1c.	LEA-Wide; Grades K-Math I, II, and Math III (pilot)	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$600,335 (repeated)

		expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$91,438 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$251,371 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that a baseline will be developed based on local math assessments/performance tasks that will be developed and implemented with rubrics in 2017/2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement Math performance tasks: Tool/item development, rubric, copies, scoring. Refer to Goal 1 for additional Actions and Services that support Goal 1c.	LEA-Wide; Grades K-Math I, II, and Math III (pilot)	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$557,560 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$93,845 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$299,171 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure)

			<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$197,198 (repeated expenditure)</p>
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GOAL:	1.d. All math teachers will develop, implement and review new lessons/units based upon priority standards outlined in a common scope and sequence guide for implementing the new California State Math Standards, with differentiated strategies that meet learning needs of English Learners.	Related State and/or Local Priorities: 1_ 2_ <u>X</u> 3_ 4_ 5_ 6_ 7_ 8_ COE Only: 9_ 10_ Local: <u>2</u> . <u>Implementing State Standards (CCSS)</u>
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Identified Need:	CCSS math lessons/units completed and implemented with common approach, differentiated strategies and aligned, rigorous assessments. Refer to Appendix A, Goal 1 for a full description of Identified Need.
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>English learners</u>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	It is expected that there will be California State Standards Aligned Lessons and Units implemented and refined based on student needs as measured by local and state assessments. Data identifying performance of English Learners compared to all students will be used to identify and implement additional support strategies to ensure success of all students, particularly English Learners.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement Math standards mapping and sequencing, lessons/units and related formative assessments/performance tasks. Map/sequence document, copies, hourly/subs. Refer to Goal 1 for additional Actions and Services that support Goal 1d.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$543,011 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$88,971 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$189,906 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$188,982 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be California State Standards Aligned Lessons and Units implemented and refined based on student needs as measured by local and state assessments. Data identifying performance of English Learners compared to all students will be used to identify and implement additional support strategies to ensure success of all students, particularly English Learners.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Develop and implement Math standards mapping and sequencing, lessons/unites and related formative assessments/performance tasks. Map/sequence document, copies, hourly/subs. Refer to Goal 1 for additional Actions and Services that support Goal 1d.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$600,335 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$91,438 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$251,371 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098 (repeated expenditure)</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>It is expected that there will be California State Standards Aligned Lessons and Units implemented and refined based on student needs as measured by local and state assessments. Data identifying performance of English Learners compared to all students will be used to identify and implement additional support strategies to ensure success of all students, particularly English Learners.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement Math standards mapping and sequencing, lessons/unites and related formative assessments/performance tasks. Map/sequence document, copies, hourly/subs. Refer to Goal 1 for additional Actions and Services that support Goal 1d.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$557,560 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$93,845 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$299,171 (repeated expenditure)</p>

			expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$197,198 (repeated expenditure)
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GOAL:	<p>2. All students, with a specific focus on English Learners, will demonstrate achievement in the New California State Standards in English Language Arts/English Language Development and literacy across the curriculum to be college and career ready.</p> <p>(a) All 9th grade English Learners will have taken comprehensive English Language Arts/ELD exams to determine appropriate placement according to the EL pathways.</p> <p>(b) All English learners will demonstrate achievement on the New California Standards in ELA/ELD and literacy across the curriculum to be ready for college and careers.</p> <p>(c) All students in grades K-11th grade will perform on the New California Standards in ELA/ELD aligned local assessments, with special focus on English Learners.</p> <p>(d) All English Learners in K-12th grade will perform on the New California Standards for English Language Development on local ELD assessments to demonstrate progress towards English proficiency.</p> <p>(e) All ELA/ELD teachers will develop, implement and review new lessons/units based upon priority standards that follow a common scope and sequence for implementing the new California ELA/ELD standards, with differentiated strategies included to meet the learning needs of English Learners.</p> <p>(f) All students in grades K-12th will perform on local writing performance task assessments aligned to the New California Standards for ELA/ELD, with special focus on English Learners.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: <u>2. Implementation of State Standards 4. Pupil achievement 7. Course access 8. Other pupil outcomes</u></p>
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Identified Need: English scores are below the county (4 percentage points) and the state (6 percentage points) average. Course completion rates in English/ELD also demonstrate a high percentage of failure rates. Refer to Appendix A Goal 2 for a full description of Identified Need.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: It is expected that there will be an increase compared to 2015/16 results as measure by both local and state assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA/ELD instructional materials/units-with a focus on integration of informational and expository text materials and in alignment with local performance tasks and common formative assessments.</p> <p>-Specialist (20% of 11FTE) supporting classroom teachers in the development of literacy design curriculum units and performance tasks</p> <p>-Assistant Principals (25% of 8 FTE) providing support to ensure classroom teachers are provided with feedback and support related to instructional practices</p> <p>-Professional Development Coordinator (25% of time) developing and providing support to teachers, especially new teachers</p> <p>-Director of Assessment/Evaluation (17% of time) supporting in the development and implementation of common formative assessments in alignment with state assessments</p> <p>-Educational Instructional Technology Coordinator (25% of time) supporting teachers and administrators in using various tools to integrate into literacy units and the integration of the 4Cs</p> <p>-Director of Categorical Programs (27% of time) providing support and oversight of programs for English Learners and Migrant services to include placement and reclassification criteria and process</p> <p>-PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-providing release time for elementary teachers to have grade level planning time</p> <p>-Hourly supplemental pay and substitutes for release time for professional development and planning time</p> <p>-Student Intervention/Instructional Support for English Learners</p> <p>-Supplies and materials for literacy units</p> <p>-Professional consulting for coaching support for new teachers implementing strategies for developing literacy and serving English</p>	LEA-Wide	<p>__All</p> <p>-----</p> <p>OR:</p> <p><u>X</u>Low Income pupils <u>X</u> English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>	<p>See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$574,617</p> <p>See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$116,882</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$207,790</p> <p>See Actions and Services for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$214,651</p> <p>See Actions and Services for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440</p> <p>See Actions and Services for more detail - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841</p>

Learners			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2016/17 results as measured by both local and state assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA/ELD instructional materials/units-with a focus on integration of informational and expository text materials and in alignment with local performance tasks and common formative assessments.</p> <p>-Specialist (20% of 11FTE) supporting classroom teachers in the development of literacy design curriculum units and performance tasks</p> <p>-Assistant Principals (25% of 8 FTE) providing support to ensure classroom teachers are provided with feedback and support related to instructional practices</p> <p>-Professional Development Coordinator (25% of time) developing and providing support to teachers, especially new teachers</p> <p>-Director of Assessment/Evaluation (17% of time) supporting in the development and implementation of common formative assessments in alignment with state assessments</p> <p>-Educational Instructional Technology Coordinator (25% of time) supporting teachers and administrators in using various tools to integrate into literacy units and the integration of the 4Cs</p> <p>-Director of Categorical Programs (27% of time) providing support and oversight of programs for English Learners and Migrant services to include placement and reclassification criteria and process</p> <p>-PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-providing release time for elementary teachers to have grade level planning time</p> <p>-Hourly supplemental pay and substitutes for release time for professional development and planning time</p> <p>-Student Intervention/Instructional Support for English Learners</p> <p>-Supplies and materials for literacy units</p> <p>-Professional consulting for coaching support for new teachers implementing strategies for developing literacy and serving English Learners</p>	LEA-Wide	<p><u> </u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for Detail - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$632,629</p> <p>See Actions and Services for Detail - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$120,122</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$273,529</p> <p>See Actions and Services for Detail. - 4000-4999</p> <p>Books and Supplies - LCFF S & C: \$270,651</p> <p>See Actions and Services for Detail - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$124,040</p> <p>See Actions and Services for more details - 1000-1999</p> <p>Certificated Salaries - Other State Revenues: \$219,520</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2017/18 results as measured by both local and state assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA/ELD instructional materials/units-with a focus on integration of informational and expository text materials and in alignment with local performance tasks and common formative assessments.</p> <p>-Specialist (20% of 11FTE) supporting classroom teachers in the development of literacy design curriculum units and performance tasks</p> <p>-Assistant Principals (25% of 8 FTE) providing support to ensure classroom teachers are provided with feedback and support related to instructional practices</p> <p>-Professional Development Coordinator (25% of time) developing and providing support to teachers, especially new teachers</p> <p>-Director of Assessment/Evaluation (17% of time) supporting in the development and</p>	LEA-Wide	<p><u> </u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for Detail. - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$590,557</p> <p>See Actions and Services for Detail - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$123,325</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits</p>

<p>implementation of common formative assessments in alignment with state assessments</p> <ul style="list-style-type: none"> -Educational Instructional Technology Coordinator (25% of time) supporting teachers and administrators in using various tools to integrate into literacy units and the integration of the 4Cs -Director of Categorical Programs (27% of time) providing support and oversight of programs for English Learners and Migrant services to include placement and reclassification criteria and process -PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-providing release time for elementary teachers to have grade level planning time -Hourly supplemental pay and substitutes for release time for professional development and planning time -Student Intervention/Instructional Support for English Learners -Supplies and materials for literacy units -Professional consulting for coaching support for new teachers implementing strategies for developing literacy and serving English Learners 			<ul style="list-style-type: none"> - LCFF S & C: \$327,865 See Actions and Services for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 See Actions and Services for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 See Actions and Services for further details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057
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GOAL:	2.a. All 9th grade English Learners will have taken comprehensive English Language Arts/ELD exams to determine appropriate placement according to the EL pathways.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 4. Pupil Achievement (all local & state assessments)	
Identified Need:	CAHSEE ELA pass rate is below county and state. The CAHSEE is suspended until 2018. EL Pathways will ensure students entering high school are on-track for taking grade level/A-G courses. Refer to Appendix A Goal 2 for a full description of Identified Need.		
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: English learners		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2015/16 in the number of 9th grade English Learner students entering high school prepared to take English I (A-G course).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ELA/ELD local assessments, including a comprehensive writing assessment will be the focus of teacher professional development and planning to develop curriculum and instructional strategies for English Learners: Hourly Pay and Subs.</p>	<p>School-Wide; High Schools grades 10-12</p>	<p><u> </u> All ----- OR: <u> </u> Low Income pupils <u> X</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$574,617 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$116,882 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$207,790 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)</p>
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2016/17 in the number of 9th grade English Learner students entering high school prepared to take English I (A-G course).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA/ELD local assessments, including a comprehensive writing assessment will be the focus of teacher professional development and planning to develop curriculum and instructional strategies for English Learners: Hourly Pay and Subs.	School-Wide; High Schools grades 10-12	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$214,651 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$101,440 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2017/18 in the number of 9th grade English Learner students entering high school prepared to take English I (A-G course).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELA/ELD local assessments, including a comprehensive writing assessment will be the focus of teacher professional development and planning to develop curriculum and instructional strategies for English Learners: Hourly Pay and Subs.	School-Wide; High Schools grades 10-12	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$351,211

			<p>(repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$48,840 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$183,462 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057 (repeated expenditure)</p>
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GOAL:	2.b. All English Learners will demonstrate achievement on the New California State Standards in ELA/ELD and literacy across the curriculum to be ready for college and careers.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE Only: 9__ 10__ Local: <u>2. Implementation of the State Standards</u> <u>4. Pupil Achievement</u> <u>7. Course access</u>	
Identified Need:	Majority of EL students are considered long-term and need to reach academic proficiency for redesignation. Refer to Appendix A Goal 2 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>English learners</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of EL students performing in English/Language Arts according to local ELA assessments and results on statewide assessments compared to results in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	LEA-Wide	<p><u>All</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>X English Learners</u></p> <p><u>Foster Youth</u></p> <p><u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups: _____</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$574,617 (repeated expenditure)</p> <p>See Actions and Services for more details - 8000-8999 Revenue and Other Financing Sources - LCFF S & C: \$116,882 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$207,790 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)</p>
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of EL students performing in English/Language Arts according to local ELA assessments and results on statewide assessments compared to results in 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$632,629 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$120,122 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$273,529 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$219,520 (repeated expenditure)</p>
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of EL students performing in English/Language Arts according to local ELA assessments and results on statewide assessments compared to results in 2017/18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Certificated staff, especially at the high</p>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557</p>

<p>school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>			<p>(repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057 (repeated expenditure)</p>
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GOAL:	2.c. All students in grades K-11th grade will perform the New California State Standards in ELA/ELD aligned local assessments, with special focus on English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes	
Identified Need:	ELA local assessment results. Refer to Appendix 1 for data. Refer to Appendix A Goal 2 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2015/16 on state assessments and baseline data gathered for local assessments in 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$574,617 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$116,882 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$207,790 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$188,982 (repeated expenditure)</p> <p>See Actions and Services for more</p>

			details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2015/16 on state assessments and baseline data gathered for local assessments in 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$632,629 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$120,122 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$273,529 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$193,098 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999</p>

			Certificated Salaries - Other State Revenues: \$219,520 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to 2017/18 on state assessments and data gathered from local assessments in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$197,198 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other</p>

			State Revenues: \$223,057 (repeated expenditure)
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GOAL:	2.d. All English learners in K-12th grade will perform on the New California State Standards for English Language Development on aligned local ELD assessments to demonstrate English proficiency		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 4. Pupil achievement 8. Other pupil outcomes
Identified Need:	ELD local assessments results. Refer to Appendix A Goal 2 for a full description of Identified Need.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Baseline data results will be gathered in 2016/17 and an expected increase will result in subsequent years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p>	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$574,617 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$116,882 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$207,790 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)</p>
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	A baseline data results will be gathered in 2016/17 and an expected increase will result in subsequent years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p>	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$632,629 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$120,122 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$273,529 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$219,520 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A baseline data results will be gathered in 2016/17 and an expected increase will result in subsequent years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to</p>	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557</p>

<p>ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p>			<p>(repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057 (repeated expenditure)</p>
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GOAL:	2.e. All ELA/ELD teachers will develop, implement and review new lessons/units based upon priority standards that follow a common scope and sequence for implementing the new California ELA/ELD Standards, with differentiated strategies include to meet the learning needs of English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8__ COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access
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Identified Need: ELA/ELD curriculum map aligned to the new California State Standards and state assessments. Refer to Appendix A Goal 2 for a full description of Identified Need.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: It is expected that there will be a an increase in percentage of ELA/ELD lessons developed and implemented using a map/sequence.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement New California Standards aligned ELA/ELD Standards Mapping/ Sequencing: Curriculum Specialist, hourly/subs	LEA-Wide	__All ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$632,629 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$120,122 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$273,529 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be a an increase in percentage of ELA/ELD lessons developed and implemented using a map/sequence.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement New California Standards aligned ELA/ELD Standards Mapping/ Sequencing:Curriculum Specialist, hourly/subs	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$343,978 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$47,646 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$183,462 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$219,520 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be a an increase in percentage of ELA/ELD lessons developed and implemented using a map/sequence.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement New California Standards aligned ELA/ELD Standards Mapping/ Sequencing:Curriculum Specialist, hourly/subs	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557 (repeated)

		<p>expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057 (repeated expenditure)</p>
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GOAL:	2.f. All students in grades K-12th will perform on a local writing performance task assessments aligned to the New California Standards for ELA/ELD, with special focus on English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes
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Identified Need:	Common formative writing tasks aligned with New California Standards in ELA/ELD and state assessments. Refer to Appendix A Goal 2 for a full description of Identified Need.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	There will be a baseline data results collected regarding student writing on common formative/performance tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and Implement Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring	LEA-Wide	__All ----- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$632,629 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$120,122 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$273,529 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$270,651 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$214,841 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	There will be an increase compared to baseline data results collected in 2016/17 on student writing common formative/performance tasks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and Implement Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$351,211 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$48,840 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$183,462 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$269,163 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$219,520 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	There will be an increase compared to results collected in 2017/18 on student writing common formative/performance tasks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and Implement Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$590,557 (repeated)

		<p>expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$123,325 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$327,865 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$214,651 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$223,057 (repeated expenditure)</p>
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GOAL:	<p>3. All students, with a specific focus on English Learners, will be prepared with 21st Century Learning Skills by engaging in Project Based Learning that incorporates the 4Cs (communicate, collaborate, be creative, and think critically) and integrates the use of technology.</p> <p>(a) Teachers will implement a collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments, with a special focus on differentiated strategies for English Learners.</p> <p>(b) All students will demonstrate 21st Century Skills by demonstrating effective communication, collaborations, critical thinking and creative innovation skills.</p> <p>(c) Teachers will develop lessons/units that integrate the use of technology within the lesson with a focus on using technology to provide access for students who have specific learning needs.</p> <p>(d) Students will readily have access to technology devices and internet.</p> <p>(e) Students will use technology on a daily basis.</p> <p>(f) Students will develop competencies in the use and application of technology.</p> <p>(g) Schools will provide access to the Visual and Performing Fine Standards to promote creativity (music, art, etc).</p> <p>(h) Students use a self reflection process and rubric to evaluate their own learning progress on established formative assessments performance tasks/learning criteria.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u></p>
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Identified Need: Students have limited access to technology and do not have consistent instruction to developed 21st century skills. Refer to Appendix A Goal 3 for a full description of Identified Need.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: It is expected that there will be an increase in results compared to 2015/16 results in the number of devices and the implementation of the 4Cs as measured by the BrightBytes survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development and support for teachers on integration of technology, incorporating the 4Cs into lessons, and the use of project based learning models. -Director of 21st Century/Learning (50% of time) developing Educational Technology Plan with grade level standards and related student curriculum and training for staff -Director of Assessment/Evaluation (20% of time) for evaluation of survey results and monitoring of metrics related to this goal -Assistant Principals (25% of BTE) to provide support so teachers can participate in planning and feedback on lesson related to integrating the 4Cs and technology -Professional Development Coordinator (25% of time) to develop and provide training and support in the integration of the 4Cs and the use of project based instruction. -Educational Instructional Technology Coordinator (25% of time) to provide training and model lesson for integrating technology into lessons -Specialist (20% of 11 FTE) providing support to classroom teachers in developing lessons and formative assessments using 4Cs. -PE teachers (25% of 4 FTE) and PE Aides (25% of 4 FTE) to provide release time for elementary grade level planning time -Music teachers (50% of 2 FTE) to provide instruction to develop creativity through the VAPA standards -4 FTE middle school classroom teachers (50% of time) to provide course in the arts, technology and integration of the 4Cs in alignment with our CTE pathways. -6 FTE Data/IT Specialists (50% of time) to provide training and support at each school site in the use of various technology devices, applications and programs. -Work Experience Specialist (50% of time) to provide students with the opportunity to develop skills in the 4Cs with hands-on learning experiences -Supplemental pay (hourly, subs, stipends)-for training and planning	LEA-Wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 Supplemental, Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 See Actions and Services for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 See Actions and Services for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$14,286

-Books and supplies -Professional consulting for coaching support for new teachers in the use of technology and the 4Cs.			
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in results compared to 2016/17 results in the number of devices and the implementation of the 4Cs as measured by the BrightBytes survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development and support for teachers on integration of technology, incorporating the 4Cs into lessons, and the use of project based learning models. -Director of 21st Century/Learning (50% of time) developing Educational Technology Plan with grade level standards and related student curriculum and training for staff -Director of Assessment/Evaluation (20% of time) for evaluation of survey results and monitoring of metrics related to this goal -Assistant Principals (25% of 8TE) to provide support so teachers can participate in planning and feedback on lesson related to integrating the 4Cs and technology -Professional Development Coordinator (25% of time) to develop and provide training and support in the integration of the 4Cs and the use of project based instruction. -Educational Instructional Technology Coordinator (25% of time) to provide training and model lesson for integrating technology into lessons -Specialist (20% of 11 FTE) providing support to classroom teachers in developing lessons and formative assessments using 4Cs. -PE teachers (25% of 4 FTE) and PE Aides (25% of 4 FTE) to provide release time for elementary grade level planning time -Music teachers (50% of 2 FTE) to provide instruction to develop creativity through the VAPA standards -4 FTE middle school classroom teachers (50% of time) to provide course in the arts, technology and integration of the 4Cs in alignment with our CTE pathways. -6 FTE Data/IT Specialists (50% of time) to provide training and support at each school site in the use of various technology devices, applications and programs. -Work Experience Specialist (50% of time) to provide students with the opportunity to develop skills in the 4Cs with hands-on learning experiences -Supplemental pay (hourly, subs, stipends)-for training and planning -Books and supplies -Professional consulting for coaching support for new teachers in the use of technology and the 4Cs.	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 See Actions and Services for Detail. - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 Supplemental, Materials and Supplies, Instruction - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 See Actions and Services for further details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in results compared to 2017/18 results in the number of devices and the implementation of the 4Cs as measured by the BrightBytes survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development and support for teachers on integration of technology, incorporating the 4Cs into lessons, and the use of project based learning models. -Director of 21st Century/Learning (50% of time) developing Educational Technology Plan with grade level standards and related student curriculum and training for staff -Director of Assessment/Evaluation (20% of time) for evaluation of survey results and	LEA-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 See Actions and Services for Detail. - 2000-2999

<p>monitoring of metrics related to this goal</p> <ul style="list-style-type: none"> -Assistant Principals (25% of 8TE) to provide support so teachers can participate in planning and feedback on lesson related to integrating the 4Cs and technology -Professional Development Coordinator (25% of time) to develop and provide training and support in the integration of the 4Cs and the use of project based instruction. -Educational Instructional Technology Coordinator (25% of time) to provide training and model lesson for integrating technology into lessons -Specialist (20% of 11 FTE) providing support to classroom teachers in developing lessons and formative assessments using 4Cs. -PE teachers (25% of 4 FTE) and PE Aides (25% of 4 FTE) to provide release time for elementary grade level planning time -Music teachers (50% of 2 FTE) to provide instruction to develop creativity through the VAPA standards -4 FTE middle school classroom teachers (50% of time) to provide course in the arts, technology and integration of the 4Cs in alignment with our CTE pathways. -6 FTE Data/IT Specialists (50% of time) to provide training and support at each school site in the use of various technology devices, applications and programs. -Work Experience Specialist (50% of time) to provide students with the opportunity to develop skills in the 4Cs with hands-on learning experiences -Supplemental pay (hourly, subs, stipends)-for training and planning -Books and supplies -Professional consulting for coaching support for new teachers in the use of technology and the 4Cs. 			<p>Classified Salaries - LCFF S & C: \$243,492</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$462,479</p> <p>See Actions and Services for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$218,267</p> <p>See Actions and Services for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440</p> <p>See Actions and Services for further details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539</p>
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GOAL:	3.a. Teachers will implement a collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments, with a special focus on differentiated strategies for English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes	
Identified Need:	Teachers need to work together to integrate and delivery lesson/units that incorporate the 4Cs. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of opportunities and products completed by teachers compared to results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will be provided with opportunities and training to collaboratively design, share resources, and implement CCSS lessons, incorporating the 4Cs and technology: training, hourly, curriculum resources	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure)</p> <p>See Actions and Services for more</p>

			details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of opportunities and products completed by teachers compared to results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will be provided with opportunities and training to collaboratively design, share resources, and implement CCSS lessons, incorporating the 4Cs and technology: training, hourly, curriculum resources	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of opportunities and products completed by teachers compared to results collected in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will be provided with opportunities and training to collaboratively design, share resources, and implement CCSS lessons, incorporating the 4Cs and technology: training, hourly, curriculum resources</p>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>

GOAL:	3.b. All students will demonstrate 21st Century Skills to demonstrating effective communication, collaboration, critical thinking and creative and innovation skills.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes 5. Pupil engagement
Identified Need:	Students need to develop 21st Century Skills, specifically the 4cs. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in students and teachers reporting the use of the 4Cs compared to results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs	LEA-Wide	_X All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure) See Actions and

			Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in students and teachers reporting the use of the 4Cs compared to results collected in 2015/16.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in students and teachers reporting the use of the 4Cs compared to results collected in 2015/16.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs	LEA-Wide	<p><u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>

GOAL:	3.c. Teachers will develop lessons/units that integrate the use of technology within the lesson with a focus on using technology to provide access for students who have specific learning needs.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7_X 8__ COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 5. Pupil engagement
Identified Need:	Teaches need to integrate technology into lessons. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results in 2015/16 as reported by teacher surveys.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop lessons which appropriately integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly.</p> <p>Provide planning and collaboration time for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure)</p> <p>See Actions and Services for more</p>

			details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results in 2016/17 as reported by teacher surveys.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop lessons which appropriately integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly	LEA-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results in 2017/18 as reported by teacher surveys.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop lessons which appropriately integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>

GOAL:	3.d. Students will readily have access to technology devices and internet		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u>
Identified Need:	Students need access to technology devices and the internet. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All	Applicable Pupil Subgroups: <input type="checkbox"/> Socioeconomically disadvantaged; <input type="checkbox"/> English learners; <input type="checkbox"/> Pupils with disabilities; <input type="checkbox"/> Foster youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in internet access and the number of devices available to students compared to results in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a matrix with a implementation plan for increasing technology devices for student use: purchase tech device, train on use, tech support system	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure) See Actions and

			Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in internet access and the number of devices available to students compared to results in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Action and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in internet access and the number of devices available to students compared to results in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system</p>	<p>LEA-Wide</p>	<p><u> </u>All ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups: <u>Students in Special Education</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>
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GOAL:	3.e. Students will use technology on a daily basis		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u>
Identified Need:	Students need to use technology. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of students reporting use of technology daily compared to results in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will develop lessons that Integrate technology tools/devices into student daily tasks:hourly/subs for planning, training, tech support	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries

			- Other State Revenues: \$14,286 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of students reporting use of technology daily compared to results in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will develop lessons that Integrate technology tools/devices into student daily tasks:hourly/subs for planning, training, tech support	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number of students reporting use of technology daily compared to results in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will develop lessons that Integrate technology tools/devices into student daily tasks:hourly/subs for planning, training, tech support	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners	See Actions and Services for more details - 1000-1999

		<p> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ </p>	<p> Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure) </p>
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GOAL:	3.f. Develop student competencies in the use and application of technology		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: <u>7. Course Access</u>
Identified Need:	Students need to develop technology skills as they relate to rigorous learning tasks. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase as measured by surveys due to incoming 9th graders who have been exposed to technology instruction in the elementary and middle grades and are now required to take a freshman 21st Century Technology Skills.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum,</p> <p>Create grade level technology standards to be taught and mastered from K-12th grade to ensure students have consistent instruction in the use and application of technology skills.</p>	Targeted	<p><u>All</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u></p> <p><u>Redesignated fluent English proficient</u></p> <p><u>X</u> Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State</p>

Revenues:
\$14,286 (repeated
expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: It is expected that there will be an increase as measured by surveys due to incoming 9th graders who have been exposed to technology instruction in the elementary and middle grades and are now required to take a freshman 21st Century Technology Skills.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum, Create grade level technology standards to be taught and mastered from K-12th grade to ensure students have consistent instruction in the use and application of technology skills.</p>	<p>Targeted</p>	<p>__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: It is expected that there will be an increase as measured by surveys due to incoming 9th graders who have been exposed to technology instruction in the elementary and middle grades and are now required to take a freshman 21st Century Technology Skills.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create a high school graduation requirement for foundational technology skills and incorporate the International society for</p>	<p>Targeted</p>	<p>__All ----- OR:</p>	<p>See Actions and Services for more details -</p>

<p>technology and education: Pilot course, train, curriculum, Create grade level technology standards to be taught and mastered from K-12th grade to ensure students have consistent instruction in the use and application of technology skills.</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>
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GOAL:	3.g. Provide access to Visual and Performing Arts Standards to promote creativity (music, art, dance, drama, etc).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: <u>7. Course Access</u>	
Identified Need:	Students need to develop creativity. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number and types of VAPA experiences students have compared to 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more enrichment opportunities, to include music at the elementary level while expanding and enhancing VAPA programs.	School-Wide; Elementary level focus	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure) Materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated

			expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number and types of VAPA experiences students have compared to 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more enrichment opportunities, to include music at the elementary level while expanding and enhancing VAPA programs.	School-Wide; Elementary level focus	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure) Materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the number and types of VAPA experiences students have compared to 2017/18.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide more enrichment opportunities, to include music at the elementary level while expanding and enhancing VAPA programs.	School-Wide; Elementary level focus	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated

		<p>expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>Materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>
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GOAL:	3.h. Students use self reflection process and rubrics to evaluate their own learning progress on established formative assessment and performance tasks.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: <u>5. Pupil Engagement</u>
Identified Need:	Students need to own their own learning and have tools to understand how to improve their performance. Refer to Appendix A Goal 3 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in formative assessments and the use of rubrics by students compared to 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$740,259 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$230,654 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$291,752 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$194,934 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$252,525 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,286 (repeated

			expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in formative assessments and the use of rubrics by students compared to 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process	School-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$801,879 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$236,436 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$377,294 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$249,267 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$124,040 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$257,333 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in formative assessments and the use of rubrics by students compared to 2017/18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process	School-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$763,493 (repeated expenditure)

			<p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$243,492 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$462,479 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$218,267 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$101,440 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$263,539 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,089 (repeated expenditure)</p>
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GOAL:	<p>4. All students will be fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.</p> <p>(a) Implementation of a positive attendance campaign with Tier II and Tier III levels of support for truancy cases.</p> <p>(b) Students, especially in the 9th grade, will be re-engaged in school with meaningful connections.</p> <p>(c) Students will be on track to graduate, those who are not will be provided with a "catch-up" plan.</p> <p>(d) Schools will promote a positive and product learning environment on the school campus, including non-instructional time.</p> <p>(e) Students will be provided with opportunities to problem solve issues and reflect on choices and related outcomes for their behavior.</p> <p>(f) Students will complete A-G courses and/or Career Technical Education pathways.</p> <p>(g) Students will be placed into courses appropriately and the master schedule will be "student driven" to ensure access to courses for college readiness.</p> <p>(h) Students are placed appropriately and then monitored for grades of "C" or better, and provided credit recovery when necessary, early on.</p> <p>(i) Teachers will use highly effective instructional strategies to differentiate instruction for all learners, with specific focus on English Learners, following a cycle of inquiry process to continuously monitor student progress.</p> <p>(j) Schools will provide opportunities to develop the leadership capacity of teachers and students.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8_X COE Only: 9__ 10__ Local: 7. Course access 8. Other pupil outcomes 5. Pupil engagement 6. School climate</p>
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Identified Need: Students need to be more connected and engaged in the classroom and school community. Refer to Appendix A Goal 4 for a full description of Identified Need.

Goal Applies to: Schools: All
Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: It is expected that there will be an increase compared to the baseline results collected in 2015/16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training and implementation of effective engagement strategies, attendance monitoring, 6 year plans and A-G and CTE monitoring tools, the development of an effective student driven master schedule utilizing high quality/highly effective teachers, and use of differentiated strategies and the cycle of inquiry will ensure students remain engaged in school.</p> <p>-Director of 21st Century/Learning (50% of time) will develop complete Career Technical Education pathways with 11 elements of a highly effective pathway/program</p> <p>-Director of Categorical Programs (26% of time) will ensure appropriate placement, services and monitoring of students who are English Learners and Migrant</p> <p>-Principal of Educational Options (20% of time) will provide credit recovery options and other blending learning models to ensure students are successfully engaged in completing their high school program</p> <p>-Professional Development Coordinator (20% of time) will provide training and support on effective student engagement and differentiated instructional strategies for teachers to integrate into lessons</p> <p>-Educational Instructional Coordinator (20% of time) will provide training and support to teachers, students and parents regarding the use of technology for engagement in learning and to monitor student progress via the Parent Portal.</p> <p>-College and Career Planning Coordinator (50% of time) will provide training, support and monitoring of grade level guidance counseling to ensure A-G and/or CTE completion and using the 6 year plan</p> <p>-Specialists (20% of 11 FTE) will provide training and support to classroom teachers for differentiated instructional strategies and how to implementing a cycle of inquiry model to monitor and adjust instruction</p> <p>-PE teachers (20% of 4 FTE) and PE Aides</p>	LEA-Wide	<p>__All ----- OR: _X Low Income pupils _X English Learners _X Foster Youth __Redesignated fluent English proficient _X Other Subgroups: <u>Students in Special Education</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$458,982</p> <p>See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$120,974</p> <p>See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288</p>

<p>(25% of 4 FTE) to provide grade level release time for elementary teachers</p> <p>-Music teachers (50% of 2 FTE) to provide activities that re-engage students</p> <p>-2 FTE middle school teachers (50% of time) to provide engaging elective courses</p> <p>-Academic Counselors (100% of 6 FTE) to provide guidance counseling and monitoring of 6 year plans to ensure students are engaged, successful in completing A-G and CTE pathways, passing course with a C or better, and developing individualized support plans for students who require academic, attendance and/or discipline support.</p> <p>-Work experience specialist (50% of time) will provide students with internship and job experience opportunities for hands-on learning and in support of CTE pathways</p> <p>-College and Career technician (50% of time) will provide students, parents and teachers with resources and access to college and career programs and related financial aide, scholarships, etc.</p> <p>-Community Liaison (50% of time) will support students and families who have attendance/truancy issues to identify needs and provide wrap-around supports</p> <p>-Account /Clerk Specialist-Student Activities at middle school (50% of time) to support incentives, activities and fieldtrips which engage students</p> <p>-Public Information Officer (33% of time) will develop effective communication plans to engage students, parents, staff and the community</p> <p>-Secretary/Translator (12% of time) will support in effective communication in Spanish to ensure students, parents and community members are engage in the schools</p> <p>-Coordinator for Family Services and Youth Engagement (50% of time) will support students who are homeless, Foster Youth, and will support schools in developing a Positive Behavior Interventions and Support (PBIS) model</p> <p>-Supplemental pay (subs, hourly, stipends) to participate in training, activities and attending parent events, including conferences</p> <p>-Materials and supplies</p> <p>-Professional consulting services for student programs such as MESA, AVID, Link Crew student mentoring program.</p>		<p>See Actions and Services for further details - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756</p> <p>See Actions and Services for further details - 2000-2999 Classified Salaries - Other State Revenues: \$29,344</p>
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the baseline results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training and implementation of effective engagement strategies, attendance monitoring, 6 year plans and A-G and CTE monitoring tools, the development of an effective student driven master schedule utilizing high quality/highly effective teachers, and use of differentiated strategies and the cycle of inquiry will ensure students remain engaged in school.</p> <p>-Director of 21st Century/Learning (50% of time) will develop complete Career Technical Education pathways with 11 elements of a highly effective pathway/program</p> <p>-Director of Categorical Programs (26% of time) will ensure appropriate placement, services and monitoring of students who are English Learners and Migrant</p> <p>-Principal of Educational Options (20% of time) will provide credit recovery options and other blending learning models to ensure students are successfully engaged in completing their high school program</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u></p>	<p>See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108</p> <p>See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$567,588</p>

<p>-Professional Development Coordinator (20% of time) will provide training and support on effective student engagement and differentiated instructional strategies for teachers to integrate into lessons</p> <p>-Educational Instructional Coordinator (20% of time) will provide training and support to teachers, students and parents regarding the use of technology for engagement in learning and to monitor student progress via the Parent Portal.</p> <p>-College and Career Planning Coordinator (50% of time) will provide training, support and monitoring of grade level guidance counseling to ensure A-G and/or CTE completion and using the 6 year plan</p> <p>-Specialists (20% of 11 FTE) will provide training and support to classroom teachers for differentiated instructional strategies and how to implementing a cycle of inquiry model to monitor and adjust instruction</p> <p>-PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE) to provide grade level release time for elementary teachers</p> <p>-Music teachers (50% of 2 FTE) to provide activities that re-engage students</p> <p>-2 FTE middle school teachers (50% of time) to provide engaging elective courses</p> <p>-Academic Counselors (100% of 6 FTE) to provide guidance counseling and monitoring of 6 year plans to ensure students are engaged, successful in completing A-G and CTE pathways, passing course with a C or better, and developing individualized support plans for students who require academic, attendance and/or discipline support.</p> <p>-Work experience specialist (50% of time) will provide students with internship and job experience opportunities for hands-on learning and in support of CTE pathways</p> <p>-College and Career technician (50% of time) will provide students, parents and teachers with resources and access to college and career programs and related financial aide, scholarships, etc.</p> <p>-Community Liaison (50% of time) will support students and families who have attendance/truancy issues to identify needs and provide wrap-around supports</p> <p>-Account /Clerk Specialist-Student Activities at middle school (50% of time) to support incentives, activities and fieldtrips which engage students</p> <p>-Public Information Officer (33% of time) will develop effective communication plans to engage students, parents, staff and the community</p> <p>-Secretary/Translator (12% of time) will support in effective communication in Spanish to ensure students, parents and community members are engage in the schools</p> <p>-Coordinator for Family Services and Youth Engagement (50% of time) will support students who are homeless, Foster Youth, and will support schools in developing a Positive Behavior Interventions and Support (PBIS) model</p> <p>-Supplemental pay (subs, hourly, stipends) to participate in training, activities and attending parent events, including conferences</p> <p>-Materials and supplies</p> <p>-Professional consulting services for student programs such as MESA, AVID, Link Crew student mentoring program.</p>			<p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307</p> <p>Services and Operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221</p> <p>See Actions and Services for further details - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905</p> <p>See Actions and Services for further details - 2000-2999 Classified Salaries - Other State Revenues: \$30,157</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the baseline results collected in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Training and implementation of effective engagement strategies, attendance monitoring, 6 year plans and A-G and CTE monitoring tools, the development of an effective student driven master schedule utilizing high quality/highly effective teachers, and use of differentiated strategies and the cycle of inquiry will ensure students remain engaged in school.</p> <ul style="list-style-type: none"> -Director of 21st Century/Learning (50% of time) will develop complete Career Technical Education pathways with 11 elements of a highly effective pathway/program -Director of Categorical Programs (26% of time) will ensure appropriate placement, services and monitoring of students who are English Learners and Migrant -Principal of Educational Options (20% of time) will provide credit recovery options and other blending learning models to ensure students are successfully engaged in completing their high school program -Professional Development Coordinator (20% of time) will provide training and support on effective student engagement and differentiated instructional strategies for teachers to integrate into lessons -Educational Instructional Coordinator (20% of time) will provide training and support to teachers, students and parents regarding the use of technology for engagement in learning and to monitor student progress via the Parent Portal. -College and Career Planning Coordinator (50% of time) will provide training, support and monitoring of grade level guidance counseling to ensure A-G and/or CTE completion and using the 6 year plan -Specialists (20% of 11 FTE) will provide training and support to classroom teachers for differentiated instructional strategies and how to implementing a cycle of inquiry model to monitor and adjust instruction -PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE) to provide grade level release time for elementary teachers -Music teachers (50% of 2 FTE) to provide activities that re-engage students -2 FTE middle school teachers (50% of time) to provide engaging elective courses -Academic Counselors (100% of 6 FTE) to provide guidance counseling and monitoring of 6 year plans to ensure students are engaged, successful in completing A-G and CTE pathways, passing course with a C or better, and developing individualized support plans for students who require academic, attendance and/or discipline support. -Work experience specialist (50% of time) will provide students with internship and job experience opportunities for hands-on learning and in support of CTE pathways -College and Career technician (50% of time) will provide students, parents and teachers with resources and access to college and career programs and related financial aide, scholarships, etc. -Community Liaison (50% of time) will support students and families who have attendance/truancy issues to identify needs and provide wrap-around supports -Account /Clerk Specialist-Student Activities at middle school (50% of time) to support incentives, activities and fieldtrips which engage students -Public Information Officer (33% of time) will develop effective communication plans to engage students, parents, staff and the community -Secretary/Translator (12% of time) will support in effective communication in Spanish to ensure students, parents and community members are engage in the schools 	<p>LEA-Wide</p>	<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth</p> <p><u> </u>Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups: <u>Students in Special Education</u></p>	<p>See Actions and Services for details - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$1,448,210</p> <p>See Actions and Services for Detail. - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$231,002</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$771,214</p> <p>Books and supplies - 4000-4999</p> <p>Books and Supplies - LCFF S & C: \$144,307</p> <p>Services and Operating expenses - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$108,288</p> <p>See Actions and Services for more details - 1000-1999</p> <p>Certificated Salaries - Other State Revenues: \$53,941</p>
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<ul style="list-style-type: none">-Coordinator for Family Services and Youth Engagement (50% of time) will support students who are homeless, Foster Youth, and will support schools in developing a Positive Behavior Interventions and Support (PBIS) model-Supplemental pay (subs, hourly, stipends) to participate in training, activities and attending parent events, including conferences-Materials and supplies-Professional consulting services for student programs such as MESA, AVID, Link Crew student mentoring program.			
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GOAL:	4.a. Implementation of a positive attendance campaign with Tier II and Tier III levels of support for truancy cases.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 5. Pupil engagement 6. School climate	
Identified Need:	Students with chronic absenteeism need an incentive and wrap-around supports. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of students who attend school regularly and a decrease in truancy rates compared to the 2015/16 year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly.</p> <p>Certificated and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled.*</p> <p>*Contingent upon reaching an agreement with the bargaining unit if conducted outside the workday.</p>	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure)</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure)</p> <p>See Actions and</p>

			Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of students who attend school regularly and a decrease in truancy rates compared to the 2016/17 year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly.</p> <p>Certificated and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled.*</p> <p>*Contingent upon reaching an agreement with the bargaining unit if conducted outside the workday.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure)</p> <p>See Actions and</p>

			Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,157 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in percentage of students who attend school regularly and a decrease in truancy rates compared to the 2017/18 year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly.</p> <p>Certificated and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled.*</p> <p>*Contingent upon reaching an agreement with the bargaining unit if conducted outside the workday.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and Supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and</p>

			Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.b. Students, especially in the 9th grade, will be re-engaged in school with meaningful connections.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: 7. Course access 5. Pupil engagement
Identified Need:	Decrease the dropout rate. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in cohort numbers and a decrease in drop out numbers depending upon the baseline results collected in 2015/16 of students who continue in school consistently from 8th through graduation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly.</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,880 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 4000-4999 Books and Supplies - LCFF S & C: \$241,174 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for</p>

			Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in cohort numbers and a decrease in drop out numbers depending upon the results collected in 2016/17 of students who continue in school consistently from 8th through graduation.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly.</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.</p>	LEA-Wide	<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth</p> <p><u> </u>Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 8000-8999 Revenue and Other Financing Sources - LCFF S & C: \$131,829 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail -</p>

			2000-2999 Classified Salaries - Other State Revenues: \$30,157 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in cohort numbers and a decrease in drop out numbers depending upon the results collected in 2017/18 of students who continue in school consistently from 8th through graduation.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly.</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.</p>	LEA-Wide	<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>X_Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth</p> <p><u> </u>Redesignated fluent English proficient</p> <p><u> </u>X_Other Subgroups: <u>9th graders (Class of 2017) cohort</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$213,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999</p> <p>Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999</p> <p>Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999</p> <p>Classified Salaries</p>

			- Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.c. Students will be on track to graduate, those who are not will be provided with a "catch up" plan.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: 7. Course Access 5. Pupil engagement
Identified Need:	Increase the graduation rate. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results from 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation.	School-Wide; Middle and High Schools	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure) See Actions and Services and Appendix C for

			Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results from 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation.	School-Wide; Middle and High Schools	__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure) books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999

			Classified Salaries - Other State Revenues: \$30,157 (repeated expenditure)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results from 2017/18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation.	School-Wide; Middle and High Schools	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State</p>

			Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.d. Schools will promote a positive and product learning environment on the school campus, including non-instructional time.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE Only: 9__ 10__ Local: 5. Pupil engagement 6. School climate
Identified Need:	Schools need to provide activities that develop assets and social skills. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	There will be an increase in the percentage of students who participate positive and socially appropriate activities compared to 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision.	LEA-Wide	X All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating supplies - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure) See Actions and Services and Appendix C for

			Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	There will be an increase in the percentage of students who participate positive and socially appropriate activities compared to 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision.	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) Services and other operating supplies - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries

- Other State Revenues: \$30,157 (repeated expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: There will be an increase in the percentage of students who participate positive and socially appropriate activities compared to 2017/18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision.	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating supplies - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,993 (repeated</p>

| expenditure)

GOAL:	4.e. Students will be provided opportunities for students to problem solve issues and reflect on choices and related outcomes for their behavior.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8_X COE Only: 9__ 10__ Local: 8. Other pupil outcomes 5. Pupil engagement 6. School climate
Identified Need:	Decrease the student suspension rate. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	There will be an increase in the percentage of students who engage in positive behavior choices from 2015/2016. We are examining our discipline referrals more carefully and incorporating positive behavior interventions following a PBIS model.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure) See Actions and Services and

			Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	There will be an increase in the percentage of students who engage in positive behavior choices from 2016/2017.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail -</p>

2000-2999
Classified Salaries
- Other State
Revenues:
\$30,157 (repeated
expenditure)

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

There will be an increase in the percentage of students who engage in positive behavior choices from 2017/2018.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries</p>

			- Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.f. Students will complete A-G courses and/or Career Technical Education pathways.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: 7. Course Access 8. Other pupil outcomes 5. Pupil engagement
Identified Need:	Improve Career Technical Education pathway and A-G completion rates, especially for English Learners. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase depending upon the baseline results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of an effective Career Technical Education pathways plan and effectively develop and monitor 6 Year Plan for A-G completion. Course development based on CTE sectors, train, hourly	School-Wide	<u>All</u> ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>X</u> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure) See Actions and Services and

			Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase depending upon the baseline results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of an effective Career Technical Education pathways plan and effectively develop and monitor 6 Year Plan for A-G completion. Course development based on CTE sectors, train, hourly	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure) See Actions and Services and Appendix C for Detail -

2000-2999
Classified Salaries
- Other State
Revenues:
\$30,157 (repeated
expenditure)

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

It is expected that there will be an increase depending upon the baseline results collected in 2017/18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of an effective Career Technical Education pathways plan and effectively develop and monitor 6 Year Plan for A-G completion. Course development based on CTE sectors, train, hourly</p>	<p>School-Wide</p>	<p>__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries</p>

			- Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.g. Students will be placed into courses appropriately and the master schedule will be "student driven" to ensure access to courses for college readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes</u>
Identified Need:	Increase the % of students who complete all A-G course upon graduation. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the baseline results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure all A-G courses are taken and completed: 6 year plan review, mtgs, copies, translation, hourly	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure) See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated)

		expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure all A-G courses are taken and completed: 6 year plan review, mtgs, copies, translation, hourly	School-Wide	<p>__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other</p>

			State Revenues: \$53,905 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - After School Education & Safety: \$30,157 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the results collected in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure all A-G courses are taken and completed: 6 year plan review, mtgs, copies, translation, hourly	School-Wide	__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure) See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure) See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail -

			1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)
			See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,993 (repeated expenditure)

GOAL:	4.h. Students are placed appropriately and then monitored for grades of "C" or better, and provide credit recovery when necessary early.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: 7. Course Access 8. Other pupil outcomes 5. Pupil engagement
Identified Need:	Increase the % of students who remain "on track" in completing A-G requirements annually. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase depending upon the baseline results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring. Monitoring of progress reports, quarter and semester grades.	School-Wide	<u>All</u> ----- OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>X</u> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated)

			expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the results collected in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring. Monitoring of progress reports, quarter and semester grades.	School-Wide	<p>__All</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__X_Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u></p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other</p>

		State Revenues: \$53,905 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,157 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the results collected in 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring. Monitoring of progress reports, quarter and semester grades.	School-Wide	__All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure) See Actions and Services and Appendix C for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure) See Actions and Services and Appendix C for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated

			Salaries - Other State Revenues: \$53,941 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.i. Teachers will use highly effective instructional strategies to differentiate instruction for all learners, with a specific focus on English Learners, following a cycle of inquiry process to continuously monitor student progress.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes 5. Pupil engagement
Identified Need:	Students need differentiated instruction, particularly English Learners. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Foster youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs.</p> <p>Certificated staff will gather, analyze and use data to identify, monitor and address learning needs using best practices to ensure students are making progress and reaching achievement goals during after hours trainings and meetings.</p>	LEA-Wide	<p><u> </u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure)</p> <p>See Actions and</p>

			Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State Revenues: \$29,344 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to results in 2016/17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs.</p> <p>Certificated staff will gather, analyze and use data to identify, monitor and address learning needs using best practices to ensure students are making progress and reaching achievement goals during after hours trainings and meetings.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for</p>

Detail -
2000-2999
Classified Salaries
- Other State
Revenues:
\$30,157 (repeated
expenditure)

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

It is expected that there will be an increase compared to results in 2017/18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs.</p> <p>Certificated staff will gather, analyze and use data to identify, monitor and address learning needs using best practices to ensure students are making progress and reaching achievement goals during after hours trainings and meetings.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999</p>

			Classified Salaries - Other State Revenues: \$30,993 (repeated expenditure)
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GOAL:	4.j. Schools will provide opportunities to develop the leadership capacity of teachers and students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: 5. Pupil Engagement 8. Other <u>pupil outcomes</u>
Identified Need:	Students need leadership skills. Refer to Appendix A Goal 4 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>Elementary</u> Applicable Pupil Subgroups: <u>All</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the baseline results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum.	LEA-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,308,606 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$218,830 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$458,982 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$52,756 (repeated expenditure) See Actions and Services and Appendix C for

Detail -
2000-2999
Classified Salaries
- Other State
Revenues:
\$29,344 (repeated
expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: It is expected that there will be an increase compared to the results collected in 2016/17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum.	LEA-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,337,108 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$224,896 (repeated expenditure)</p> <p>Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$567,588 (repeated expenditure)</p> <p>Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,905 (repeated expenditure)</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999</p>

			Classified Salaries - Other State Revenues: \$30,157 (repeated expenditure)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the results collected in 2017/18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,448,210 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$231,002 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$771,214 (repeated expenditure) Books and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure) Services and other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - Other State Revenues: \$53,941 (repeated expenditure) See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - Other State

			Revenues: \$30,993 (repeated expenditure)
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GOAL:	<p>5. Parents, teachers, and staff will have the knowledge and skills to be responsive in addressing student learning needs, providing appropriate educational experiences and school-related activities in meaningful ways.</p> <p>(a) Schools will build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.</p> <p>(b) Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers.</p> <p>(c) Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3 and provide additional teachers to address growth in certain grade spans.</p> <p>(d) The middle and high school will provide staffing to ensure course access and focused support for students.</p> <p>(e) A parent leadership/mentoring program will be provided to promote and support parents in understanding and connecting within the school community.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: 7. Course access 8. Other pupil outcomes 3. Parent involvement 5. Pupil engagement 6. School climate</p>
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Identified Need:	Schools need to be responsive to student, parent and community needs. Refer to Appendix A Goal 5 for a full description of Identified Need.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2015/16 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Be culturally responsive in a manner that promote a positive and meaningful learning environment.</p> <p>-Principal of Educational Options/Truancy Officer (20% of time)-will provide training and monitoring of attendance and will support parents</p> <p>-Director of Assessment/Evaluation (20% of time)-provide training and support to parents regarding how to understand assessment results</p> <p>-Assistant Principals (25% of 8 FTE) will outreach to parents and provide support in monitoring student progress and coordinating support services</p> <p>-College and Career Planning Coordinator (50% of time) will provide parents with workshops on understanding how to apply for college, obtain financial aide, scholarships and related work experience opportunities.</p> <p>-Specialists (20% of 11 FTE) will support site administrators in working with parents during Student Study Teams, Language Review Teams, Attendance Review Team meetings to determine strategies to support their student</p> <p>-Class Size Reduction Teachers (50% of 18 FTE-a total of 9 FTE) will provide for lower class sizes in TK-3 grade to ensure students have more individualized attention to learning and developing foundational literacy skills</p> <p>-2 FTE middle school teachers (50% of time) will reduce class sizes to ensure students who need intervention/support classes are provide courses within the master schedule</p> <p>-College and Career Technician (50% of time) will support parents in working with students to apply for college and/or prepare for a career.</p> <p>-Community Liaison (50% of time) will work directly with parents to support their child in school</p> <p>-Public Information Office (33% of time) will provide various means of communication with parents and the community to keep them informed and provide social media inputs from parents, students and the community</p> <p>-Counseling interns (50% of 3 FTE) will work with students and parents to provide resources and support</p> <p>-Coordinator for Family Services and Youth Engagement (50% of time) will work directly with parents and students to provide wrap</p>	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$264,683</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$440,453</p> <p>See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$40,691</p> <p>See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues:</p>

<p>around supports</p> <ul style="list-style-type: none"> -Supplemental pay-Certificated staff will participate in trainings and activities to support parents -Supplemental pay-Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided. -Materials and supplies for parent workshops and trainings -Professional services to provide parents with training in learning English using technology 		\$883,632
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2016/17 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Be culturally responsive in a manner that promote a positive and meaningful learning environment.</p> <ul style="list-style-type: none"> -Principal of Educational Options/Truancy Officer (20% of time)-will provide training and monitoring of attendance and will support parents -Director of Assessment/Evaluation (20% of time)-provide training and support to parents regarding how to understand assessment results -Assistant Principals (25% of 8 FTE) will outreach to parents and provide support in monitoring student progress and coordinating support services -College and Career Planning Coordinator (50% of time) will provide parents with workshops on understanding how to apply for college, obtain financial aide, scholarships and related work experience opportunities. -Specialists (20% of 11 FTE) will support site administrators in working with parents during Student Study Teams, Language Review Teams, Attendance Review Team meetings to determine strategies to support their student -Class Size Reduction Teachers (50% of 18 FTE-a total of 9 FTE) will provide for lower class sizes in TK-3 grade to ensure students have more individualized attention to learning and developing foundational literacy skills -2 FTE middle school teachers (50% of time) will reduce class sizes to ensure students who need intervention/support classes are provide courses within the master schedule -College and Career Technician (50% of time) will support parents in working with students to apply for college and/or prepare for a career. -Community Liaison (50% of time) will work directly with parents to support their child in school -Public Information Office (33% of time) will provide various means of communication with parents and the community to keep them informed and provide social media inputs from parents, students and the community -Counseling interns (50% of 3 FTE) will work with students and parents to provide resources and support -Coordinator for Family Services and Youth Engagement (50% of time) will work directly with parents and students to provide wrap around supports -Supplemental pay-Certificated staff will participate in trainings and activities to support parents -Supplemental pay-Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and 	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for Detail - 1000-1999</p> <p>Certificated Salaries - LCFF S & C: \$1,272,748</p> <p>See Actions and Services for Detail - 2000-2999</p> <p>Classified Salaries - LCFF S & C: \$272,632</p> <p>Related certificated and classified benefits - 3000-3999</p> <p>Employee Benefits - LCFF S & C: \$561,548</p> <p>See Actions and Services for Detail - 4000-4999</p> <p>Books and Supplies - LCFF S & C: \$71,691</p> <p>See Actions and Services for Detail - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$134,221</p> <p>See Actions and Services for more details - 1000-1999</p> <p>Certificated Salaries - Other State Revenues: \$902,186</p> <p>See Actions and Services for more details - 2000-2999</p> <p>Classified Salaries - Other State Revenues: \$14,682</p>

<p>translation services and childcare are provided. -Materials and supplies for parent workshops and trainings -Professional services to provide parents with training in learning English using technology</p>			
LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<p>It is expected that there will be an increase compared to the 2017/18 school year.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Be culturally responsive in a manner that promote a positive and meaningful learning environment. -Principal of Educational Options/Truancy Officer (20% of time)-will provide training and monitoring of attendance and will support parents -Director of Assessment/Evaluation (20% of time)-provide training and support to parents regarding how to understand assessment results -Assistant Principals (25% of 8 FTE) will outreach to parents and provide support in monitoring student progress and coordinating support services -College and Career Planning Coordinator (50% of time) will provide parents with workshops on understanding how to apply for college, obtain financial aide, scholarships and related work experience opportunities. -Specialists (20% of 11 FTE) will support site administrators in working with parents during Student Study Teams, Language Review Teams, Attendance Review Team meetings to determine strategies to support their student -Class Size Reduction Teachers (50% of 18 FTE-a total of 9 FTE) will provide for lower class sizes in TK-3 grade to ensure students have more individualized attention to learning and developing foundational literacy skills -2 FTE middle school teachers (50% of time) will reduce class sizes to ensure students who need intervention/support classes are provide courses within the master schedule -College and Career Technician (50% of time) will support parents in working with students to apply for college and/or prepare for a career. -Community Liaison (50% of time) will work directly with parents to support their child in school -Public Information Office (33% of time) will provide various means of communication with parents and the community to keep them informed and provide social media inputs from parents, students and the community -Counseling interns (50% of 3 FTE) will work with students and parents to provide resources and support -Coordinator for Family Services and Youth Engagement (50% of time) will work directly with parents and students to provide wrap around supports -Supplemental pay-Certificated staff will participate in trainings and activities to support parents -Supplemental pay-Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided. -Materials and supplies for parent workshops and trainings -Professional services to provide parents with training in learning English using technology</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$1,244,607 See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$279,561 Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$700,007 See Actions and Services for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 See Actions and Services for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 See Actions and Services for Detail. - 1000-1999 Certificated Salaries - Other State Revenues: \$922,191</p>

GOAL:	5.a. Schools will build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: 6. School Climate	
Identified Need:	School cultures need to be further developed. Refer to Appendix A Goal 5 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2015/16 year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.</p>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$264,683 (repeated expenditure)</p> <p>See Actions and Services for more details - 3000-3999 Employee Benefits - LCFF S & C: \$440,453 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$883,632 (repeated expenditure)</p>
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2016/17 year.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.</p>	LEA-Wide	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,272,748 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$272,632 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$561,548 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$71,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$902,186 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,682 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2017/18 year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs</p>	LEA-Wide	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>See Actions and Services for more details - 1000-1999 Certificated</p>

Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.

Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.

__Redesignated fluent English proficient
 __Other Subgroups: _____

Salaries - LCFF S & C: \$1,244,607 (repeated expenditure)

See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$279,561 (repeated expenditure)

- 3000-3999 Employee Benefits - LCFF S & C: \$700,007 (repeated expenditure)

See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)

See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)

See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$922,191 (repeated expenditure)

GOAL:	5.b. Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 3. Parent Involvement
Identified Need:	Parents need support and ways to get information and referrals/coordination of outside services. Refer to Appendix A Goal 5 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Foster youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	There will be an increase in percentage of parents who participate in Parent Education classes and in awareness and knowledge compared to the 2015/16 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.</p>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$264,683 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$440,453 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$883,632 (repeated expenditure)</p>
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	There will be an increase in percentage of parents who participate in Parent Education classes and in awareness and knowledge compared to the 2016/17 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.</p>	LEA-Wide	<p><u> </u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for more details -</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$1,272,748 (repeated expenditure)</p> <p>See Actions and Services for more details -</p> <p>2000-2999 Classified Salaries - LCFF S & C: \$272,632 (repeated expenditure)</p> <p>See Actions and Services for more details -</p> <p>3000-3999 Employee Benefits - LCFF S & C: \$561,548 (repeated expenditure)</p> <p>See Actions and Services for more details -</p> <p>4000-4999 Books and Supplies - LCFF S & C: \$71,691 (repeated expenditure)</p> <p>See Actions and Services for more details -</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - Other State Revenues: \$902,186 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - Other State Revenues: \$14,682 (repeated expenditure)</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	There will be an increase in percentage of parents who participate in Parent Education classes and in awareness and knowledge compared to the 2017/18 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team</p>	LEA-Wide	<p><u> </u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>See Actions and Services for more details -</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$1,244,607 (repeated expenditure)</p>

meetings.

Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.

See Actions and Services for more details -
2000-2999
Classified Salaries - LCFF S & C:
\$279,561
(repeated expenditure)

See Actions and Services for more details -
3000-3999
Employee Benefits - LCFF S & C:
\$700,007
(repeated expenditure)

See Actions and Services for more details -
4000-4999 Books and Supplies - LCFF S & C:
\$40,691 (repeated expenditure)

See Actions and Services for more details -
5000-5999
Services and Other Operating Expenses - LCFF S & C: \$108,288
(repeated expenditure)

- 1000-1999
Certificated Salaries - Other State Revenues:
\$92,191
(repeated expenditure)

GOAL:	5.c. Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3 and provide additional teachers to address growth in certain grade spans.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE Only: 9__ 10__ Local: 8. Other Pupil Outcomes	
Identified Need:	Class sizes in grades K-3 support teachers. Refer to Appendix A Goal 5 for a full description of Identified Need.		
Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: Socioeconomically disadvantaged		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that the Class size averages will decrease annually in grades 1-3 and average 24:1 in TK/K and 25:1 in grades 1-3. depending upon baseline results collected in 2015/16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers	School-Wide; Elementary Level	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$264,683 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$440,453 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$883,632 (repeated expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that the Class size averages will decrease annually in grades 1-3 and average 24:1 in TK/K and 25:1 in grades 1-3. depending upon results collected in 2016/17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers</p>	<p>School-Wide; Elementary Level</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,272,748 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$272,632 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$561,548 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$71,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$902,186 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,682 (repeated expenditure)</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>It is expected that the Class size averages will decrease annually in grades 1-3 and average 24:1 in TK/K and 25:1 in grades 1-3. depending upon results collected in 2017/18.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers</p>	<p>School-Wide; Elementary Level</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,244,607</p>

			<p>(repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$279,561 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$700,007 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - After School Education & Safety: \$922,191 (repeated expenditure)</p>
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GOAL:	5.d. The middle and high school will provide staffing to ensure course access and focused support for students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: <u>7. Course Access</u>
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Identified Need:	Staffing at high school needs to ensure all courses are offered based upon student needs. Refer to Appendix A Goal 5 for a full description of Identified Need.
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Goal Applies to:	Schools: <u>Middle; High School</u> Applicable Pupil Subgroups: <u>English learners; Pupils with disabilities</u>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Additional sections/courses will be provided in the master schedule. Blocks, interventions, CTE , AP and other electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections	School-Wide; Middle and High Schools	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>	Supplemental & Substitutes - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$264,683 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$440,453 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$883,632 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Additional sections/courses will be provided in the master schedule. Blocks, interventions, CTE , AP and other electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections</p>	<p>School-Wide; Middle and High Schools</p>	<p><u> </u>All ----- OR: <u> </u>X_Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X_Other Subgroups: <u>Students in Special Education</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,272,748 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$272,632 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$561,548 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$71,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$902,186 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$14,682 (repeated expenditure)</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Additional sections/courses will be provided in the master schedule. Blocks, interventions, CTE , AP and other electives.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections</p>	<p>School-Wide; Middle and High Schools</p>	<p><u> </u>All ----- OR: <u> </u>X_Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X_Other Subgroups: <u>Students in Special</u></p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,244,607</p>

	<p><u>Education</u></p>	<p>(repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$279,561 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$700,007 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$92,191 (repeated expenditure)</p>
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GOAL:	5.e. Provide a parent leadership/mentoring program will be provided to promote and support parents in understanding and connecting within the school community.		Related State and/or Local Priorities: 1__ 2__ 3__ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 3. Parent Involvement
Identified Need:	Parents need to develop leadership skills. Refer to Appendix A Goal 5 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Parents will be more informed and involved in student educational experience. There will be an increase in parental understanding and connection within the school community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care	LEA-Wide	<u>All</u> ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,201,091 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$264,683 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$440,453 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$883,632 (repeated expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Parents will be more informed and involved in student educational experience. There will be an increase in parental understanding and connection within the school community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,272,748 (repeated expenditure) - 2000-2999 Classified Salaries - LCFF S & C: \$272,632 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$561,548 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF S & C: \$71,691 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$134,221 (repeated expenditure) - 1000-1999 Certificated Salaries - Other State Revenues: \$902,186 (repeated expenditure) - 2000-2999 Classified Salaries - Other State Revenues: \$14,682 (repeated expenditure)</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents will be more informed and involved in student educational experience. There will be an increase in parental understanding and connection within the school community.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$1,244,607 (repeated expenditure) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$279,561 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C:</p>

			<p>\$700,007 (repeated expenditure)</p> <p>- 4000-4999 Books and Supplies - LCFF S & C: \$40,691 (repeated expenditure)</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$108,288 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - Other State Revenues: \$922,191 (repeated expenditure)</p>
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GOAL:	<p>6. Schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.</p> <p>(a) Routine maintenance and deferred maintenance plans will be implemented to address facility needs.</p> <p>(b) Schools will have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff.</p> <p>(c) Systems will be developed and followed to identify and address needs related to facilities, technology and maintenance.</p> <p>(d) School will provide students with opportunities to become socially-emotionally and physical healthy.</p> <p>(e) Schools will have adequate textbooks, supplies/materials for the basic program and operations.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 8. Other pupil outcomes <u>6. School climate</u></p>	
Identified Need:	Schools need to have well maintained facilities, trained, and qualified staff who provide basic services. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>Socioeconomically disadvantaged</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	SARC reports indicate complete and updated Williams report. Programs are offered for students to develop healthy practices and have access to counseling. It is expected that 85% of the schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The School Accountability Report Cards (SARCs) will report on the status of facilities, highly qualified teachers, instructional materials and will describe programs and services provided to students to include counseling, wellness, and access to technology.</p> <p>-Principal of Educational Options (5% of time) will provide monitoring and support for counseling interns</p> <p>-Specialists (20% of 11 FTE) will provide support to new teachers as they are obtaining their credential through a internship or induction program</p> <p>-Director of Assessment/Evaluation (20% of time) will collect and monitor data related to the SARC reporting</p> <p>-PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-will provide a high quality Physical Education program for all elementary students to ensure they are meeting the Fitness Gram healthy zone targets</p> <p>-6 FTE Data/IT Specialists (50% of time) will provide technology support to school sites</p> <p>-Account/Clerk Specialist-Student Activities at middle school will provide services to athletic program</p> <p>-Counseling Interns (50% of 3 FTE) and Clinical Therapy Counselor/Supervisor of Interns (100% of time) will ensure students at the elementary and middle schools are provide with social emotion support services</p> <p>-Public Information Office (33% of time) will ensure that information regarding safe, efficient facilities and technology services, and transportation services are communicated with the public</p> <p>-Secretary/translator (12% of time) will ensure translation of reporting on SARCs and related documents</p> <p>-Supplemental pay (subs, hourly, stipends) are allocated for athletic programs</p> <p>-Materials and supplies</p> <p>-Services related to fieldtrip transportation and printing</p>	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161</p> <p>See Actions and Services and Appendix C for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$321,986</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$171,024</p> <p>See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$120,974</p> <p>See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196</p> <p>See Actions and Services for more details -</p>

			2000-2999 Classified Salaries - Other State Revenues: \$15,058
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	SARC reports indicate complete and updated Williams report. Programs are offered for students to develop healthy practices and have access to counseling. It is expected that 85% of the schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The School Accountability Report Cards (SARCs) will report on the status of facilities, highly qualified teachers, instructional materials and will describe programs and services provided to students to include counseling, wellness, and access to technology.</p> <p>-Principal of Educational Options (5% of time) will provide monitoring and support for counseling interns</p> <p>-Specialists (20% of 11 FTE) will provide support to new teachers as they are obtaining their credential through a internship or induction program</p> <p>-Director of Assessment/Evaluation (20% of time) will collect and monitor data related to the SARC reporting</p> <p>-PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-will provide a high quality Physical Education program for all elementary students to ensure they are meeting the Fitness Gram healthy zone targets</p> <p>-6 FTE Data/IT Specialists (50% of time) will provide technology support to school sites</p> <p>-Account/Clerk Specialist-Student Activities at middle school will provide services to athletic program</p> <p>-Counseling Interns (50% of 3 FTE) and Clinical Therapy Counselor/Supervisor of Interns (100% of time) will ensure students at the elementary and middle schools are provide with social emotion support services</p> <p>-Public Information Office (33% of time) will ensure that information regarding safe, efficient facilities and technology services, and transportation services are communicated with the public</p> <p>-Secretary/translator (12% of time) will ensure translation of reporting on SARCs and related documents</p> <p>-Supplemental pay (subs, hourly, stipends) are allocated for athletic programs</p> <p>-Materials and supplies</p> <p>-Services related to fieldtrip transportation and printing</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544</p> <p>See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$330,911</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$212,011</p> <p>See Actions and Services for Detail - 4000-4999 Books and Supplies - LCFF S & C: \$175,307</p> <p>See Actions and Services for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,475</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	SARC reports indicate complete and updated Williams report. Programs are offered for students to develop healthy practices and have access to counseling. It is expected that 85% of the schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The School Accountability Report Cards (SARCs) will report on the status of facilities, highly qualified teachers, instructional materials and will describe programs and services provided to students to include</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>See Actions and Services for Detail - 1000-1999 Certificated Salaries - LCFF S</p>

<p>counseling, wellness, and access to technology.</p> <ul style="list-style-type: none"> -Principal of Educational Options (5% of time) will provide monitoring and support for counseling interns -Specialists (20% of 11 FTE) will provide support to new teachers as they are obtaining their credential through a internship or induction program -Director of Assessment/Evaluation (20% of time) will collect and monitor data related to the SARC reporting -PE teachers (20% of 4 FTE) and PE Aides (25% of 4 FTE)-will provide a high quality Physical Education program for all elementary students to ensure they are meeting the Fitness Gram healthy zone targets -6 FTE Data/IT Specialists (50% of time) will provide technology support to school sites -Account/Clerk Specialist-Student Activities at middle school will provide services to athletic program -Counseling Interns (50% of 3 FTE) and Clinical Therapy Counselor/Supervisor of Interns (100% of time) will ensure students at the elementary and middle schools are provide with social emotion support services -Public Information Office (33% of time) will ensure that information regarding safe, efficient facilities and technology services, and transportation services are communicated with the public -Secretary/translator (12% of time) will ensure translation of reporting on SARCs and related documents -Supplemental pay (subs, hourly, stipends) are allocated for athletic programs -Materials and supplies -Services related to fieldtrip transportation and printing 		<p>__Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>& C: \$175,807</p> <p>See Actions and Services for Detail - 2000-2999 Classified Salaries - LCFF S & C: \$340,084</p> <p>Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$236,934</p> <p>See Actions and Services for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$144,307</p> <p>See Actions and Services for Detail - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248</p>
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GOAL:	6.a. Routine maintenance and deferred maintenance plans will be implemented to address facility needs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: 6. School Climate	
Identified Need:	Facilities need to be safe and maintained. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the percentage of students and staff who report facilities are in good condition compared to the prior year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement a routine maintenance and deferred maintenance plan-check off matrix:RM and DM plan developed/hourly, copies, accounting	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - LCFF S & C: \$321,986 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$171,024 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196 (repeated expenditure)

			See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - Other State Revenues: \$15,058 (repeated expenditure)
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the percentage of students and staff who report facilities are in good condition compared to the prior year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement a routine maintenance and deferred maintenance plan-check off matrix:RM and DM plan developed/hourly, copies, accounting	LEA-Wide	<u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____	See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - LCFF S & C: \$330,911 (repeated expenditure) Related certificated and classified benefits - 3000-3999 Employee Benefits - LCFF S & C: \$212,011 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291 (repeated

		expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - Other State Revenues: \$15,475 (repeated expenditure)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	It is expected that there will be an increase in the percentage of students and staff who report facilities are in good condition compared to the prior year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement a routine maintenance and deferred maintenance plan-check off matrix: RM and DM plan developed/hourly, copies, accounting	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$175,807 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - LCFF S & C: \$340,084 (repeated expenditure) Related certificated and classified benefits - 2000-2999 Classified Salaries - LCFF S & C: \$236,934 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - Other

			State Revenues: \$100,326 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - Other State Revenues: \$15,904 (repeated expenditure)
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GOAL:	6.b. Schools will have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 1. Basic Services	
Identified Need:	All instructional staff are not high quality/qualified for their current placement. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that the percentage of teacher credentials and placements are aligned and that the HQT is met at or above 95%, striving toward 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$321,986 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$171,024 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,058 (repeated expenditure)

Expected Annual Measurable Outcomes:	It is expected that the percentage of teacher credentials and placements are aligned and that the HQT is met at or above 95%, striving toward 100%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - LCFF S & C: \$330,911 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$212,011 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291 (repeated expenditure) See Actions and Services and Appendix C for Detail. - 2000-2999 Classified Salaries - Other State Revenues: \$15,475 (repeated expenditure)

expenditure)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

It is expected that the percentage of teacher credentials and placements are aligned and that the HQT is met at or above 95%, striving toward 100%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician</p>	<p>LEA-Wide</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$175,807 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$340,084 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$236,934 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure)</p> <p>- 1000-1999 Certificated Salaries - Other State Revenues: \$100,326 (repeated expenditure)</p> <p>- 2000-2999 Classified Salaries - Other State Revenues: \$15,904 (repeated expenditure)</p>

GOAL:	6.c. Systems will be developed and follow to identify and address needs related to facilities, technology and maintenance needs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 1. Basic Services
Identified Need:	A system needs to be refined to ensure work orders are completed. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The percentage of work orders completed within a specific timeframe will continue to increase and/or show at least a 95% completion rate. The customer service survey results and the FIT results will show an increase over the prior year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Track completed work orders by timeframe : Work order software tracking system	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$321,986 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$171,024 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues:

\$15,058 (repeated expenditure)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: The percentage of work orders completed within a specific timeframe will continue to increase and/or show at least a 95% completion rate. The customer service survey results and the FIT results will show an increase over the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Track completed work orders by timeframe : Work order software tracking system	LEA-Wide	<p><u>X</u> All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$330,911 (repeated expenditure)</p> <p>See Actions and Services for more details - 3000-3999 Employee Benefits - LCFF S & C: \$212,011 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,475 (repeated expenditure)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percentage of work orders completed within a specific timeframe will continue to increase and/or show at least a 95% completion rate. The customer service survey results and the FIT results will show an increase over the prior year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Track completed work orders by timeframe : Work order software tracking system	LEA-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$175,807 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$340,084 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$236,934 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$100,326 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,904 (repeated expenditure)

GOAL:	6.d. Schools will provide students will opportunities to become socially-emotionally and physical healthy.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8_X COE Only: 9__ 10__ Local: 6. School Climate 8 Other pupil outcomes
Identified Need:	Students have self-reported not feeling physical or socially-emotionally safe. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2015/16 results.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services	LEA-Wide	_X All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$321,986 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$171,024 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State

			Revenues: \$15,058 (repeated expenditure)
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	It is expected that there will be an increase compared to the 2016/17 results.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$330,911 (repeated expenditure) - 3000-3999 Employee Benefits - LCFF S & C: \$212,011 (repeated expenditure) See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581 (repeated expenditure) See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291 (repeated expenditure) See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,475 (repeated expenditure)
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:

It is expected that there will be an increase compared to the 2017/18 results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>See Actions and Services for more details - 1000-1999 Certificated Salaries - LCFF S & C: \$175,807 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - LCFF S & C: \$340,084 (repeated expenditure)</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$236,934 (repeated expenditure)</p> <p>See Actions and Services for more details - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure)</p> <p>See Actions and Services for more details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure)</p> <p>See Actions and Services for more details - 1000-1999 Certificated Salaries - Other State Revenues: \$100,326 (repeated expenditure)</p> <p>See Actions and Services for more details - 2000-2999 Classified Salaries - Other State Revenues: \$15,904 (repeated expenditure)</p>

GOAL:	6.e. Schools will have adequate basic textbooks, supplies/materials for the basic program and operations.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. <u>Basic Services</u>
Identified Need:	Classroom supplies/materials are not adequate for new CCSS and PBL (Project Based Learning) implementation. Refer to Appendix A Goal 6 for a full description of Identified Need.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The percentage of adequate materials/supplies is expected to increase over 2015/16 striving toward 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$247,161 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$321,986 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$171,024 (repeated expenditure) See Actions and Services for details - 4000-4999 Books and Supplies - LCFF S & C: \$120,974 (repeated expenditure) See Actions and Services for details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for details - 1000-1999 Certificated Salaries - Other State Revenues: \$96,196 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - Other State Revenues: \$15,058 (repeated expenditure)
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	The percentage of adequate materials/supplies is expected to increase over 2016/17 striving toward 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	See Actions and Services for details - 1000-1999 Certificated Salaries - LCFF S & C: \$252,544 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$330,911 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$212,011 (repeated expenditure) See Actions and Services for details - 4000-4999 Books and Supplies - LCFF S & C: \$175,307 (repeated expenditure) See Actions and Services for details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$23,581 (repeated expenditure) See Actions and Services for details - 1000-1999 Certificated Salaries - Other State Revenues: \$98,291 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - Other State Revenues: \$15,475 (repeated expenditure)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	The percentage of adequate materials/supplies is expected to increase over 2017/18 striving toward 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	See Actions and Services for details - 1000-1999 Certificated

		<p> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ </p>	<p> Salaries - LCFF S & C: \$175,807 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - LCFF S & C: \$340,084 (repeated expenditure) Related benefits for certificated and classified - 3000-3999 Employee Benefits - LCFF S & C: \$236,934 (repeated expenditure) See Actions and Services for details - 4000-4999 Books and Supplies - LCFF S & C: \$144,307 (repeated expenditure) See Actions and Services for details - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,248 (repeated expenditure) See Actions and Services for details - 1000-1999 Certificated Salaries - Other State Revenues: \$100,326 (repeated expenditure) See Actions and Services for details - 2000-2999 Classified Salaries - Other State Revenues: \$15,904 (repeated expenditure) </p>
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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:	<p>1. All students will demonstrate achievement in the New California State Standards in Math to be college and career ready</p> <p>(a) All 10th grade students will take and pass the CAHSEE math assessment, with a special focus on English Learners.</p> <p>(b) All students, especially in 7th through 11th grade will take and pass their math course with a C or better.</p> <p>(c) All students in grades K-Math I will perform on the New California State Standards Math aligned local assessments, with a special focus on English Learners.</p> <p>(d) All math teachers will develop, implement and review new lessons/units based upon priority standards outline in a common scope and sequence guide for implementing the new California State Math Standards, with differentiated strategies included to meet the learning needs of English Learners.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 4. Pupil achievement and other pupil outcomes 7. Course access 8. Other pupil outcome</p>
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Goal Applies to:	Schools: 1 All Applicable Pupil Subgroups: Socioeconomically disadvantaged: English learners
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Expected Annual Measurable Outcomes:	A baseline will report a percentage of students K-8, 9th grade performing in math according to local math performance assessments and results on statewide assessments. It is expected that there will be an increase from the baseline established in 2014-2015.	Actual Annual Measurable Outcomes: North Monterey County Unified School District (NMCUSD) is below the Monterey County average by 9 percentage points in Math and also below the state average by 27 percentage points. NMCUSD has an overall lower percentage compared to other K-12 districts in Monterey County. Please refer to Appendix A, pages 1-8 for detailed information for Goal 1 and its sub goals.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
New California Standards aligned math instructional materials: Materials K-Math II (pilot)	(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-d. Specialists, 9 FTE= \$78,371.72 (0940) \$123,878.11 (Other funds) 2 Additional Specialists, 2 FTE = \$23,019.70 (0940) 4 PE Teachers (Elementary), 4 FTE, to allow for planning time = \$60,000.00 (0940) Assistant Principal, 4 FTE = \$58,116.52 (0940) \$20,405.72 (Other funds) Assistant Supt. - Curriculum & Instruction= \$13,609.73 (Other funds) Director, Assessment & LCAP = \$20,000.00 (0940) Program Budget Analyst= \$14,332.50 (0940) 4 FTE PE Assistants= \$23,323.78 (0940) Certificated staff supplemental (2 days training/planning)= \$42,750.00 (0940) (Sub goal d) \$95,113.16 (Other funds) Materials & Supplies= \$210,933.96 (0940) (Sub goal d) Assessment program materials = \$5,064.33 (0940) (Sub goal d)	New California Standards aligned math instructional materials: Materials K-Math II (pilot)	These positions are funded from Program 0940 and other funds and address expenditures for all of Goal 1, including Subgoals. Refer to Appendix B for detail. 1000: \$366,875.84 (0940); \$167,730.30 (Other funds) Portion of 6 APs, supplemental hours for Credit Recovery/Tutoring, portion of Music Teacher, portion of 4 PE teachers, portion of Specialists (13 FTE), Substitutes/hourly prep/PD training, portion of additional 1% for all certificated staff for professional development. 2000: \$44,407.12 (0940) Portion of Director of Assessment & Evaluation; portion of PE Assistants (5 FTE); Classified substitutes, OT and extra days 3000: \$144,046.25 (0940); \$25,397 (other funds) Benefits for certificated and classified 4000: \$290,5638.07 (0940) Books and materials to support Math instruction 5000: \$89,819.58 (0940) Contract and Services to support effective Math instruction Goal 1 Total Budgeted Expenditure from supplemental/ concentration (0940) funds = \$935,786.86

	Contracted services= \$70,724.95 (0940)		Other funds = \$193,127.30
	Goal 1 Total Budgeted Expenditure for 2015/16 from supplemental/concentration (0940) funds = \$606,637.46		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District will continue to provide professional development and support in Math.		

Original GOAL from prior year LCAP:	1.a. All 10th grade students will take and pass the CAHSEE math assessment, with special focus on English Learners.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 4. Pupil Achievement (all local & state assessments)	
Goal Applies to:	Schools: 1 High School Applicable Pupil Subgroups:		Socioeconomically disadvantaged: English learners	
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students passing the CAHSEE in Math in 10th grade according to local math performance assessments and results on statewide assessments. It is expected that there will be a 10% pass rate increase for all students and a 41% pass rate for English Learners.	Actual Annual Measurable Outcomes:	This sub goal is no longer applicable due to the suspension of CAHSEE. Please refer to Appendix A, page 6 for more information.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Math professional development and planning: Hourly Pay and Subs	CCSS math professional development and planning: Hourly Pay and Subs Please refer to Goal 1	Not applicable due to the suspension of CAHSEE.	Not applicable due to the suspension of CAHSEE.	
Scope of Service:	School-Wide	Scope of Service:	School-Wide	
__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Not applicable for this annual update.			

Original GOAL from prior year LCAP:	1.b. All students, especially in 7th through 11th grade will take and pass their math course with a C or better.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes		
Goal Applies to:		Schools: Middle; High School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students with a C or better in math. It is expected that there will be an increase in the percentage of students will receive a C or better in Math compared to the 2014/15 school year.	Actual Annual Measurable Outcomes:	Refer to Appendix A, page 6 -7 for Annual Measurable Outcomes.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Math assessments :Tool/item bank, copies, scoring	Math assessments :Tool/item bank, copies, scoring Please refer to Goal 1	Math assessments :Tool/item bank, copies, scoring	Math assessments :Tool/item bank, copies, scoring Please refer to Goal 1	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Credit Recovery and intervention is being provided to address this issue in order to increase the percentage of students passing Math with a C or better/decreasing the D and F rate.			

Original GOAL from prior year LCAP:	1.c. All students in grades K-Math I will perform on the New California State Standards aligned math local assessments, with special focus on English Learners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: 8. Other pupil outcomes
Goal Applies to:	Schools: <u>1 All</u> Applicable Pupil Subgroups: <u>Socioeconomically disadvantaged; English learners</u>	
Expected Annual Measurable Outcomes:	A baseline will be established a percentage of students in grades K-Math I will perform on the new California standards aligned math assessments according to local math performance assessments and results on statewide assessments. It is expected that there will be an increase over 2014/15 results.	Actual Annual Measurable Outcomes: Assessments are under development by the Math teachers. Please refer to Appendix A, page 7-8 for detailed information.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Math performance tasks: Tool/item developed, rubric, copies, scoring	Math performance tasks: Tool/item developed, rubric, copies, scoring Please refer to Goal 1	Math performance tasks: Tool/item developed, rubric, copies, scoring Please refer to Goal 1
Scope of Service:	LEA-Wide	Scope of Service: LEA-Wide
<u>__</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		<u>__</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes.	

Original GOAL from prior year LCAP:	1.d. All math teachers will develop, implement and review new lessons/units based upon priority standards outlined in a common scope and sequence guide for implementing the new California State Math Standards, with differentiated strategies that meet learning needs of English Learners.		Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 2. Implementing State Standards (CCSS)	
Goal Applies to:		Schools: <u>All</u>	Applicable Pupil Subgroups: <u>English learners</u>	
Expected Annual Measurable Outcomes:	A baseline was established reporting a percentage of math lessons developed based upon map/sequence guide. It is expected that there will be an increase in percentage of math lessons developed based on a map/sequence guide compared to 2014/15.	Actual Annual Measurable Outcomes:	Survey data will be available in the Spring of 2016. Please see page 8 of Appendix A for detailed information.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Math standards mapping and sequencing: Map/sequence document, copies, hourly/subs	Math standards mapping and sequencing: Map/sequence document, copies, hourly/subs Please refer to Goal 1	Math standards mapping and sequencing: Map/sequence document, copies, hourly/subs	Math standards mapping and sequencing: Map/sequence document, copies, hourly/subs Please refer to Goal 1	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<u>All</u> ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<u>All</u> ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	<p>2. All students will demonstrate achievement in the New California State Standards in English Language Arts/English Language Development and literacy across the curriculum to be college and career ready.</p> <p>(a) All 10th grade students will take pass the CAHSEE ELA assessment, with a special focus on English Learners.</p> <p>(b) All English learners will demonstrate achievement on the New California Standards in ELA/ELD and literacy across the curriculum to be ready for college and careers.</p> <p>(c) All students in grades K-11th grade will perform on the New California Standards in ELA/ELD aligned local assessments, with special focus on English Learners.</p> <p>(d) All English Learners in K-12th grade will perform on the New California Standards for English Language Development on local ELD assessments to demonstrate progress towards English proficiency.</p> <p>(e) All ELA/ELD teachers will develop, implement and review new lessons/units based upon priority standards that follow a common scope and sequence for implementing the new California ELA/ELD standards, with differentiated strategies included to meet the learning needs of English Learners.</p> <p>(f) All students in grades K-12th will perform on local writing performance task assessments aligned to the New California Standards for ELA/ELD, with special focus on English Learners.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: <u>2. Implementation of State Standards 4. Pupil achievement 7. Course access 8. Other pupil outcomes</u></p>
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Goal Applies to: Schools: All
Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>A baseline will report a percentage of students in grades K-12 will perform in ELA aligned English assessments according to local English performance assessments and results on statewide assessments. It is expected that there will be an increase from the baseline established in 2014/15 for state assessments and establish baseline in 2015/16 for local assessments.</p>	Actual Annual Measurable Outcomes:	<p>NMCUSD is below the Monterey County average by 4 percentage points in ELA and also below the state average by 6 percentage points. NMCUSD is within a few percentage points compared to other K-12 districts in Monterey County.</p> <p>Please see Appendix A , pages 9-27 for further information for goal 2 and its sub goals.</p>
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>New California Standards aligned ELA/ELD instructional materials-informational and expository text materials: Materials.</p>	<p>(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-f.</p> <p>Specialists, 9 FTE= 78,371.72 (0940) \$123,878.11 (Other funds)</p> <p>2 Additional Specialists, 2 FTE = \$23,019.70 (0940)</p> <p>4 PE Teachers (Elementary), 4 FTE, to allow for planning time=\$60,000.00 (0940)</p> <p>Assistant Principal, 4 FTE=\$58,116.52 (0940) \$20,405.72 (Other funds)</p> <p>Assistant Supt., Curriculum & Instruction= \$13,609.73 (Other funds)</p> <p>Director, Assessment & LCAP=\$20,000.00 (0940)</p> <p>1 Credit Recovery/Tutoring HS = \$33,333.33 (Sub goals a-f) (0940)</p> <p>Cert. Staff additional trng and planning (EL) (.5% class)= \$135,750.00 (0940) (Sub goals a-f)</p> <p>Cert. Staff stipends and extra pay (.5 Cert)= \$135,750.00 (0940) (Sub goals a-f)</p> <p>Program Budget Analyst= \$14,332.50 (0940)</p>	<p>New California Standards aligned ELA/ELD instructional materials-informational and expository text materials: Materials.</p>	<p>These positions are funded from Program 0940 and other funds and address expenditures for Goal 2, including Subgoals. Refer to Appendix B for detail.</p> <p>1000: \$373,653.44 (0940), \$176,919.57 (other funds); portion of 6 APs; portion of Director of Categorical and Compliance; supplemental credit recovery/tutoring /middle and high school; portion of 4 PE teachers (4 FTE); portion of Specialists (13 FTE); substitutes, hourly prep, portion of 1% for all certificated staff for Professional Development.</p> <p>2000: \$55,532.89 (0940); \$14,781.28 (other funds); portion of Director of Assessment and Evaluation; portion of Secretary/Translator; portion of EL Instructional Assistant; portion of PE Assistants (5 FTE); Classified substitutes overtime and extra days</p> <p>3000: \$163,413.48 (0940); \$31,254 (other funds)</p> <p>Related certificated and classified benefits</p>

	<p>4 FTE PE Assistants= \$23,323.78 (0940)</p> <p>Instructional Assistants/EL= \$33,088.08 (0940) (Sub goals b, c, d, f)</p> <p>Certificated staff supplemental (2 days trng/planning= \$42,750.00 (0940) (Sub goal e)</p> <p>Additional pay for certificated staff for Goals 2a and 2c: \$325,000 (0940) (Sub goals a, c)</p> <p>Textbooks= \$14,342.15 (0940) (Sub goal f)</p> <p>Assessment program materials = \$5,064.33 (0940) (Sub goals a-f)</p> <p>Contracted Services= \$70,724.95 (0940) (Sub goals a-f)</p> <p>Goal 2 Total Budgeted Expenditures for 2015/16 from supplemental/concentration (0940) funds is: \$1,072,967.06</p>		<p>4000: \$290,638.07 (0940) Books and instructional materials to support instruction in Language Arts, Literacy, ELD 5000: \$89,819.58 (0940) Contracts and Services to support effective instruction in Language Arts, Literacy, ELD</p> <p>Goal 2 Total Budgeted Expenditure from supplemental/concentration (0940) funds = \$973,057.46 Other funds = \$222,954.85</p>
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<p>__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are expected at this time.		

Original GOAL from prior year LCAP:	2.a. All 10th grade students will take pass the CAHSEE ELA assessment, with special focus on English Learners.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 4. Pupil Achievement (all local & state assessments)	
Goal Applies to:	Schools: High School	Applicable Pupil Subgroups: English learners		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students in 10th grade passing the ELA CAHSEE according to local English performance assessments and results on statewide assessments. It is expected that there will be an increase compared to 2014/15 and the results will meet or exceed the Monterey County average.	Actual Annual Measurable Outcomes:	California High School Exit Exam (CAHSEE) has been suspended until 2018.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
ELA writing professional development and planning: Hourly Pay and Subs.	ELA writing professional development and planning: Hourly Pay and Subs Please refer to Goal 2	ELA writing professional development and planning: Hourly Pay and Subs.	ELA writing professional development and planning: Hourly Pay and Subs Please refer to Goal 2	
Scope of Service:	School-Wide	Scope of Service:	School-Wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although this is not applicable in the annual update due to the suspension of CAHSEE, the Literacy Design Teams are developing Six Common Units for Literacy in each grade, K-12 for a total of 78 units. Currently, approximately 50% of the units are complete. To be finalized prior to August 2016.			

Original GOAL from prior year LCAP:	2.b. All English Learners will demonstrate achievement on the New California State Standards in ELA/ELD and literacy across the curriculum to be ready for college and careers.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE Only: 9__ 10__ Local: 2. Implementation of the State Standards 4. Pupil Achievement 7. Course access	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English learners		
Expected Annual Measurable Outcomes:	Results will establish a baseline percentage of EL students performing in English/Language Arts according to local ELA performance assessments and results on statewide assessments.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 18-21 for detailed information.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Please refer to Goal 2</p>	<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Certificated staff, especially at the high school level, will hold additional training and school-wide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	<p>Provide training on strategies to develop academic language and content literacy skills for EL students to be able to access core content: Training, hourly, subs, data review teams</p> <p>Please refer to Goal 2</p>
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/service will continue.		

Original GOAL from prior year LCAP:	2.c. All students in grades K-11th grade will perform the New California State Standards in ELA/ELD aligned local assessments, with special focus on English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes	
Goal Applies to:	Schools: 1 All Applicable Pupil Subgroups: Socioeconomically disadvantaged: English learners		
Expected Annual Measurable Outcomes:	A baseline will be established in Fall 2016 based on the percentage of students scoring on ELA assessment according to local English performance assessments and results on statewide assessments.	Actual Annual Measurable Outcomes: Performance tasks are embedded in the Literacy Design Team Units. (Refer to Goal 2c).	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reach with bargaining units.</p>	<p>New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Please refer to Goal 2</p>	<p>New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and school-wide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reach with bargaining units.</p>	<p>New California Standards aligned ELA Assessments: Tool/Item bank, copies, scoring</p> <p>Please refer to Goal 2</p>
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	2.d. All English learners in K-12th grade will perform on the New California State Standards for English Language Development on aligned local ELD assessments to demonstrate English proficiency	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 4. Pupil achievement 8. Other pupil outcomes	
Goal Applies to:		Schools: All Applicable Pupil Subgroups: English learners	
Expected Annual Measurable Outcomes:	A baseline will be established based on the percentage of EL students scoring on ELD assessments to demonstrate English proficiency according to local ELD performance assessments and results on statewide assessments.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 23-28 for detailed information.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	<p>New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Please refer to Goal 2</p>	<p>New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Certificated staff, especially at the high school level, will hold additional training and schoolwide planning outside of the workday to ensure alignment of literacy across the curriculum with an emphasis on monitoring the progress of English Learners.*</p> <p>Certificated staff through stipends and extra duty additional pay will be hired to provide instructional leadership and oversight for implementing a professional learning community model of collaboration and cycle of inquiry to ensure student achievement, specifically focusing on progress of low-income, English Learners and foster youth.*</p> <p>*Contingent upon an agreement reached with bargaining units.</p>	<p>New California Standards aligned ELD Assessment: Tool/item bank, copies, scoring</p> <p>Please refer to Goal 2</p>
Scope of Service:		Targeted	Scope of Service: Targeted
<p>__ All</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __X English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __X English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will be focusing on developing ELD assessments that are based on the ELD standards in the coming year.		

Original GOAL from prior year LCAP:	2.e. All ELA/ELD teachers will develop, implement and review new lessons/units based upon priority standards that follow a common scope and sequence for implementing the new California ELA/ELD Standards, with differentiated strategies include to meet the learning needs of English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8__ COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: English learners
Expected Annual Measurable Outcomes:	Based on the baseline established in 2014/15, it is expected that 2015/16 results will show an increase compared to the prior year.	Actual Annual Measurable Outcomes:	Refer to Goal 2a, Literacy Design Teams.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
New California Standards aligned ELA/ELD Standards Mapping/Sequencing: Curriculum Specialist, hourly/subs	New California Standards aligned ELA/ELD Standards Mapping/Sequencing: Curriculum Specialist, hourly/subs Please refer to Goal 2	New California Standards aligned ELA/ELD Standards Mapping/Sequencing: Curriculum Specialist, hourly/subs	New California Standards aligned ELA/ELD Standards Mapping/Sequencing: Curriculum Specialist, hourly/subs Please refer to Goal 2
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time.		

Original GOAL from prior year LCAP:	2.f. All students in grades K-12th will perform on a local writing performance task assessments aligned to the New California Standards for ELA/ELD, with special focus on English Learners.		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8_X_ COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes	
Goal Applies to:		Schools: 1 All Applicable Pupil Subgroups: Socioeconomically disadvantaged: English learners		
Expected Annual Measurable Outcomes:	A baseline will be established based on the percentage of students in grades K-12 performing on a CCSS writing performance task assessment according to local writing performance assessments and results on statewide assessments in 2014/15. 2015/16 results will show an increase over 2014/15 results.	Actual Annual Measurable Outcomes:	Writing Performance Tasks are embedded in the Literacy Design Team Unit (Refer to Goal 2a).	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Develop Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring		Develop Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring Please refer to Goal 2	Develop Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring Develop Writing Performance Task and Rubrics: Tool/Task, rubric, copies, scoring Please refer to Goal 2	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No proposed changes at this time.		

Original GOAL from prior year LCAP:	<p>3. All students will be prepared with 21st Century Learning Skills by engaging in Project Based Learning that incorporates the 4Cs(communicate, collaborate, be creative, and think critically) and integrates the use of technology.</p> <p>(a) Teachers will implement a collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments, with a special focus on differentiated strategies for English Learners.</p> <p>(b) All students will demonstrate 21st Century Skills by demonstrating effective communication, collaborations, critical thinking and creative innovation skills.</p> <p>(c). Teachers will develop lessons/units that integrate the use of technology within the lesson with a focus on using technology to provide access for students who have specific learning needs.</p> <p>(d) Students will readily have access to technology devices and internet.</p> <p>(e) Students will use technology on a daily basis.</p> <p>(f) Students will develop competencies in the use and application of technology.</p> <p>(g) Schools will provide access to the Visual and Performing Fine Standards to promote creativity (music, art, etc).</p> <p>(h) Students use a self reflection process and rubric to evaluate their own learning progress on established formative assessments performance tasks/learning criteria.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u>X</u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u> </u> 10 <u> </u> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u></p>
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Goal Applies to: Schools: All
Applicable Pupil Subgroups: Socioeconomically disadvantaged

Expected Annual Measurable Outcomes:	A baseline will be established with the percentage of students using lessons that incorporate the 4Cs, including the Daily 5 model. An increase from the 2014/15 results is expected.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 29-41 for detailed information for goal 3 and its sub goals.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Project based learning training and planning: hourly pay and sub pay, training costs	<p>(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-h.</p> <p>Specialists, 9 FTE= 78,371.72 (0940) \$123,878.11 (Other funds)</p> <p>2 Additional Specialists, 2 FTE = \$23,019.70 (0940) (Goal a, c)</p> <p>4 PE Teachers to allow for planning time (elementary= \$60,000.00 (0940)</p> <p>Assistant Principal, 4 FTE=\$58,116.52 (0940) \$20,405.72 (Other funds)</p> <p>Director-21st Century Learning & Innovations= \$62,308 (0940)</p> <p>Director, Assessment & LCAP = \$20,000.00 (0940)</p> <p>Assistant Supt. - Curriculum & Instruction= \$13,609.73 (Other funds)</p> <p>1 Additional Teacher for extra sections for middle school, 1 FTE = \$75,000 (0940) (Sub goal b)</p> <p>Portion of Music Teacher(.6)= \$47,338.00 (0940) (Sub goal g)</p> <p>Program Budget Analyst= \$14,332.50 (0940)</p> <p>4 FTE PE Assistants= \$23,323.78 (0940)</p>	Project based learning training and planning: hourly pay and sub pay, training costs	<p>These positions are funded from Program 0940 and other funds and address expenditures for subgoals. Refer to Appendix B for detail. 1000s: \$490,472.66 (0940); \$171,969.83 (other funds) Portion of Assistant Principals (6 FTE); portion of Director of 21st Century Learning & Innovation; portion of teachers for extra sections at middle school (2 FTE); portion of Music teacher (.6 FTE); portion of Specialists (13 FTE); substitutes/hourly prep/PD, portion of 1% for all certificated staff for professional development 2000s: \$44,407.12 (0940) Portion of Director of Assessment & Evaluation; portion of PE Assistants (5 FTE); Classified substitutes, overtime, extra days 3000s: \$189,166.29 (0940); \$26,039 (other funds) Related certificated and classified benefits 4000s: \$290,638.07 (0940) Books and materials related to supporting 21st Century Learning, technology, and integration of curriculum 5000s: \$89,819.58</p>

	<p>Certificated staff supplemental equivalent to 2 days for training/planning PD = \$42,750.00 (Sub goals a, b, c, f, h) (0940)</p> <p>Assessment program materials = \$5,064.33 (0940) (Sub goals a-h)</p> <p>Contracted Services= \$70,724.95 (0940) (Sub goals a-h)</p> <p>Goal 3 Total Budgeted Expenditures for 2015/16 from supplemental/concentration (0940) funds is: \$580,349.50</p>		<p>(0940) Contracts and services to support 21st Century Learning, technology, and integration of curriculum</p> <p>Goal 3 Total Budgeted Expenditure from supplemental/concentration (0940) funds = \$1,104,503.72 Other funds = \$198,008.83</p>
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Survey results will be available in the Spring of 2016.		

Original GOAL from prior year LCAP:	3.a. Teachers will implement a collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments, with a special focus on differentiated strategies for English Learners.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 8. Other pupil outcomes	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: English learners	
Expected Annual Measurable Outcomes:	A baseline will report a percentage of lessons developed and implemented collaboratively. It is expected that there will be an increase in the number of lessons compared to 2014/15.	Actual Annual Measurable Outcomes:	Literacy Design Team Units were developed collaboratively (refer to Goal 2a). Additional survey results will be available Spring 2016.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Collaboratively design, share resources, and implement 4C lessons and formative assessments: training, hourly, curriculum resources		Collaboratively design, share resources, and implement 4C lessons and formative assessments: training, hourly, curriculum resources Please refer to Goal 3	Collaboratively design, share resources, and implement 4C lessons and formative assessments: training, hourly, curriculum resources Please refer to Goal 3	
Scope of Service:		School-Wide	Scope of Service: School-Wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	3.b. All students will demonstrate 21st Century Skills to demonstrating effective communication, collaboration, critical thinking and creative and innovation skills.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes 5. Pupil engagement	
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: <u>Socioeconomically disadvantaged</u>			
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students scoring on the 4Cs rubric. It is expected that there will be an increase compared to the prior year.	Actual Annual Measurable Outcomes: See Goal 3, or refer to Appendix A, page 30, Bright Bytes data. Additional survey results will be available Spring 2016.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs	Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs Please refer to Goal 3	Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs	Develop and use 4Cs rubric within lessons across content areas: rubrics, copies, scoring, hourly or subs Please refer to Goal 3
Scope of Service:		Scope of Service:	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Training and resources will be provided to teachers to provide opportunities for students to practice the 4Cs.		

Original GOAL from prior year LCAP:	3.c. Teachers will develop lessons/units that integrate the use of technology within the lesson with a focus on using technology to provide access for students who have specific learning needs.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5_X_ 6__ 7_X_ 8__ COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 5. Pupil engagement	
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			
Expected Annual Measurable Outcomes:	A baseline was established in 2015-2016 reporting the percentage of teachers developing lessons that integrate the use of technology within the lesson. It is expected that there will be an increase in the 2016-2017 school year.	Actual Annual Measurable Outcomes: Refer to Goal 3 or refer to Appendix A, page 30. Additional survey results will be available in Spring 2016.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly	Integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly Please refer to Goal 3	Integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly	Integrate technology tools/devices into lesson delivery: teacher tech "kit", training, tech support, hourly Please refer to Goal 3
Scope of Service:		Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.		

Original GOAL from prior year LCAP:	3.d. Students will readily have access to technology devices and internet		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u>	
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: <u>Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u>				
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students that will have access to technology devices and internet. It is expected that there will be an increase in access to technology compared to the prior year.	Actual Annual Measurable Outcomes:	Fall Bright Bytes Data • 87% of teachers reported having access to a computer at school • 46% of teachers report a typical student to computer ratio of 2:1 or 1:1 Updated information of device to student ratio will be available of Spring 2016.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system	Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system Please refer to Goal 3	Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system	Develop a matrix with a implementation plan for increasing technology devices for student use:purchase tech device, train on use, tech support system. Please refer to Goal 3	
Scope of Service:		LEA-Wide	Scope of Service:	
<u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>		<u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	3.e. Students will use technology on a daily basis		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes 5. Pupil engagement</u>	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline was established reporting a percentage of students using tech devices on a daily basis. It is expected that there will be an increase from the prior year.	Actual Annual Measurable Outcomes:	Refer to Goal 3. See Bright Bytes Data in Goal 3. Updated survey results will be available Spring 2016.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Integrate technology tools/devices into student tasks:hourly/subs for planning, training, tech support	Integrate technology tools/devices into student tasks:hourly/subs for planning, training, tech support Please refer to Goal 3	Integrate technology tools/devices into student tasks:hourly/subs for planning, training, tech support	Integrate technology tools/devices into student tasks:hourly/subs for planning, training, tech support Please refer to Goal 3	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.			

Original GOAL from prior year LCAP:	3.f. Develop student competencies in the use and application of technology		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: 7. Course Access	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	% of students who complete a technology course or pass a min. tech proficiency test. There will be an increase due to the incoming 9th graders taking a 21st Century Technology Skills course.	Actual Annual Measurable Outcomes:	In North Monterey County (NMC) Middle School, 4 elective courses were added: Computer Science, Computer Application, Genius Hour, 21st Century Skills Through Media. In NMC High School: 6 sections of 21st Century Skills were added and required to be taken by all incoming freshmen for graduation.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum	Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum Please refer to Goal 3	Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum	Create a high school graduation requirement for foundational technology skills and incorporate the International society for technology and education: Pilot course, train, curriculum Please refer to Goal 3	
Scope of Service:		Targeted	Scope of Service:	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>9th graders (Class of 2017) cohort</u>		Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>9th graders (Class of 2017) cohort</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to refine the 21st Century Skills course to include a scope and sequence of expected technology proficiency skills applied various contexts. Identify a technology proficiency assessment to use.			

Original GOAL from prior year LCAP:	3.g. Provide access to Fine Arts Standards to promote creativity (music, art, etc).		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: 7. Course Access	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline established in 2014/15 show the numbers and percentage of students who are enrolled in music, art, and taught VAPA standards. An increase is expected in 2015/16.		Actual Annual Measurable Outcomes:	Six sections of VAPA courses were added to the Middle School which include: • Art, Drama, Speech and Debate, Intermediate Band and Symphonic Band. 13 sections of VAPA courses are offered at the High School which include: • Dance I, II and Advanced, Orchestra, Jazz Band, Ceramics I and II, Photo I and II, Drawing and Painting I, II and Advanced.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide more enrichment opportunities, especially at the elementary school for music and art: Continue current programs	Provide more enrichment opportunities, especially at the elementary school for music and art: Continue current programs Please refer to Goal 3	Provide more enrichment opportunities, especially at the elementary school for music and art: Continue current programs		Provide more enrichment opportunities, especially at the elementary school for music and art: Continue current programs Please refer to Goal 3
Scope of Service:	School-Wide	Scope of Service:		School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide a full time music teacher to work with all the elementary schools. Pursue opportunities to infuse art, drama, dance, and digital media into learning experiences to promote creative expression.			

Original GOAL from prior year LCAP:	3.h. Students use self reflection process and rubric to evaluate their own learning progress on established formative assessments/performance tasks/learning criteria.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: 5. Pupil Engagement	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	A baseline in 2014/15 reported a percentage of teachers who provide opportunities for students to self-reflect and self-assess their learning. It is expected that there will be a baseline established in terms of student reported data and show an increase from 2014/15 in teacher-reported data.	Actual Annual Measurable Outcomes:	The development of common rubrics for self reflection will be developed after the Literacy Design Team Units are finalized.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process	Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process Please refer to Goal 3	Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process	Teachers lead students in developing self assessment/reflective rubric tool: Train teachers on rubric development and self-reflective process Please refer to Goal 3
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/ services continue.		

Original GOAL from prior year LCAP:	<p>4. All students will be fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.</p> <p>(a) Implementation of a positive attendance campaign with Tier II and Tier III levels of support for truancy cases.</p> <p>(b) Students, especially in the 9th grade, will be re-engaged in school with meaningful connections.</p> <p>(c) Students will be on track to graduate, those who are not will be provided with a "catch-up" plan.</p> <p>(d) Schools will promote a positive and product learning environment on the school campus, including non-instructional time.</p> <p>(e) Students will be provided with opportunities to problem solve issues and reflect on choices and related outcomes for their behavior.</p> <p>(f) Students will complete A-G courses and/or Career Technical Education pathways.</p> <p>(g) Students will be placed into courses appropriately and the master schedule will be "student driven" to ensure access to courses for college readiness.</p> <p>(h) Students are placed appropriately and then monitored for grades of "C" or better, and provide credit recovery when necessary early.</p> <p>(i) Teachers will use highly effective instructional strategies to differentiate instruction for all learners, with specific focus on English Learners, following a cycle of inquiry process to continuously monitor student progress.</p> <p>(j) Schools will provide opportunities to develop the leadership capacity of teachers and students.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8_X COE Only: 9__ 10__ Local: 7. Course access 8. Other pupil outcomes 5. Pupil engagement 6. School climate</p>
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Goal Applies to: Schools: All
Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

Expected Annual Measurable Outcomes:	A baseline will be established based on the percentage of students who are fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 40-58 for detailed information for Goal 4 and its sub goals.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Training on engagement strategies and having high quality/highly effective teachers: Hire and train, instructional rounds, hourly/subs, survey cost.</p> <p>Certificate and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled</p>	<p>(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-j.</p> <p>2 Additional Specialists, 2 FTE=\$23,019.70 (0940)</p> <p>4 PE Teachers to allow for planning time (elementary), 4 FTE=\$ 60,000.00 (0940)</p> <p>Director-21 Century Learning & Innovations = \$62,308 (0940)</p> <p>Director-Migrant Ed & Special Projects = \$76,096.16 (0940) \$76,096.01=(Other funds)</p> <p>Director, Assessment & LCAP=\$20,000.00 (0940)</p> <p>Director, Family Services=\$3,250.67 (0940) (Sub goals a-f)</p> <p>Counselors, 6FTE= \$673,626.90 (0940) (Sub goals a-j)</p> <p>Activities Director=\$131,645.19 (0940) (Sub goals b, d, e, j)</p> <p>Family Services Coordinator=\$ 31,666.67 (0940) (Sub goals a-f)</p> <p>1 Additional Teacher for</p>	<p>Training on engagement strategies and having high quality/highly effective teachers: Hire and train, instructional rounds, hourly/subs, survey cost.</p> <p>Certificate and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled</p>	<p>These expenditures are funded from 0940 and other supplemental funds to support Goal 4 and corresponding Subgoals. Refer to Appendix B for detail.</p> <p>1000: \$1,362,314.03 (0940); \$67,720.91 (other funds) Portion of College Career Planning Coordinator; Activities Director; Counselor/Coordinators (6 FTE); portion of Director of 21st Century Learning & Innovation; portion of Director-Categorical Programs & Compliance; portion of Director of Educational Options; portion of Director of Family Services; Credit Recovery/tutoring for middle/high school; portion of teachers for extra sections at middle school (2 FTE); portion of PE teachers (4 FTE); portion of 3% for certificated staff to conduct parent/student conferences and activities 2000: \$226,318.76 (0940); \$982.20 (other funds) Portion of College Career Technician; portion of</p>

extra sections for middle school, 1 FTE=\$375,000 (0940) (Sub goals c, e, j, i)

Program Budget Analyst=\$14,332.50 (0940)

4 FTE PE Assistants=\$23,323.78 (0940)

Preschool teachers=\$92,462.20 (Other funds)
 Preschool Assistants=\$41,867.44 (Other funds)
 Preschool (vacancies)= \$12,405.96 (Other funds)

Clerk/Acct. Specialist=\$19,558.50 (0940)

Migrant Advocate=\$70,345.38 (Other funds)
 ASES Support= \$6,770.57 (Other funds)
 Migrant Youth Outreach=\$20,267.08 (Other funds)
 Migrant Youth Outreach=\$20,192.48 (Other funds)

College Career Community Service Technician=\$13,554.90 (0940) (Sub goals c, d, e, f, g)
 College/Career Tech (.5FTE)= \$12,500.00 (0940) (Sub goals c, d, e, f, g)
 College/Career Specialist=\$42,600.00 (0940)(Sub goals c, d, e, f, g)

Certificated staff supplemental(2 days trng/planning)= \$42,750.00 (0940) (Sub goals c, d, f, g, i, j)

Additional pay /increase compensation of 1% (class (SART)= \$77,000.00 (0940) (Sub goal a)

Additional pay/increase compensation of 1% (cert)= \$271,500.00 (0940) (Sub goals c, d, f, g, i, j)

Additional pay/increase compensation (.50%) (cert)= \$92,000.00 (0940) (Sub goals c, d, f, g, i, j)

Management/Other certificated staff supplemental funds=\$17,333.33 (0940)(Sub goals c, d, f, g, i, j)

Additional support to address attendance/ truancy = \$25,000 (0940) (Sub goal a)

Hourly release (certificated) = \$89,879.08 (0940)

Assessment program materials = \$5,064.33 (0940) (Sub goals a,e,i,j)

Goal 4 Total Budgeted Expenditures for 2015/16

Coordinator of Homeless/Foster Youth; portion of Director of Assessment & Evaluation; portion of PE Assistants (5 FTE); Clerk/Account Specialist; portion of Secretary/Translator; supplemental pay to work with students, parents to improve teaching and learning skills
 3000: \$247,341.56 (0940); \$10,551 (other funds)
 Related Certificated and Classified benefits

Goal 4 Total Budgeted Expenditures=\$1,835,974.34 (0940) \$79,254.11 (other funds)

	from supplemental/concentration (0940) funds is: \$2,203,009.71		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increase opportunities for students to engage with their schools through leadership opportunities and activities.		

Original GOAL from prior year LCAP:	4.a. Implementation of a positive attendance campaign with Tier II and Tier III levels of support for truancy cases.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 5. Pupil engagement 6. School climate	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline will be established reporting the percentage of students who attend school regularly. In 2014/15, a baseline truancy rate was established. The truancy rate is expected to decrease in the 2015/16 school year.		Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 43-45 for detailed information.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly. Certificated and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled.* *Contingent upon reaching an agreement with the bargaining unit if conducted outside the workday.	Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly Please refer to Goal 4	Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly. Certificated and Classified staff will contact parents and participate in School Attendance Review Team meetings as scheduled.* *Contingent upon reaching an agreement with the bargaining unit if conducted outside the workday.	Truancy outreach and wrap around services through Student Attendance Review Team process, Attendance Campaign with positive incentives: Truancy office, site designee, forms, parent mtg, hourly Please refer to Goal 4	
Scope of Service:	LEA-Wide		Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We need to develop site-based and District wide attendance review teams to review attendance on a bimonthly basis and provide more intensive support for chronically absent students.			

Original GOAL from prior year LCAP:	4.b. Students, especially in the 9th grade, will be re-engaged in school with meaningful connections.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: 7. Course access 5. Pupil <u>engagement</u>	
Goal Applies to:		Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students who continue in school consistently from 8th through graduation. It is expected that there will be an increase in cohort numbers and a decrease in drop out numbers.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 45-48 for detailed information for sub goal 4b.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate. *Contingent upon agreements with bargaining units.	9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly Please refer to Goal 4	9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate. *Contingent upon agreements with bargaining units.	9th grade transitional program that provides opportunities for engagement and asset development: Link Crew, 21st Century Skills pilot course curriculum, train/hourly Please refer to Goal 4	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<u>All</u> ----- OR: <u>X</u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>9th</u> <u>graders (Class of 2017) cohort</u>		<u>All</u> ----- OR: <u>X</u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>9th</u> <u>graders (Class of 2017) cohort</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services continue.			

Original GOAL from prior year LCAP:	4.c. Students will be on track to graduate, those who are not will be provided with a "catch up" plan.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: 7. Course Access 5. Pupil engagement	
Goal Applies to:		Schools: <u>All</u>	Applicable Pupil Subgroups: <u>All</u>
Expected Annual Measurable Outcomes:	A baseline will report the percentage of students who will be on track to graduate. It is expected that there will be an increase.	Actual Annual Measurable Outcomes:	See data reported in sub goal 4b or refer to Appendix A, pages 45-48 for detailed information for goal 4c.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.* *Contingent upon agreements with bargaining unit.	Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation Please refer to Goal 4	Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.* *Contingent upon agreements with bargaining unit.	Monitor 6 year plan with academic support structures such as credit recovery: 6 year planning mtgs, hourly, copies, translation Please refer to Goal 4
Scope of Service:		School-Wide	Scope of Service: School-Wide
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services continue.		

Original GOAL from prior year LCAP:	4.d. Schools will promote a positive and product learning environment on the school campus, including non-instructional time.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE Only: 9__ 10__ Local: 5. Pupil engagement 6. School climate
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	A baseline will establish the percentage of students who participate in positive and socially appropriate activities.	Actual Annual Measurable Outcomes:	CA Healthy Kids Survey will be available in the Spring of 2016.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate*</p> <p>*Contingent upon agreements reached with the bargaining units if it goes beyond current practices.</p>	<p>Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision</p> <p>Please refer to Goal 4</p>	<p>Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate*</p> <p>*Contingent upon agreements reached with the bargaining units if it goes beyond current practices.</p>	<p>Implementation of a Response to Intervention tier-model that incorporates positive discipline: Develop plan, training, hourly, intervention teacher/counselor, provide activities/materials, supervision</p> <p>Please refer to Goal 4</p>
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide
<p><u>X</u> All</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>		<p><u>X</u> All</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to collect the % of students involved in activities, sports, clubs, or other co-curricular programs and are socially connected in Fall 2015 as baseline. Based on the 2013-2014 California Healthy Kids Survey results, only 55% of 9th grade students feel they have opportunities for meaningful participation. As a result, we are implementing Link Crew to engage our freshmen students early and provide opportunities for them to connect with older high school students who can mentor and advise them.</p>		

Original GOAL from prior year LCAP:	4.e. Students will be provided opportunities for students to problem solve issues and reflect on choices and related outcomes for their behavior.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: 8. Other pupil outcomes 5. Pupil engagement 6. School climate	
Goal Applies to:		Schools: <u>All</u>	Applicable Pupil Subgroups: <u>All</u>	
Expected Annual Measurable Outcomes:	The baseline will establish the percentage of students who engage in positive behavior choices.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, page 50 for detailed information for sub goal 4e.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.</p>	<p>Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly</p> <p>Please refer to Goal 4</p>	<p>Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly</p> <p>Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.</p>	<p>Implementation of critical thinking, communication and student engagement strategies that promotes good decision making: Training 4Cs, problem solving discipline matrix, training, hourly</p> <p>Please refer to Goal 4</p>	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our expulsion rate is lower than the County, but our suspension rate is significantly higher than the Monterey County average. We are examining our discipline referrals more carefully and incorporating positive behavior interventions.			

Original GOAL from prior year LCAP:	4.f. Students will complete A-G courses and/or Career Technical Education pathways.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: 7. Course Access 8. Other pupil outcomes 5. Pupil engagement	
Goal Applies to:		Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All		
Expected Annual Measurable Outcomes:	The baseline will be established stating the % of students who are completing a Career Technical Education pathway.	Actual Annual Measurable Outcomes:	CTE Pathways will be reported in the Spring of 2016. Also, please refer to Appendix A, pages 50-51 for detailed information for sub goal 4f.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implementation of an effective Career Technical Education pathways plan: Course development based on CTE sectors, train, hourly	Implementation of an effective Career Technical Education pathways plan: Course development based on CTE sectors, train, hourly Please refer to Goal 4	Implementation of an effective Career Technical Education pathways plan: Course development based on CTE sectors, train, hourly	Implementation of an effective Career Technical Education pathways plan: Course development based on CTE sectors, train, hourly Please refer to Goal 4	
Scope of Service:		School-Wide		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (6th through 12th grade)</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, action/service continued.			

Original GOAL from prior year LCAP:	4.g. Students will be placed into courses appropriately and the master schedule will be "student driven" to ensure access to courses for college readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 7. Course access 8. <u>Other pupil outcomes</u>	
Goal Applies to:		Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students who complete all A-G courses upon graduation.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 51-52 for detailed information for sub goal 4g.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
6 year plan development and monitoring to ensure all A-G courses are taken and completed:6 year plan review, meetings, copies, translation, hourly	6 year plan development and monitoring to ensure all A-G courses are taken and completed:6 year plan review, meetings, copies, translation, hourly Please refer to Goal 4	6 year plan development and monitoring to ensure all A-G courses are taken and completed:6 year plan review, meetings, copies, translation, hourly	6 year plan development and monitoring to ensure all A-G courses are taken and completed:6 year plan review, meetings, copies, translation, hourly Please refer to Goal 4	
Scope of Service:		School-Wide	Scope of Service:	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Cohort graduate data (8th through 12th grade)</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, action/service continued.			

Original GOAL from prior year LCAP:	4.h. Students are placed appropriately and then monitored for grades of "C" or better, and provide credit recovery when necessary early.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: 7. Course Access 8. Other pupil outcomes 5. Pupil engagement	
Goal Applies to:		Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students who are on-track to complete A-G courses.	Actual Annual Measurable Outcomes:	Counselors are reviewing Six Year Plans compared to transcripts to evaluate students who are on track or what is needed to "catch up".	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring	6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring Please refer to Goal 4	6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring	6 year plan development and monitoring to ensure annually students are completing necessary A-G courses in a timely manner: 6 year plan review, mtgs annually or quarterly if off-track, credit recover plan monitoring Please refer to Goal 4	
Scope of Service:		School-Wide		
<u>All</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient graduate data (8th through 12th grade) <u>X</u> Other Subgroups: <u>Cohort</u>		<u>All</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient graduate data (8th through 12th grade) <u>X</u> Other Subgroups: <u>Cohort</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, action/service continued.			

Original GOAL from prior year LCAP:	4.i. Teachers will use highly effective instructional strategies to differentiate instruction for all learners, with a specific focus on English Learners, following a cycle of inquiry process to continuously monitor student progress.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7_X 8_X COE Only: 9__ 10__ Local: 2. Implementation of State Standards 7. Course access 8. Other pupil outcomes 5. Pupil engagement	
Goal Applies to: Schools: <u>All</u> Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Foster youth				
Expected Annual Measurable Outcomes:	A baseline will be established based on the percentage of students reaching proficiency on the new California state standards aligned assessments.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 53-58 for detailed information for sub goal 4i.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs Certificated staff will gather, analyze and use data to identify, monitor and address learning needs using best practices to ensure students are making progress and reaching achievement goals during after hours trainings and meetings.* *Contingent upon agreements reached with bargaining unit if it goes beyond current practices.	Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs Please refer to Goal 4	Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs Certificated staff will gather, analyze and use data to identify, monitor and address learning needs using best practices to ensure students are making progress and reaching achievement goals during after hours trainings and meetings.* *Contingent upon agreements reached with bargaining unit if it goes beyond current practices.	Provide training on instructional strategies that promote access for all learners and alignment to expected student outcomes: Training, hourly/subs Please refer to Goal 4	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<u>__</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		<u>__</u> All OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, action/service continued.			

Original GOAL from prior year LCAP:	4.j. Schools will provide opportunities to develop the leadership capacity of teachers and students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: 5. Pupil Engagement 8. Other <u>pupil outcomes</u>	
Goal Applies to:		Schools: Elementary	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline will be established based on the percentage of students who engage in leadership activities. It is expected that there will be an increase.	Actual Annual Measurable Outcomes:	California Healthy Kids Survey results will be available in April 2016. Please refer to Appendix A, page 58 for detailed information for sub goal 4j.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum. Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.* *Contingent upon agreement with bargaining units if expectations are beyond current practices.	Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum Please refer to Goal 4	Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum. Certificated and Classified staff will provide supervision of students during non-instructional activities outside the workday to re-engage students, provided incentives and activities that promote a positive school climate.* *Contingent upon agreement with bargaining units if expectations are beyond current practices.	Provide training for teachers to facilitate leadership skills in students: Training cost, sub/hourly, curriculum Please refer to Goal 4	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, action/service continued.			

Original GOAL from prior year LCAP:	<p>5. Parents, teachers, and staff will have the knowledge and skills to be responsive in addressing student learning needs, providing appropriate educational experiences and school-related activities in meaningful ways.</p> <p>(a) Schools will build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.</p> <p>(b) Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers.</p> <p>(c) Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3 and provide additional teachers to address growth in certain grade spans.</p> <p>(d) The middle and high school will provide staffing to ensure course access and focused support for students.</p> <p>(e) A parent leadership/mentoring program will be provided to promote and support parents in understanding and connecting within the school community.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: 7. Course access 8. Other pupil outcomes 3. Parent involvement 5. Pupil engagement 6. School climate</p>
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	A baseline will report a percentage of students who report that adults are responsive in meeting their needs. It is expected that there will be a 5% increase.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 58-60 for detailed information for Goal 5.
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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<p>Provide training on culturally responsive strategies that promote a positive and meaningful learning environment: training, hourly/subs, materials, survey tool</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided*</p> <p>*Contingent upon reaching an agreement with the bargaining unit if it goes beyond current practices.</p>	<p>(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-e.</p> <p>Specialists, 9 FTE= \$78,371.72 (0940) \$123,878.11 (Other funds)</p> <p>Class Size Reduction 1-3, 8 FTE= \$516,959.75 (0940) (Sub goals: a, c) \$18,203.72 (Other funds)</p> <p>5 Additional Teachers for class size, 5 FTE= \$375,000.00 (0940) (Sub goals: a, c)</p> <p>Assistant Principal, 4 FTE= \$58,116.52 (0940) \$20,405.72 (Other funds)</p> <p>Director, Assessment & LCAP= \$ 20,000.00 (0940)</p> <p>Director - Family Services= \$3,250.67 (0940) (Sub goals: a, b, d, e) \$126,574.43 (Other funds)</p> <p>Family Services Coordinator= \$31,666.67 (0940)(Sub goals: a, b, d, e)</p> <p>Preschool teachers= \$106,003.33 (Other funds) Preschool teachers (vacancies)= \$13,789.75 (Other funds)</p> <p>Program Budget Analyst= \$14,332.50 (0940)</p> <p>College/Career Tech (.5FTE)= \$12,500.00 (0940) (Sub goal: d)</p> <p>College Career Specialist=\$42,600.00</p>	<p>Provide training on culturally responsive strategies that promote a positive and meaningful learning environment: training, hourly/subs, materials, survey tool</p> <p>Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.</p> <p>Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided*</p> <p>*Contingent upon reaching an agreement with the bargaining unit if it goes beyond current practices.</p>	<p>These expenditures are funded from 0940 and other funds. Refer to Appendix B for detail.</p> <p>1000: \$866,060.57 (0940); \$222,022.41 (other funds) Portion of Assistant Principals (6 FTE); portion of College Career Planning Coordinator; portion of Director of Educational Options; Class Size Reduction Grades 1-3 (9 FTE); portion of Specialists (13 FTE); Substitutes, hourly prep, PD, portion of 3% for certificated staff to conduct parent/student conferences and support activities 2000: \$318,904.92 (0940) Portion of College Career Technician; portion of Coordinator of Homeless/Foster Youth; portion of Director of Assessment & Evaluation; portion of Elementary Counseling Interns (3 FTE); portion of Liaisons/Translators (6 FTE); Classified substitutes, overtime, extra days; work with parents; work with students and parents to improve teaching and learning skills 3000: \$305,733.36 (0940); \$33,618 (Other funds)</p>
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	<p>(0940) (Sub goal: d)</p> <p>Secretary/Translator (D.O.) = \$4,861.23 (0940), \$19,444.86 (Other funds)</p> <p>Additional pay/increase compensation of 1% (cert)= \$271,500.00 (0940) (Sub goal: a b, c, d, e)</p> <p>Additional pay/increase compensation of 2% (class)= \$154,000.00 (0940) (Sub goal: a b, c, d, e)</p> <p>Classified staff supplemental funds= \$38,500.00 (0940) (Sub goal: a b, c, d, e)</p> <p>Management/Other supplemental funds= \$17,333.33 (0940)(Sub goal: a b, c, d, e)</p> <p>Data/Technology Support Staff - 2 FTE= \$16,666.67 (0940)</p> <p>ASES Support= \$6,770.57 (Other funds)</p> <p>Migrant Youth Outreach= \$20,267.08 (Other funds)</p> <p>Migrant Support= \$20,267.08 (Other funds)</p> <p>Migrant Youth Outreach= \$20,192.48 (Other funds)</p> <p>Secretary/Trans= \$32,077.53 (Other funds)</p> <p>Preschool Assistants= \$41,867.44 (Other funds)</p> <p>Childcare vacancies= \$12,405.96 (Other funds)</p> <p>Kids Zone Childcare= \$6,859.75 (Other funds)</p> <p>Account Specialist= \$35,646.59 (Other funds)</p> <p>Goal 5 Total Budgeted Expenditures for 2015/16 from supplemental/concentration (0940) funds is: \$1,655,659.06</p>		<p>Related Certificated and Classified benefits 4000: \$290,638.07 (0940)</p> <p>Materials and supplies to support meaningful engagement of students and connection with parents</p> <p>Goal 5 Total Budgeted Expenditures = \$1,781,336.92 (0940)</p> <p>(other funds): \$255,640.41</p>
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on survey results and other information, professional development, parent workshops, and other training will be made available customized to the needs of our students and community. Additional efforts will be made to better engage our school staff and parents to connect with our middle and high school students.	

Original GOAL from prior year LCAP:	5.a. School will build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: 6. School Climate	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	The baseline established the percentage of students who feel safe, connected and who believe an adult has high expectations of them. It is expected that there will be an increase compared to the 2014/15 year.	Actual Annual Measurable Outcomes:	California Healthy Kids Survey results will be available at a later date. Please refer to Appendix A, pages 58-63 for detailed information for Goal 5 and its sub goals.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.* Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.* *Contingent upon reaching an agreement with bargaining units if it goes beyond current practices.	Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs Please refer to Goal 5	Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.* Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.* *Contingent upon reaching an agreement with bargaining units if it goes beyond current practices.	Implement a continuous improvement process to reflect on and align practices/actions with appropriate strategies that meet the mission/vision: train, hourly/subs Please refer to Goal 5
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	5.b. Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 3. Parent Involvement	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Foster youth		
Expected Annual Measurable Outcomes:	A baseline from 2015-2016 will report a percentage of parents who participate in Parent Education classes/series/materials regarding services available for students and families, particularly for English learners, Special Education/504 students, Homeless/Foster Youth students, and Early Childhood programs based upon pre/post test results. It is expected that there will be an increase in 2016-2017 of awareness and knowledge of these programs and services.	Actual Annual Measurable Outcomes:	Data will be available upon completion of programs. Please refer to Appendix A, pages 58-62 for detailed information for Goal 5 and its sub goals.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.* Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.* *Contingent upon reaching an agreement with bargaining units if it goes beyond current practices.	Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care Please refer to Goal 5 meetings.*	Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care Certificated staff will meet with parents outside the workday, if necessary, to discuss student academic progress during parent conference, Student Study Team meetings, IEP/504 meetings, Language Review Team meetings.* Classified staff will work additional time to ensure parent meetings and other school related activities are held in the evenings, weekends and/or breaks and translation services and childcare are provided.* *Contingent upon reaching an agreement with bargaining units if it goes beyond current practices.	Provide a menu of parent workshops/trainings to be offered annually, publicized in variety of ways, based upon survey results: train, curriculum, hourly, translation, child care Please refer to Goal 5 meetings.*
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	5.c. Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3 and provide additional teachers to address growth in certain grade spans.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: 8. Other Pupil Outcomes	
Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: Socioeconomically disadvantaged		
Expected Annual Measurable Outcomes:	A baseline will report a percentage of class size averages. It is expected that it will decrease annually in grades 1-3 and average 24:1 in TK/K. The teacher ratio will be 26-1 in grades 1-3.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 61-62 for detailed information for Goal 5c.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers	Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers Please refer to Goal 5	Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers	Implement an annual decrease of class size averages (teacher: student ratio) annually in grades 1-3: teachers Please refer to Goal 5
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	5.d. The middle and high school will provide staffing to ensure course access and focused support for students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE Only: 9__ 10__ Local: 7. Course Access	
Goal Applies to:	Schools: Middle: High School Applicable Pupil Subgroups: English learners; Pupils with disabilities		
Expected Annual Measurable Outcomes:	Additional sections/courses will be provided in the master schedule. Blocks, interventions, CTE , AP and other electives.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 62-63 for detailed information for Goal 5d.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections	Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections. Please refer to Goal 5.	Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections	Provide appropriate courses and support classes for students to meet graduation, A-G and CTE pathways completions. Teachers/extra sections. Please refer to Goal 5.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students in Special Education</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	5.e. Provide a parent leadership/mentoring program will be provided to promote and support parents in understanding and connecting within the school community.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 3. Parent Involvement	
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>Socioeconomically disadvantaged; English learners</u>		
Expected Annual Measurable Outcomes:	Parents will be more informed and involved in student educational experience. There will be an increase in parental understanding and connecting within the school community.	Actual Annual Measurable Outcomes:	Parents will be more informed and involved in their student's educational experience. Data is being gathered in terms of numbers of parents who attended a variety of events such as CCSS report card informational nights, orientations, parent meetings, etc. Fall of 2015 will be a baseline data point from which to determine progress/growth.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care	Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care Please refer to Goal 5	Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care	Provide parent leadership training and opportunities for parents to network, share resources, experiences. Train, curriculum, hourly, translation, child care Please refer to Goal 5
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	6. Schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices. (a) Routine maintenance and deferred maintenance plans will be implemented to address facility needs. (b) Schools will have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff. (c) Systems will be developed and followed to identify and address needs related to facilities, technology and maintenance. (d) School will provide students with opportunities to become socially-emotionally and physical healthy. (e) Schools will have adequate textbooks, supplies/materials for the basic program and operations.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: 1. Basic 8. Other pupil outcomes 6. <u>School climate</u>
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Goal Applies to: Schools: All
 Applicable Pupil Subgroups: Socioeconomically disadvantaged

Expected Annual Measurable Outcomes:	SARC reports indicate complete Williams report with no findings. Programs offered for healthy practices/counseling will be determined. The percentages in 2014/15 established the baseline for the Physical Fitness Test. In 2015/16, the percentage of students needing to improve their physical fitness and/or have a potential health risk will decrease compared to 2014/15.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, pages 63-64 for detailed information for Goal 6.
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review and complete SARCs purposefully in fall to identify focus areas for improvement: SARC service, Data Integrity Technician, copies	(0940 - supplemental/concentration funds). These expenditures also address sub goals: a-e. Specialists-9FTE = \$300,000.00 (0940) 4 PE Teachers to allow for planning time (elementary), 4 FTE = \$60,000.00 (0940) 1 Counseling intern = \$100,000 (0940) (Sub goal: d) Additional Liaison (1 FTE) = \$45,000.00 (0940) (Sub goal: d) Director, Assessment & LCAP = \$ 20,000.00 (0940) Director, Family Services = \$3,250.67 (0940) (Sub goal: d) Counselor = \$86,615.89 (0940) (Sub goal: d) 1 Program Budget Analyst = \$14,332.50 (0940) (Sub goal: c) Classified staff supplemental funds = \$38,500.00 (0940) (Sub goal b, c) Management/Other supplemental funds = \$17,333.33 (0940) (Sub goal b, c) Data & Technology Support 4 FTE = \$190,071.77 (0940) (Sub goal: c) Hourly/release (classified) = \$155,853.72 (0940) (Sub goal d)	Review and complete SARCs purposefully in fall to identify focus areas for improvement: SARC service, Data Integrity Technician, copies	These expenditures are funded from 0940 and other funds. Refer to Appendix B for detail. 1000: \$201,195.87 (0940); \$123,509.22 (other funds) Clinical Counselor; portion of Director of Ed Options, portion of Director of Family Services/ASES /Preschool, portion of PE teachers (4 FTE); portion of Specialists (13 FTE) 2000: \$147,981.82 (0940); \$982.20 (other funds) Portion of Director of Assessment & Evaluation; portion of Elementary Counseling Interns (3 FTE); portion of Secretary/Translator; portion of Liaisons/Translators (6 FTE); Classified support to work with students and parents 3000: \$99,990.16 (0940); \$18,998 (other funds) Related Certificated and Classified benefits 4000: \$290,638.07 (0940) Materials and supplies related to basic services Goal 6 Total Budgeted Expenditures = \$739,805.92 (0940) Other funds: \$143,489.42

	Assessment Program= \$5,064.33 (0940) Accounts Spec= \$35,646.59 (Other funds) Preschool teachers= \$92,462.20 (Other funds) Preschool teachers (vacancies)= \$13,789.75 (Other funds) Preschool Assts= \$41,867.44 (Other funds) Preschool Assts (vacancies)= \$12,405.96 (Other funds) Kids Zone Childcare= \$6,859.75 (Other funds) Goal 6 Total Budgeted Expenditures for 2015/16 from supplemental/concentration (0940) funds is: \$1,036,022.21		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional support will be provided to promote healthy and safe environments for our students. These include: additional PE teachers, upgrades in facilities funded by multiple sources, consistent review of work orders in a timely manner, and partnerships with local organizations that provide additional counseling services and support for students.		

Original GOAL from prior year LCAP:	6.a. Routine maintenance and deferred maintenance plans will be implemented to address facility needs.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: 6. School Climate	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline will report a percentage of students and staff who report facilities are in good condition. It is expected that there will be an increase from the prior year.	Actual Annual Measurable Outcomes:	Data is reported in SARCs that are posted on the NMCUSD Website. Also, refer to Appendix A, Goal 6, pages 63-64.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop and implement a routine maintenance and deferred maintenance plan-check off matrix: RM and DM plan developed/hourly, copies, accounting	Develop and implement a routine maintenance and deferred maintenance plan-check off matrix: RM and DM plan developed/hourly, copies, accounting Please refer to Goal 6	Develop and implement a routine maintenance and deferred maintenance plan-check off matrix: RM and DM plan developed/hourly, copies, accounting	Develop and implement a routine maintenance and deferred maintenance plan-check off matrix: RM and DM plan developed/hourly, copies, accounting Please refer to Goal 6	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	6.b. Schools will have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 1. Basic Services	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline will report a percentage of teacher credentials and placements are aligned and that the HQT is met. It is expected that that this will remain at or above 95%, striving toward 100%.	Actual Annual Measurable Outcomes:	Please refer to Appendix A, Goal 6, pages 63-64.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician	Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician Please refer to goal 6	Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician	Review HQT, placements and credentials, create a plan for alignment, make necessary staffing adjustments, ensure hiring qualified staff: Data Integrity Technician Please refer to goal 6	
Scope of Service:		LEA-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	6.c. Systems will be developed and follow to identify and address needs related to facilities, technology and maintenance needs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 1. Basic Services	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Baseline of percentage of work orders completed within a specified timeframe was established in 2014/15. Results from 2015/16 will show an increase compared to 2014/15 and/or show a 95% completion rate. A customer service survey will also be an additional component. The baseline for the customer service component will be established in 2015/16. The Facilities Inspection Tool (FIT) will also be a component in the 2015/16 school year.	Actual Annual Measurable Outcomes:	To be updated in Spring 2016. Also, refer to Appendix A, Goal 6, pages 63-64.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Track completed work orders by timeframe :Work order software tracking system	Track completed work orders by time frame :Work order software tracking system Please refer to Goal 6	Track completed work orders by timeframe :Work order software tracking system	Track completed work orders by time frame :Work order software tracking system Please refer to Goal 6	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.			

Original GOAL from prior year LCAP:	6.d. Schools will provide students will opportunities to become socially-emotionally and physical healthy.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8_X COE Only: 9__ 10__ Local: 6. School Climate 8 Other pupil outcomes	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	A baseline established the percentage of students who report feeling safe and supported in 2014/15. It is expected that there will be an increase compared to the 2014/15 results.	Actual Annual Measurable Outcomes:	California Healthy Kids Survey will be available at a later date. Also, refer to Appendix A, Goal 6, pages 63-64.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services	Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services Please refer to Goal 6	Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services	Provide healthy food alternatives for students. Counseling services: menu/nutritional information, clinical counselor, counseling interns, contracted counseling services Please refer to Goal 6	
Scope of Service:		LEA-Wide	Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No proposed changes at this time, actions/services will continue.		

Original GOAL from prior year LCAP:	6.e. Schools will have adequate basic textbooks, supplies/materials for the basic program and operations.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: 1. Basic Services	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	A baseline will establish the percentage of teachers/students who report having adequate materials/supplies. The percentage is expected to increase each year striving toward 100%.	Actual Annual Measurable Outcomes:	Please refer to the NMCUSD SARC reports that are posted on the website. Also, refer to Appendix A, Goal 6, pages 63-64.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs	Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs Please refer to Goal 6	Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs	Develop and implement classroom and school supply/material budgets, track costs related to CCSS/PBL: budget document, accounting/POs Please refer to Goal 6
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No proposed changes at this time, actions/services will continue.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:		\$9,060,676
NMCUSD is projecting the following estimated funding based upon the LCFF funding projections for 2016-2017:		
16-17 Est. Amount Based Amount (May Revise)	\$33,313,287	Supplemental/Concentration \$9,060,676 Total LCFF \$43,588,065
17-18 Est. Base Amount (May Revise)	\$34,257,019	Supplemental/Concentration \$10,294,034 Total LCFF \$46,035,528
18-19 Est. Base Amount (May Revised)	\$35,316,368	Supplemental/Concentration \$10,630,300 Total LCFF \$47,421,444
<p>The number and concentration of low income, foster youth, homeless, Migrant, and English learner pupils in North Monterey County Unified School District is based upon 84.25% (3836) unduplicated count. The actual allocation of supplemental and concentration funding for the 2015-2016 school year is \$7,259,673. The projected allocation of Supplemental/Concentration funds for the 2016-2017 school year is \$9,606,676. This was calculated based upon a target of \$10,543,778 when fully funded. The district expended \$3,699,273 in the 2014-2015 school year and an a projected additional \$7,243,064 in 2015-2016 for a total amount of \$10,942,337. The incremental increase for 2016/2017 growth funding model is calculated at 27.25% of the base for a total amount of \$9,060,676.</p>		
<p>The District and schools have a large percentage of students who are low income and English Learner pupils that make up the majority of our students in each of our classrooms. Therefore, there are districtwide and schoolwide actions that are funded within the LCAP to improve quality first time instruction in order to meet the unique instructional needs of our students, particularly our English Learners. Teacher support, training, planning time, and reduced class sizes in the elementary (including bilingual classes) will be provided to improve instruction, especially for English Learners while integrating the new California State Standards in English language arts/English language development literacy and the new California State Standards in math. Districtwide and school wide services also include additional counseling support, academic advising and related supports, attendance and truancy services, Homeless/Foster Youth coordinated services, access to technology and enrichment activities/programs, interventions and behavior support to our low income, foster youth and English Learner pupils. These actions were identified based upon best practices that are most likely to have significant improvements and there is an increase services and other support structures for our low income, foster youth and English learner pupils.</p>		

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

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

26.73	%	
<p>The Minimum Proportionality Percentage (MPP) for the Supplemental/Concentration funding for North Monterey County Unified School District is as follows:</p> <p>27.25% MPP for 2016-2017 Estimated Amount (May Revise)of \$9,060,676 (an increase of \$1,801,003 from the 2015/2016 supplemental concentration funding allocation)</p> <p>The MPP is the minimum percentage of supplemental/concentration funding that must be used to increase and/or improve services for low income, foster youth and English Learner pupils. The District's LCAP document and related budget for the supplemental/ concentration grant meets the MPP requirement. The additional services and support include hiring English Language learner specialists to train/support classroom teachers in effectively implementing the new California State Standards in English Language Development standards to ensure English Learner pupils are achieving using both summative and formative aligned content and ELD assessments. Intervention specialists will implement a Response to Intervention/Multi-Tiered Support System model to ensure low income, foster youth and English Learner pupils are provided wraparound services and academic support in a tiered approach. Data/technology support staff will provide students, particularly students who are low income, foster youth and English learners with access to technology by supporting both the classroom teacher and students. Training, support and planning time for classroom teachers will be provided to ensure English Language Development and literacy standards are effectively incorporate into daily lessons and assessments are aligned and used to monitor the academic progress of English Learners. Access to the media/technology center at the high school campus will provide students and their parents with opportunities and access to technology and other resources which is not currently provided. Outreach liaison will provided support to parents, especially those who are English Learners through parent workshop series designed to help parents develop skills to support their children and to bridge the communication"gap" by providing translation support for parents and classroom teachers. The Family Services Coordinator will support students and families who are foster youth or homeless. The College and Career Planning Coordinator will provide oversight, structures, and programs to ensure students and parents have the knowledge and support to graduate College and Career Ready.</p>		

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$11,023,138	\$12,078,683	\$12,117,668
1000-1999 Certificated Salaries	6,303,677	6,621,576	6,440,159
2000-2999 Classified Salaries	1,515,535	1,336,749	1,311,309
3000-3999 Employee Benefits	1,759,907	2,243,341	2,797,670
4000-4999 Books and Supplies	906,875	1,212,874	1,031,386
5000-5999 Services and Other Operating Expenses	537,144	664,143	537,144

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$11,023,138	\$12,078,683	\$12,117,668
LCFF S & C	9,060,677	10,294,036	10,457,743
Other State Revenues	1,962,461	1,784,647	1,659,925

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$11,023,138	\$12,078,683	\$12,117,668
1000-1999 Certificated Salaries	LCFF S & C	4,614,745	4,897,243	4,780,234
1000-1999 Certificated Salaries	Other State Revenues	1,688,932	1,724,333	1,659,925
2000-2999 Classified Salaries	LCFF S & C	1,242,006	1,276,435	1,311,309
2000-2999 Classified Salaries	Other State Revenues	273,529	60,314	0
3000-3999 Employee Benefits	LCFF S & C	1,759,907	2,243,341	2,797,670
4000-4999 Books and Supplies	LCFF S & C	906,875	1,212,874	1,031,386
5000-5999 Services and Other Operating Expenses	LCFF S & C	537,144	664,143	537,144

Expenditures by Goal and Funding Source				
Funding Source		Year 1	Year 2	Year 3
All Funding Sources		1,541,802	1,530,933	1,518,376
LCFF S & C		1,137,979	1,337,835	1,321,179
Other State Revenues		403,823	193,098	197,197

1. All students, with a specific focus on English Learners, will demonstrate achievement in the New California State Standards in Math to be college and career ready.
 - (a) All 9th grade students will be ready to be placed into Math I or higher math course based upon local math assessments and other criteria, with a special focus on English Learners.
 - (b) All students, especially in 7th through 11th grade will take and pass their math course with a C or better, and teachers will use best practices for grading based upon common formative and summative assessments.
 - (c) All students in grades K-Math II will perform on the New California State Standards Math aligned local assessments, with a special focus on English Learners.
 - (d) All math teachers will develop, implement and review new lessons/units based upon priority standards outline in a common scope and sequence guide for implementing the new California State Math Standards, with differentiated strategies included to meet the learning needs of English Learners.

All Funding Sources		1,541,802	1,530,933	1,518,376
LCFF S & C		1,137,979	1,337,835	1,321,179
Other State Revenues		403,823	193,098	197,197

2. All students, with a specific focus on English Learners, will demonstrate achievement in the New California State Standards in English Language Arts/English Language Development and literacy across the curriculum to be college and career ready.
 - (a) All 9th grade English Learners will have taken comprehensive English Language Arts/ELD exams to determine appropriate placement according to the EL pathways.
 - (b) All English learners will demonstrate achievement on the New California Standards in ELA/ELD and literacy across the curriculum to be ready for college and careers.
 - (c) All students in grades K-11th grade will perform on the New California Standards in ELA/ELD aligned local assessments, with special focus on English Learners.
 - (d) All English Learners in K-12th grade will perform on the New California Standards for English Language Development on local ELD assessments to demonstrate progress towards English proficiency.
 - (e) All ELA/ELD teachers will develop, implement and review new lessons/units based upon priority standards that follow a common scope and sequence for implementing the new California ELA/ELD standards, with differentiated strategies included to meet the learning needs of English Learners.
 - (f) All students in grades K-12th will perform on local writing performance task assessments aligned to the New California Standards for ELA/ELD, with special focus on English Learners.

All Funding Sources		1,430,221	1,640,491	1,580,895
LCFF S & C		1,215,380	1,420,971	1,357,838
Other State Revenues		214,841	219,520	223,057

3. All students, with a specific focus on English Learners, will be prepared with 21st Century Learning Skills by engaging in Project Based Learning that incorporates the 4Cs (communicate, collaborate, be creative, and think critically) and integrates the use of technology.
 - (a) Teachers will implement a collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments, with a special focus on differentiated strategies for English Learners.

- (b) All students will demonstrate 21st Century Skills by demonstrating effective communication, collaborations, critical thinking and creative innovation skills.
- (c) Teachers will develop lessons/units that integrate the use of technology within the lesson with a focus on using technology to provide access for students who have specific learning needs.
- (d) Students will readily have access to technology devices and internet.
- (e) Students will use technology on a daily basis.
- (f) Students will develop competencies in the use and application of technology.
- (g) Schools will provide access to the Visual and Performing Fine Standards to promote creativity (music, art, etc).
- (h) Students use a self reflection process and rubric to evaluate their own learning progress on established formative assessments performance tasks/learning criteria.

All Funding Sources	1,825,850	2,046,249	2,052,710
LCFF S & C	1,559,039	1,788,916	1,789,171
Other State Revenues	266,811	257,333	263,539

4. All students will be fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.

- (a) Implementation of a positive attendance campaign with Tier II and Tier III levels of support for truancy cases.
- (b) Students, especially in the 9th grade, will be re-engaged in school with meaningful connections.
- (c) Students will be on track to graduate, those who are not will be provided with a "catch-up" plan.
- (d) Schools will promote a positive and product learning environment on the school campus, including non-instructional time.
- (e) Students will be provided with opportunities to problem solve issues and reflect on choices and related outcomes for their behavior.
- (f) Students will complete A-G courses and/or Career Technical Education pathways.
- (g) Students will be placed into courses appropriately and the master schedule will be "student driven" to ensure access to courses for college readiness.
- (h) Students are placed appropriately and then monitored for grades of "C" or better, and provided credit recovery when necessary, early on.
- (i) Teachers will use highly effective instructional strategies to differentiate instruction for all learners, with specific focus on English Learners, following a cycle of inquiry process to continuously monitor student progress.
- (j) Schools will provide opportunities to develop the leadership capacity of teachers and students.

All Funding Sources	2,297,780	2,523,182	2,756,962
LCFF S & C	2,215,680	2,439,120	2,703,021
Other State Revenues	82,100	84,062	53,941

5. Parents, teachers, and staff will have the knowledge and skills to be responsive in addressing student learning needs, providing appropriate educational experiences and school-related activities in meaningful ways.

- (a) Schools will build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.
- (b) Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers.
- (c) Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3 and provide additional teachers to address growth in certain grade spans.
- (d) The middle and high school will provide staffing to ensure course access and focused support for students.
- (e) A parent leadership/mentoring program will be provided to promote and support parents in understanding and connecting within the school community.

All Funding Sources	2,938,838	3,229,708	3,295,345
LCFF S & C	2,055,206	2,312,840	2,373,154
Other State Revenues	883,632	916,868	922,191

6. Schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.

- (a) Routine maintenance and deferred maintenance plans will be implemented to address facility needs.
- (b) Schools will have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff.
- (c) Systems will be developed and followed to identify and address needs related to facilities, technology and maintenance.
- (d) School will provide students with opportunities to become socially-emotionally and physical healthy.
- (e) Schools will have adequate textbooks, supplies/materials for the basic program and operations.

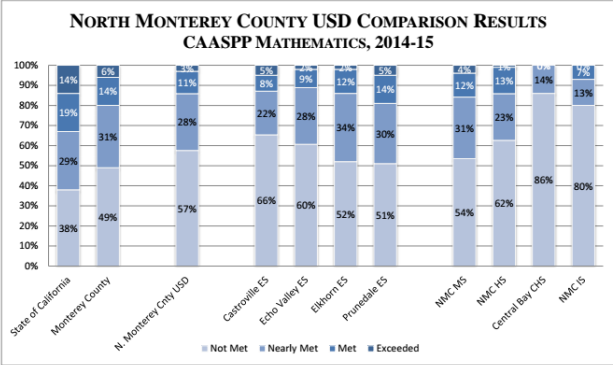
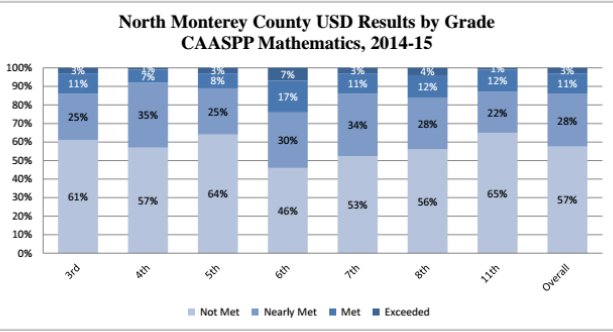
All Funding Sources	988,647	1,108,120	913,380
LCFF S & C	877,393	994,354	913,380
Other State Revenues	111,254	113,766	0

Appendix 1

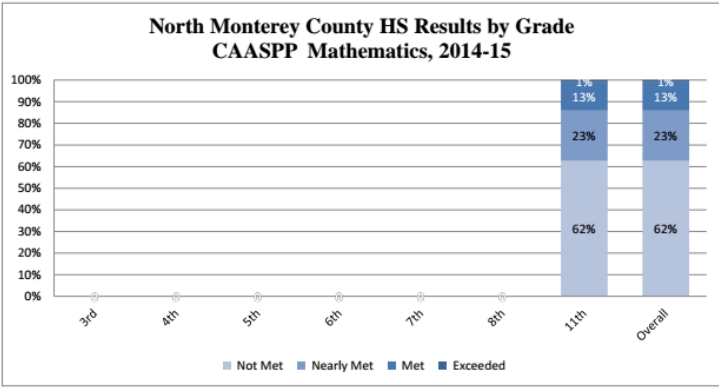
NMCUSD LCAP Appendix A

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Goal 1: All students will demonstrate achievement in the Common Core State Standards in math to be college and career ready.

2015	2016																																																																																																									
<p>Expected Results for Measurable Outcomes: % of students K-8, 9th grade performing in math. Students in Year 1 will be baseline. In Year 2 (2015/16), there will be an increase from the baseline established in 2014/15. In Year 3 (2016/17), there will be an increase from 2015/16.</p>	<p>Expected Results for Measurable Outcomes: NMCUSD is below the Monterey County average by 9 percentage points in Math and also below the state average by 27 percentage points. NMCUSD has an overall lower percentage compared to other K-12 districts in Monterey County.</p> <p><i>TABLE 2. Math – Cross-site Comparison of Overall Achievement Level Percentages, 2014-15.</i></p>  <table border="1"> <caption>NORTH MONTEREY COUNTY USD COMPARISON RESULTS CAASPP MATHEMATICS, 2014-15</caption> <thead> <tr> <th>Entity</th> <th>Not Met</th> <th>Nearly Met</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>State of California</td> <td>38%</td> <td>29%</td> <td>19%</td> <td>14%</td> </tr> <tr> <td>Monterey County</td> <td>49%</td> <td>31%</td> <td>14%</td> <td>6%</td> </tr> <tr> <td>N. Monterey County USD</td> <td>57%</td> <td>28%</td> <td>11%</td> <td>4%</td> </tr> <tr> <td>Castroville ES</td> <td>66%</td> <td>22%</td> <td>8%</td> <td>5%</td> </tr> <tr> <td>Echo Valley ES</td> <td>60%</td> <td>28%</td> <td>9%</td> <td>4%</td> </tr> <tr> <td>Elkhorn ES</td> <td>52%</td> <td>34%</td> <td>12%</td> <td>2%</td> </tr> <tr> <td>Pinedale ES</td> <td>51%</td> <td>30%</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>NMC MS</td> <td>54%</td> <td>31%</td> <td>12%</td> <td>4%</td> </tr> <tr> <td>NMC HS</td> <td>62%</td> <td>23%</td> <td>13%</td> <td>1%</td> </tr> <tr> <td>Central Bay CHS</td> <td>86%</td> <td>14%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>NMC IS</td> <td>80%</td> <td>13%</td> <td>0%</td> <td>7%</td> </tr> </tbody> </table> <p><i>TABLE 2c. Math – North Monterey County USD Districtwide Achievement Levels disaggregated by grade.</i></p>  <table border="1"> <caption>North Monterey County USD Results by Grade CAASPP Mathematics, 2014-15</caption> <thead> <tr> <th>Grade</th> <th>Not Met</th> <th>Nearly Met</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>61%</td> <td>25%</td> <td>11%</td> <td>3%</td> </tr> <tr> <td>4th</td> <td>57%</td> <td>35%</td> <td>7%</td> <td>1%</td> </tr> <tr> <td>5th</td> <td>64%</td> <td>25%</td> <td>8%</td> <td>3%</td> </tr> <tr> <td>6th</td> <td>46%</td> <td>30%</td> <td>17%</td> <td>7%</td> </tr> <tr> <td>7th</td> <td>53%</td> <td>34%</td> <td>11%</td> <td>3%</td> </tr> <tr> <td>8th</td> <td>56%</td> <td>28%</td> <td>12%</td> <td>4%</td> </tr> <tr> <td>11th</td> <td>65%</td> <td>22%</td> <td>12%</td> <td>1%</td> </tr> <tr> <td>Overall</td> <td>57%</td> <td>28%</td> <td>11%</td> <td>3%</td> </tr> </tbody> </table>	Entity	Not Met	Nearly Met	Met	Exceeded	State of California	38%	29%	19%	14%	Monterey County	49%	31%	14%	6%	N. Monterey County USD	57%	28%	11%	4%	Castroville ES	66%	22%	8%	5%	Echo Valley ES	60%	28%	9%	4%	Elkhorn ES	52%	34%	12%	2%	Pinedale ES	51%	30%	14%	5%	NMC MS	54%	31%	12%	4%	NMC HS	62%	23%	13%	1%	Central Bay CHS	86%	14%	0%	0%	NMC IS	80%	13%	0%	7%	Grade	Not Met	Nearly Met	Met	Exceeded	3rd	61%	25%	11%	3%	4th	57%	35%	7%	1%	5th	64%	25%	8%	3%	6th	46%	30%	17%	7%	7th	53%	34%	11%	3%	8th	56%	28%	12%	4%	11th	65%	22%	12%	1%	Overall	57%	28%	11%	3%
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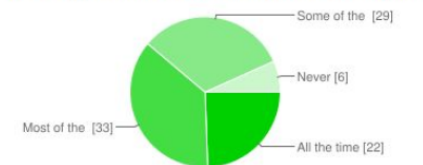
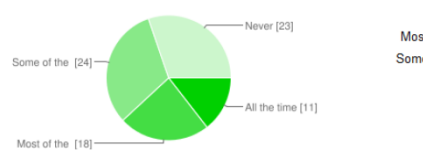
Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p>TABLE 2i. Math – North Monterey County HS Achievement Levels disaggregated by grade.</p> 																																																						
<p>Actual Results from Annual Report: Basis for Identified Need: College Readiness-ACT College Entrance Test Results from 2012-2013 (includes Math and ELA):</p> <ul style="list-style-type: none"> • 25 students took the test (that’s 8th of the 12th graders). • 11 (44% of who tested) scored a 21 or above (average score is 21). • Monterey County average 371 (48%), • State average 51,821 students (57%) 	<p>Actual Results from Annual Report: Basis for Identified Need: College Readiness- ACT College Entrance Test Results from 2013-2014:</p> <ul style="list-style-type: none"> • 14 students took the test (5.8% of 12th graders). • 3 (21.4% of those tested) scored a 21 or above. • Monterey County 388 (46.92%) scored a 21 or above. • State average 55,211 (56.56%) scored a 21 or above. <p style="text-align: center;">ACT Report District Level Scores</p> <p>Select a Report, a Year, and a District</p> <p>Report: <input type="text" value="ACT Report"/></p> <p>Year: <input type="text" value="2013-14"/></p> <p>District: <input type="text" value="2773825--North Monterey County Unified"/></p> <p><small>* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.</small></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Enrollment 9-12</th> <th>Number Tested</th> <th>Average Score: Reading</th> <th>Average Score: English</th> <th>Average Score: Math</th> <th>Average Score: Science</th> <th>Number of Scores >=21</th> <th>Percent of Scores >=21</th> </tr> </thead> <tbody> <tr> <td>North Monterey County Center for Indepen</td> <td>106</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>North Monterey County High</td> <td>1,122</td> <td>14</td> <td>18</td> <td>18</td> <td>20</td> <td>19</td> <td>3</td> <td>21.43</td> </tr> <tr> <td>North Monterey County Unified</td> <td>1,302</td> <td>14</td> <td>18</td> <td>18</td> <td>20</td> <td>19</td> <td>3</td> <td>21.43</td> </tr> <tr> <td>Monterey County</td> <td>20,522</td> <td>827</td> <td>21</td> <td>20</td> <td>21</td> <td>20</td> <td>388</td> <td>46.92</td> </tr> <tr> <td>Statewide</td> <td>1,952,314</td> <td>97,607</td> <td>22</td> <td>21</td> <td>23</td> <td>21</td> <td>55,211</td> <td>56.56</td> </tr> </tbody> </table>	Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21	North Monterey County Center for Indepen	106	0	NA	NA	NA	NA	NA	NA	North Monterey County High	1,122	14	18	18	20	19	3	21.43	North Monterey County Unified	1,302	14	18	18	20	19	3	21.43	Monterey County	20,522	827	21	20	21	20	388	46.92	Statewide	1,952,314	97,607	22	21	23	21	55,211	56.56
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<p>College Readiness SAT College Entrance Test Results from 2012-2013 overall:</p> <ul style="list-style-type: none"> • 121 students took the test (33% of 12th grade students). • 31 (25% of who tested) scored above a 1500. 	<p>College Readiness- SAT College Entrance Test Results from 2013-2014 overall:</p> <ul style="list-style-type: none"> • 140 students took the test (57.4% of 12th grade students). • 29 (20.71% of those tested) scored above 1500. • Monterey County 788 (33.72%) scored above 1500. 																																																						

**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

<ul style="list-style-type: none"> • Monterey County average 521 (32%), • State average 93,126 (46%). 	<ul style="list-style-type: none"> • State average 137,030 (46.15%) scored above 1500. <p align="center">SAT Report District Level Scores</p> <p>Select a Report, a Year, and a District Report: SAT Scores Year: 2013-14 District: 2773825--North Monterey County Unified</p> <p><small>* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.</small></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Enrollment 9-12</th> <th>Number Tested</th> <th>Average Score: Reading</th> <th>Average Score: Math</th> <th>Average Score: Writing</th> <th>Number of Scores >=1500</th> <th>Percent of Scores >=1500</th> </tr> </thead> <tbody> <tr> <td>North Monterey County Center for Indepen</td> <td>106</td> <td>1</td> <td>*</td> <td>*</td> <td>*</td> <td>0</td> <td>0</td> </tr> <tr> <td>North Monterey County High</td> <td>1,122</td> <td>139</td> <td>441</td> <td>416</td> <td>437</td> <td>28</td> <td>20.14</td> </tr> <tr> <td>North Monterey County Unified</td> <td>1,302</td> <td>140</td> <td>442</td> <td>417</td> <td>438</td> <td>29</td> <td>20.71</td> </tr> <tr> <td>Monterey County</td> <td>20,522</td> <td>2,337</td> <td>467</td> <td>467</td> <td>462</td> <td>788</td> <td>33.72</td> </tr> <tr> <td>Statewide</td> <td>1,952,314</td> <td>296,908</td> <td>492</td> <td>506</td> <td>489</td> <td>137,030</td> <td>46.15</td> </tr> </tbody> </table>	Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500	North Monterey County Center for Indepen	106	1	*	*	*	0	0	North Monterey County High	1,122	139	441	416	437	28	20.14	North Monterey County Unified	1,302	140	442	417	438	29	20.71	Monterey County	20,522	2,337	467	467	462	788	33.72	Statewide	1,952,314	296,908	492	506	489	137,030	46.15
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<p>Advance Placement (AP) Exam Results for 2012-2013 overall:</p> <ul style="list-style-type: none"> • 680 students were enrolled in AP classes (more than one class in most cases so count is indicating some students twice). • 140 students took one or more AP tests. • 51 scored a 4 or 5 (needed to earn college credit). • 49 scored a 3. 	<p>Advanced Placement (AP) Exam Results for 2013-2014:</p> <ul style="list-style-type: none"> • 165 AP exams were taken. • 33 scored 4 or 5. • 60 scored a 3. <p align="center">Advanced Placement (AP) Test Report District Level Scores</p> <p>Select a Report, a Year, and a District Report: AP Exam Results Year: 2013-14 District: 2773825--North Monterey County Unified</p> <p><small>* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.</small></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Enrollment 9-12</th> <th>Number Tested</th> <th>AP Score=1</th> <th>AP Score=2</th> <th>AP Score=3</th> <th>AP Score=4</th> <th>AP Score=5</th> </tr> </thead> <tbody> <tr> <td>North Monterey County Center for Indepen</td> <td>106</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>North Monterey County High</td> <td>1,122</td> <td>165</td> <td>100</td> <td>90</td> <td>60</td> <td>28</td> <td>5</td> </tr> <tr> <td>North Monterey County Unified</td> <td>1,302</td> <td>165</td> <td>100</td> <td>90</td> <td>60</td> <td>28</td> <td>5</td> </tr> <tr> <td>Monterey County</td> <td>20,522</td> <td>2,874</td> <td>1,408</td> <td>1,390</td> <td>1,194</td> <td>845</td> <td>419</td> </tr> <tr> <td>Statewide</td> <td>1,952,314</td> <td>313,220</td> <td>113,248</td> <td>132,175</td> <td>144,523</td> <td>114,769</td> <td>82,332</td> </tr> </tbody> </table>	Name	Enrollment 9-12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5	North Monterey County Center for Indepen	106	0	NA	NA	NA	NA	NA	North Monterey County High	1,122	165	100	90	60	28	5	North Monterey County Unified	1,302	165	100	90	60	28	5	Monterey County	20,522	2,874	1,408	1,390	1,194	845	419	Statewide	1,952,314	313,220	113,248	132,175	144,523	114,769	82,332
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2015 and 2016

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<p>Identified Focus Areas Based Upon Annual Results: Based on the 2012-2013 results, only 33% of 12th grade students took the SAT and 12.7% of our students took one or more AP exams. We plan to increase the percentage of 12th grade students taking the SAT/ACT and AP exams by supporting students in completing the applications to receive financial aid /fee waiver. Counselors (expense in Goal 4) will leverage partnerships with outside service providers to support student success in SAT/ACT and AP exams.</p> <p>Based on the Teacher Survey results, 61.1% of our elementary teachers and 38.2% of our secondary teachers are using supplemental CCSS materials to teach most to all of the time. We plan to continue to increase opportunities for collaboration and provide various resources to better equip our teachers to teach the Math CCSS successfully. The increase in funds for the 2015-2016 year and the anticipated increase in funds for the 2016-2017 school year provided us with the opportunity to fund additional Instructional Specialists to support sites in building the capacity of teachers, provide Assistant Principal administrative support at the sites, provide funding for substitutes and hourly pay to support teachers in collaboration, planning, scoring assessments, and providing supplemental instruction, provide additional funding for materials and supplies,</p>	<p>Math</p> <p>Overall Achievement</p> <table border="1"> <thead> <tr> <th></th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> <th>7th Grade</th> <th>8th Grade</th> <th>11th Grade</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Number of Students Enrolled</td> <td>374</td> <td>349</td> <td>369</td> <td>353</td> <td>310</td> <td>322</td> <td>346</td> <td>2,423</td> </tr> <tr> <td>Number of Students Tested</td> <td>368</td> <td>346</td> <td>363</td> <td>348</td> <td>303</td> <td>316</td> <td>276</td> <td>2,320</td> </tr> <tr> <td>Percent of Enrolled Students Tested</td> <td>98.4 %</td> <td>99.1 %</td> <td>98.4 %</td> <td>98.6 %</td> <td>97.7 %</td> <td>98.1 %</td> <td>79.8 %</td> <td>95.7 %</td> </tr> <tr> <td>Number of Students With Scores</td> <td>366</td> <td>337</td> <td>358</td> <td>341</td> <td>302</td> <td>315</td> <td>275</td> <td>2,294</td> </tr> <tr> <td>Mean Scale Score</td> <td>2359.1</td> <td>2399.4</td> <td>2435.2</td> <td>2480.9</td> <td>2472.2</td> <td>2490.7</td> <td>2506.2</td> <td>N/A</td> </tr> <tr> <td>Standard Exceeded</td> <td>3 %</td> <td>1 %</td> <td>3 %</td> <td>7 %</td> <td>3 %</td> <td>4 %</td> <td>1 %</td> <td>3 %</td> </tr> <tr> <td>Standard Met</td> <td>11 %</td> <td>7 %</td> <td>8 %</td> <td>17 %</td> <td>11 %</td> <td>12 %</td> <td>12 %</td> <td>11 %</td> </tr> <tr> <td>Standard Nearly Met</td> <td>25 %</td> <td>34 %</td> <td>24 %</td> <td>30 %</td> <td>34 %</td> <td>28 %</td> <td>22 %</td> <td>28 %</td> </tr> <tr> <td>Standard Not Met</td> <td>61 %</td> <td>56 %</td> <td>63 %</td> <td>45 %</td> <td>52 %</td> <td>55 %</td> <td>65 %</td> <td>57 %</td> </tr> </tbody> </table> <p>Mathematics Scale Score Ranges</p> <p>Identified Focus Areas Based Upon Annual Results: Based on the 2013-2014 results, 57% of 12th grade students took the SAT and 15.6% of our students took one or more AP exams. This demonstrates that there was an increase in percentage of 12th grade students taking the SAT and students taking AP exams. We will continue to pay AP exam fees to ensure equitable access.</p> <p>We continue to forge partnerships with outside service providers to provide additional support to students in SAT/ACT and AP exams.</p> <p>We plan to continue to increase opportunities for collaboration and provide various resources to better equip our teachers to teach the Math CCSS successfully. We were able to fund additional Instructional Specialists to support sites in building the capacity of teachers, provide Assistant Principal administrative support at the sites, provide funding for substitutes and hourly pay to support teachers in collaboration, planning, scoring assessments, and providing supplemental instruction, provide additional funding for materials and supplies, including copies, and fund opportunities for professional growth through professional development. We continue to closely monitor the Math grades of our students, particularly in grades 7-11, and providing opportunities for our Math teachers to collaborate and receive training in the CCSS Math practices, aligned curriculum, and resources. We are also working on developing</p>		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	Number of Students Enrolled	374	349	369	353	310	322	346	2,423	Number of Students Tested	368	346	363	348	303	316	276	2,320	Percent of Enrolled Students Tested	98.4 %	99.1 %	98.4 %	98.6 %	97.7 %	98.1 %	79.8 %	95.7 %	Number of Students With Scores	366	337	358	341	302	315	275	2,294	Mean Scale Score	2359.1	2399.4	2435.2	2480.9	2472.2	2490.7	2506.2	N/A	Standard Exceeded	3 %	1 %	3 %	7 %	3 %	4 %	1 %	3 %	Standard Met	11 %	7 %	8 %	17 %	11 %	12 %	12 %	11 %	Standard Nearly Met	25 %	34 %	24 %	30 %	34 %	28 %	22 %	28 %	Standard Not Met	61 %	56 %	63 %	45 %	52 %	55 %	65 %	57 %
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<p>including copies, and fund opportunities for professional growth through professional development. We are closely monitoring the Math grades of our students, particularly in grades 7-11, and providing opportunities for our Math teachers to collaborate and receive training in the CCSS Math practices, aligned curriculum, and resources. We are also working on developing Math CCSS-aligned assessments across grade level teams, so we can more closely monitor the specific skills needed to be successful in Math.</p>	<p>Math CCSS-aligned assessments across grade level teams, so we can more closely monitor the specific skills needed to be successful in Math.</p>
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1.a. All 10th grade students will take and pass the CAHSEE (California High School Exit Exam) math assessment.

<p><u>Expected Results for Measurable Outcomes:</u> % of student passing CAHSEE math in 10th grade. Students in Year 1 will be baseline. In Year 2 (2015/16), there will be an increase to meet or exceed the Monterey County average, including subgroups such as English Learners. In Year 3 (2016/17), there will be an increase to exceed the Monterey County average, including subgroups such as English Learners.</p>	<p><u>Expected Results for Measurable Outcomes:</u> The CAHSEE has been suspended until 2018.</p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> For 10th Grade Administration in 2013-2014:</p> <ul style="list-style-type: none"> • 72% passed the CAHSEE in Math • 31% of English Learners passed the CAHSEE in Math. • 21% of Special Education students passed the CAHSEE in Math • Monterey County averaged an 80% CAHSEE pass rate in Math • Monterey County had 48% of English Learners pass the CAHSEE in Math. • In California, 85% of students passed the CAHSEE in Math • In California, 54% of English Learners passed the CAHSEE in Math 	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> The CAHSEE has been suspended until 2018.</p>
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No services due to CAHSEE suspension.</p>

1.b. All students, especially in 7th through 11th grade will take and pass their math course with a C or better.

<p><u>Expected Results for Measure Outcomes:</u> % of students with C or better in math course. In Year 1, results will determine the baseline. In Year 2 (2015/16), there will be an increase in the percentage of students who pass with a C or better compared to the 2014/15 school year. In Year 3 (2016/17), there will be an increase in the percentage of students who pass with a C or better compared to the 2015/16 school year.</p>	<p><u>Expected Results for Measurable Outcomes:</u></p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p>	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p>

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Students who earned a “C” or better for the 2nd semester or 4th quarter to “pass” the class. Date to be finalized in June after the final grades are posted to the transcripts. Grades/courses to be reviewed include: 7th, 8th grade math, Math I, Geometry, Algebra II.

Math C or Better

Middle School:

School	Middle School – Q3		
	Math 7	Math 8	Math I
Grade Level	7	8	8
Number Passing	234	216	30
Total Students	279	253	33
Percentage Passing	83.87%	85.38%	90.91%

High School Semester 2014-2015

Course	Math I		Algebra I				Geometry				Algebra II		
	9	12	9	10	11	12	9	10	11	12	10	11	12
Number Passing	178	1	0	7	0	0	1	81	21	2	93	53	11
Total Students	274	1	1	9	1	1	1	116	43	2	108	72	17
Percentage Passing	64.9%	100.0%	0.0%	77.7%	0.0%	0.0%	100.0%	69.8%	48.8%	100.0%	86.1%	73.6%	64.7%

Identified Focus Areas Based upon Actual Results: No proposed changes at this time, proposed actions/services will continue.

Math C or Better

Middle School:

North Monterey County Middle School Ds and Fs by Course 2nd Quarter 2015-2016				
Course	All Students		EL Students	
	#	%	#	%
CC Math 7	68	23.61%	36	37.11%
CC Math 7 Honors	2	5.88%	N/A	N/A
CC Math 7 Language Support	0	0.00%	0	0.00%
CC Math 8	74	31.90%	37	43.53%
CC Math 8 Honors	3	4.76%	1	11.11%
CC Math 8 Language Support	4	57.14%	4	57.14%
Math Shadow 7	0	0.00%	0	0.00%
Math Shadow 8	10	55.56%	1	33.33%

High School Semester 2015-2016

North Monterey County High School Ds and Fs by Course 1st Semester 2015-2016				
Course	All Students		EL Students	
	#	%	#	%
Algebra I	1	16.67%	1	50.00%
Algebra II	19	18.63%	3	33.33%
AP Calculus	3	8.82%	N/A	N/A
AP Statistics	0	0.00%	N/A	N/A
Functional/Consumer Math	4	25.00%	2	28.57%
Geometry	7	33.33%	2	33.33%
Math 1A	15	34.09%	10	40.00%
Math Analysis	7	8.75%	0	0.00%
Math I	122	37.20%	47	52.81%
Math II	0	0.00%	0	0.00%
Math II Honors	4	4.88%	0	0.00%

Identified Focus Areas Based upon Actual Results: No proposed changes at this time, proposed actions/services will continue.

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1.c. All students in grades K-Math I will perform on CCSS (Common Core State Standards) aligned math assessments

<p><u>Expected Results for Measurable Outcomes:</u> Results of students scoring on math assessments. In Year 1, student results will determine the baseline. In Year 2 (2015/16), there will be an increase in percentage of students showing proficiency compared to 2014/15. In Year 3 (2016/17), there will be an increase in percentage of students showing proficiency compared to 2015/16.</p>	<p><u>Expected Results for Measurable Outcomes:</u> Assessments are under development by the Math teachers.</p>
<p><u>Actual Results from Annual Report: Basis for Identified need:</u> Grade level performance tasks and/or unit assessments are in development and being piloted. A baseline will be established during the fall of 2015.</p>	<p><u>Actual Results from Annual Report: Basis for Identified need:</u> Grade level performance tasks and/or unit assessments continue to be in development.</p>
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>

1.d. All Math teachers will follow a map/sequence for implementing CCSS (Common Core State Standards) aligned math lessons.

<p><u>Expected Results for Measurable Outcomes:</u> % of math lessons developed based upon map/sequence guide. In Year 1, baseline will be established. In Year 2 (2015/16), there will be an increase in % of lessons based on a map/sequence guide compared to 2014/15. In Year 3 (2016/17), there will be an increase in % of lessons based on a map/sequence guide compared to 2015/16.</p>	<p><u>Expected Results for Measurable Outcomes:</u> Results will be available in Fall 2016.</p>																																				
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p>Math Expressions or Math Links sequence?</p> <table border="1"> <tr><td>0-20%</td><td>7</td><td>7.8%</td></tr> <tr><td>21-40%</td><td>9</td><td>10%</td></tr> <tr><td>41-60%</td><td>6</td><td>6.7%</td></tr> <tr><td>61%-80%</td><td>11</td><td>12.2%</td></tr> <tr><td>81%-100%</td><td>42</td><td>46.7%</td></tr> <tr><td>N/A</td><td>15</td><td>16.7%</td></tr> </table> <p>Secondary School Survey</p> <table border="1"> <tr><td>0-20%</td><td>8</td><td>10.5%</td></tr> <tr><td>21-40%</td><td>5</td><td>6.6%</td></tr> <tr><td>41-60%</td><td>2</td><td>2.6%</td></tr> <tr><td>61%-80%</td><td>1</td><td>1.3%</td></tr> <tr><td>81%-100%</td><td>49</td><td>63.2%</td></tr> <tr><td>N/A</td><td>50</td><td>65.0%</td></tr> </table>	0-20%	7	7.8%	21-40%	9	10%	41-60%	6	6.7%	61%-80%	11	12.2%	81%-100%	42	46.7%	N/A	15	16.7%	0-20%	8	10.5%	21-40%	5	6.6%	41-60%	2	2.6%	61%-80%	1	1.3%	81%-100%	49	63.2%	N/A	50	65.0%	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> Survey data will be available in Fall 2016.</p>
0-20%	7	7.8%																																			
21-40%	9	10%																																			
41-60%	6	6.7%																																			
61%-80%	11	12.2%																																			
81%-100%	42	46.7%																																			
N/A	15	16.7%																																			
0-20%	8	10.5%																																			
21-40%	5	6.6%																																			
41-60%	2	2.6%																																			
61%-80%	1	1.3%																																			
81%-100%	49	63.2%																																			
N/A	50	65.0%																																			
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this</p>																																				

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

at this time, actions/services will continue.

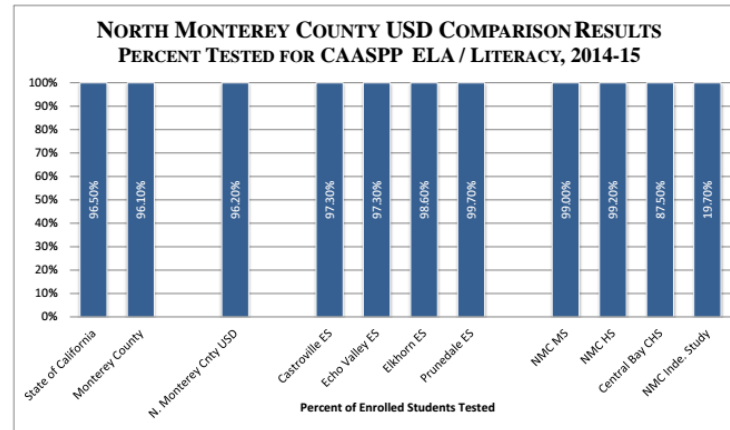
time, actions/services will continue.

Goal 2: All students will demonstrate achievement in the Common Core State Standards in language arts and literacy across the curriculum to be college and career ready.

Expected Results for Measurable Outcomes: % of students K-12 performing in ELA. In Year 1, the percentage of students performing in ELA will establish the baseline. In Year 2 (2015/16), there will be an increase in the percentage of students demonstrating proficiency compared to 2014/15 and in Year 3 (2016/17), there will be an increase in the percentage of students demonstrating proficiency compared to 2015/16.

Expected Results for Measurable Outcomes: Based on SBAC 2015 results, NMCUSD is below the Monterey County average by 4 percentage points in ELA and also below the state average by 6 percentage points. NMCUSD is within a few percentage points compared to other K-12 districts in Monterey County.

TABLE I-1. ELA – Cross-site Comparison of Percentages of Enrolled Students Tested, 2014-15.



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

TABLE 1c. ELA – North Monterey County USD Districtwide Achievement Levels disaggregated by grade.

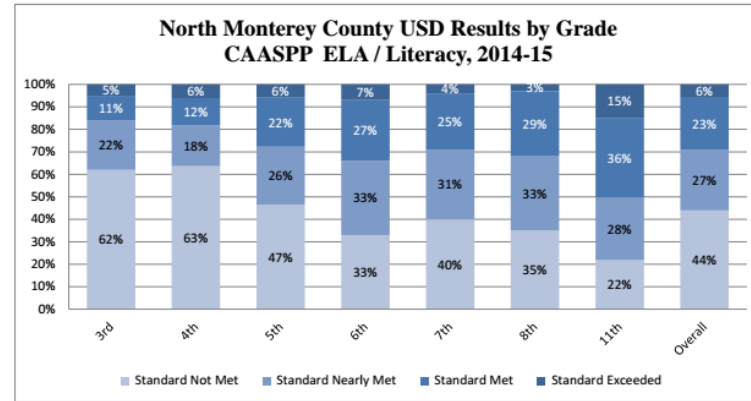
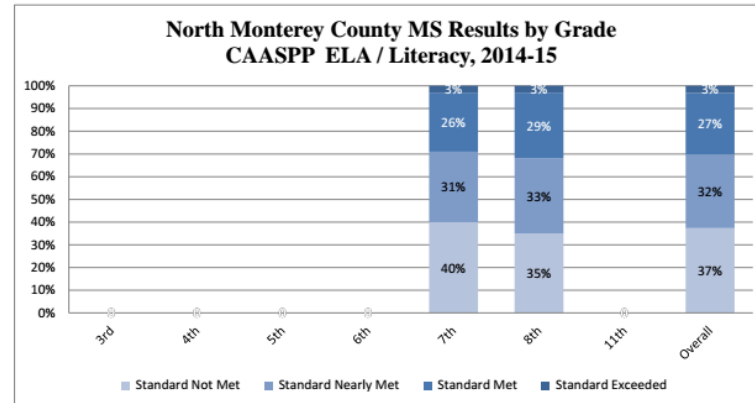


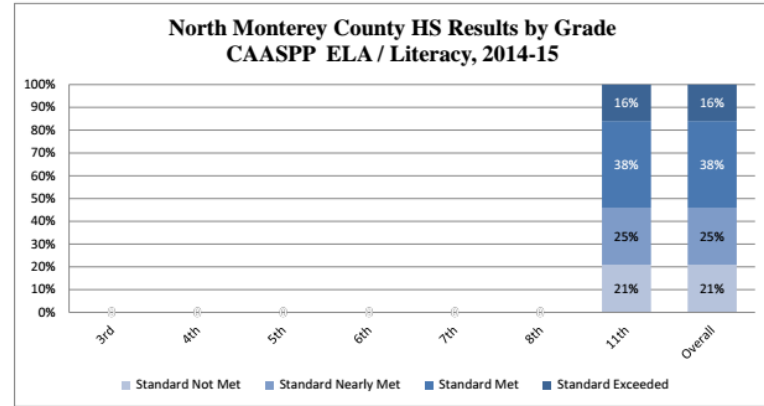
TABLE 1h. ELA – North Monterey County MS Achievement Levels disaggregated by grade.



Note: EAP test was different for 2013-2014. Comparison scores will be impacted due to test change.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

TABLE ii. ELA – North Monterey County HS Achievement Levels disaggregated by grade.



12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance

Subgroup: EL Students

North Monterey County Unified (2013-14).

- As a District, of 26 EL graduates, 3 students met A-G requirements (11.5%)
- For Monterey County: 556 EL students in Monterey County, 30 students met A-G requirements – (5.4%)
- For the State, 30,259 EL students in California, 2,994 students met A-G requirements (9.9%)

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

School or District	Gender	# of Grads	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	# of Grads with UIC/CSU Required Courses	Total	Grads with UIC/CSU Required Courses	
																			American Indian or Alaska Native, Not Hispanic
Central Bay High (Continuation) 2730141																			
	Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	2	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	2	0 (0.0%)
	Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	3	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	3	0 (0.0%)
North Monterey County Center For Independent Study 2730125																			
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)
	Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)
North Monterey County High 2730094																			
	Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	10	2 (20.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	10	2 (20.0%)
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	9	1 (11.1%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	9	1 (11.1%)
	Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	19	3 (15.8%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	19	3 (15.8%)
	District Total Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	11	2 (18.2%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	11	2 (18.2%)
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	15	1 (6.7%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	15	1 (6.7%)
	Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	26	3 (11.5%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	26	3 (11.5%)
	County Total Female	0	0 (0.0%)	0	0 (0.0%)	5	0 (0.0%)	0	0 (0.0%)	5	2 (40.0%)	234	13 (5.6%)	0	0 (0.0%)	0	0 (0.0%)	245	15 (6.1%)
	Male	0	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)	4	0 (0.0%)	13	3 (23.1%)	387	12 (4.2%)	0	0 (0.0%)	3	0 (0.0%)	311	15 (4.8%)
	Total	0	0 (0.0%)	0	0 (0.0%)	9	0 (0.0%)	4	0 (0.0%)	18	5 (27.8%)	621	25 (4.0%)	0	0 (0.0%)	3	0 (0.0%)	556	30 (5.4%)
	State Total Female	40	7 (17.5%)	15	0 (0.0%)	1,510	404 (26.8%)	61	11 (18.0%)	215	50 (23.3%)	11,084	1,086 (9.8%)	86	8 (9.3%)	471	57 (12.1%)	19	4 (21.1%)
	Male	68	3 (4.4%)	24	2 (8.3%)	1,960	363 (18.5%)	90	3 (3.3%)	370	39 (10.5%)	13,494	872 (6.5%)	74	11 (14.9%)	643	66 (10.5%)	35	6 (17.1%)
	Total	108	10 (9.3%)	39	2 (5.1%)	3,470	767 (22.1%)	151	14 (9.3%)	585	89 (15.2%)	24,578	1,958 (8.0%)	160	19 (11.9%)	1,114	125 (11.2%)	54	10 (18.5%)

All students:

- For NMCUSD: 268 students graduated of which 90 students met A-G, 33.6%.
- For Monterey County: 4,062 students graduated of which 1,357 met A-G (33.4%)
- For the State: 421,636 students graduated of which 176,688 met A-G (41.9%)

For the ACT and SAT and EAP assessments, our District will meet or exceed the Monterey County average for Year 2 (2015/16) and Year 3 (2016/17).	For the ACT and SAT and EAP assessments, our District will meet or exceed the Monterey County average for Year 2 (2016/17) and Year 3 (2017/18).
Actual Results from Annual Report: Basis for Identified Need: College Readiness-ACT College Entrance Test Results from 2012-2013: <ul style="list-style-type: none"> 25 students took the test (that's 8% of the 12th graders). 11 (44% of who tested) scored a 21 or above (average score is 21). Monterey County average 371 (48%), State average 51,821 students (57%) 	Actual Results from Annual Report: Basis for Identified Need: College Readiness- ACT College Entrance Test Results from 2013-2014: <ul style="list-style-type: none"> 14 students took the test (5.8% of 12th graders). 3 (21.4% of those tested) scored a 21 or above. Monterey County 388 (46.92%) scored a 21 or above. State average 55,211 (56.56%) scores a 21 or above.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p align="center">ACT Report District Level Scores</p> <p>Select a Report, a Year, and a District</p> <p>Report: ACT Report</p> <p>Year: 2013-14</p> <p>District: 2773825--North Monterey County Unified</p> <p><small>* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.</small></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Enrollment 9-12</th> <th>Number Tested</th> <th>Average Score: Reading</th> <th>Average Score: English</th> <th>Average Score: Math</th> <th>Average Score: Science</th> <th>Number of Scores >=21</th> <th>Percent of Scores >=21</th> </tr> </thead> <tbody> <tr> <td>North Monterey County Center for Indepen</td> <td>106</td> <td>0</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>North Monterey County High</td> <td>1,122</td> <td>14</td> <td>18</td> <td>18</td> <td>20</td> <td>19</td> <td>3</td> <td>21.43</td> </tr> <tr> <td>North Monterey County Unified</td> <td>1,302</td> <td>14</td> <td>18</td> <td>18</td> <td>20</td> <td>19</td> <td>3</td> <td>21.43</td> </tr> <tr> <td>Monterey County</td> <td>20,522</td> <td>827</td> <td>21</td> <td>20</td> <td>21</td> <td>20</td> <td>388</td> <td>46.92</td> </tr> <tr> <td>Statewide</td> <td>1,952,314</td> <td>97,607</td> <td>22</td> <td>21</td> <td>23</td> <td>21</td> <td>55,211</td> <td>56.56</td> </tr> </tbody> </table>	Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21	North Monterey County Center for Indepen	106	0	NA	NA	NA	NA	NA	NA	North Monterey County High	1,122	14	18	18	20	19	3	21.43	North Monterey County Unified	1,302	14	18	18	20	19	3	21.43	Monterey County	20,522	827	21	20	21	20	388	46.92	Statewide	1,952,314	97,607	22	21	23	21	55,211	56.56
Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21																																															
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Statewide	1,952,314	97,607	22	21	23	21	55,211	56.56																																															
<p><u>College Readiness SAT College Entrance Test Results from 2012-2013:</u></p> <ul style="list-style-type: none"> 121 students took the test (33% of 12th grade students). 31 (25% of who tested) scored above a 1500. Monterey County average 521 (32%), State average 93,126 (46%). 	<p><u>College Readiness- SAT College Entrance Test Results from 2013-2014:</u></p> <ul style="list-style-type: none"> 140 students took the test. 29 (20.71% of those tested) scored above 1500. Monterey County 788 (33.72%) scored above 1500. State average 137,030 (46.15%) scored above 1500. <p align="center">SAT Report District Level Scores</p> <p>Select a Report, a Year, and a District</p> <p>Report: SAT Scores</p> <p>Year: 2013-14</p> <p>District: 2773825--North Monterey County Unified</p> <p><small>* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.</small></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Enrollment 9-12</th> <th>Number Tested</th> <th>Average Score: Reading</th> <th>Average Score: Math</th> <th>Average Score: Writing</th> <th>Number of Scores >=1500</th> <th>Percent of Scores >=1500</th> </tr> </thead> <tbody> <tr> <td>North Monterey County Center for Indepen</td> <td>106</td> <td>1</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>North Monterey County High</td> <td>1,122</td> <td>139</td> <td>441</td> <td>416</td> <td>437</td> <td>28</td> <td>20.14</td> </tr> <tr> <td>North Monterey County Unified</td> <td>1,302</td> <td>140</td> <td>442</td> <td>417</td> <td>438</td> <td>29</td> <td>20.71</td> </tr> <tr> <td>Monterey County</td> <td>20,522</td> <td>2,337</td> <td>467</td> <td>467</td> <td>462</td> <td>788</td> <td>33.72</td> </tr> <tr> <td>Statewide</td> <td>1,952,314</td> <td>296,908</td> <td>492</td> <td>506</td> <td>489</td> <td>137,030</td> <td>46.15</td> </tr> </tbody> </table>	Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500	North Monterey County Center for Indepen	106	1	*	*	*	*	*	North Monterey County High	1,122	139	441	416	437	28	20.14	North Monterey County Unified	1,302	140	442	417	438	29	20.71	Monterey County	20,522	2,337	467	467	462	788	33.72	Statewide	1,952,314	296,908	492	506	489	137,030	46.15						
Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500																																																
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Statewide	1,952,314	296,908	492	506	489	137,030	46.15																																																
<p><u>Advance Placement (AP) Exam Results for 2012-2013:</u></p> <ul style="list-style-type: none"> 680 students were enrolled in AP classes (more than one class in most cases so count is indicating some students twice). 140 students took one or more AP tests. 51 scored a 4 or 5 (needed to earn college credit). 	<p><u>Advanced Placement (AP) Exam Results for 2013-2014:</u></p> <ul style="list-style-type: none"> 165 AP exams were taken. 33 scored 4 or 5. 60 scored a 3. 																																																						

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Early Assessment Program Results 2013-2014 (11th Grade)

English	Ready for College	Conditionally Ready for College	Not Ready
NMCUSD	15%	11%	74%
Monterey County	16%	12%	72%
California	25%	15%	61%

- 49 scored a 3.

Advanced Placement (AP) Test Report

District Level Scores

Select a Report, a Year, and a District

Report:

Year:

District:

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Enrollment 9-12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
North Monterey County Center for Independen	106	0	NA	NA	NA	NA	NA
North Monterey County High	1,122	165	100	90	60	28	5
North Monterey County Unified	1,302	165	100	90	60	28	5
Monterey County	20,522	2,874	1,408	1,390	1,194	845	419
Statewide	1,952,314	313,220	113,248	132,175	144,523	114,769	82,332

Early Assessment Program Results 2014-2015 (11th Grade)

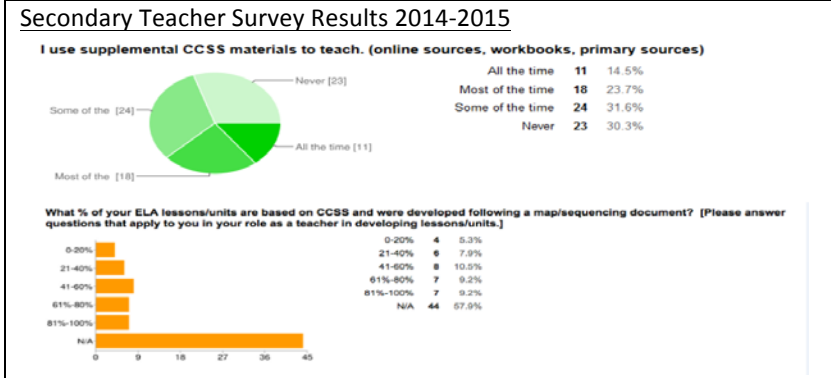
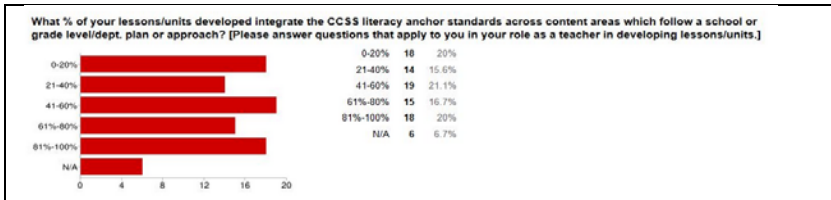
English	Ready for College	Conditionally Ready for College	Not Ready
NMCUSD	14%	35%	49%
Monterey County	14%	32%	52%
California	22%	32%	43%

ELA SBAC Data

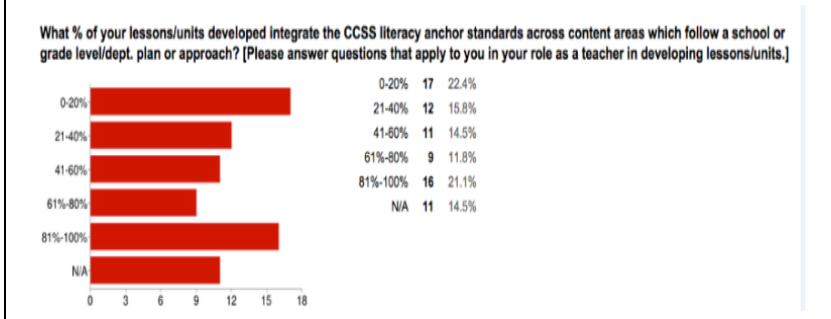
Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p>Overall Achievement</p> <table border="1"> <thead> <tr> <th></th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> <th>7th Grade</th> <th>8th Grade</th> <th>11th Grade</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Number of Students Enrolled</td> <td>374</td> <td>349</td> <td>369</td> <td>353</td> <td>310</td> <td>322</td> <td>346</td> <td>2,423</td> </tr> <tr> <td>Number of Students Tested</td> <td>367</td> <td>345</td> <td>361</td> <td>345</td> <td>304</td> <td>316</td> <td>278</td> <td>2,316</td> </tr> <tr> <td>Percent of Enrolled Students Tested</td> <td>98.1 %</td> <td>98.9 %</td> <td>97.8 %</td> <td>97.7 %</td> <td>98.1 %</td> <td>98.1 %</td> <td>80.3 %</td> <td>95.6 %</td> </tr> <tr> <td>Number of Students With Scores</td> <td>362</td> <td>342</td> <td>358</td> <td>343</td> <td>303</td> <td>316</td> <td>275</td> <td>2,299</td> </tr> <tr> <td>Mean Scale Score</td> <td>2350.1</td> <td>2400.7</td> <td>2451.3</td> <td>2493.1</td> <td>2499.7</td> <td>2521.9</td> <td>2571.4</td> <td>N/A</td> </tr> <tr> <td>Standard Exceeded</td> <td>5 %</td> <td>6 %</td> <td>6 %</td> <td>7 %</td> <td>4 %</td> <td>3 %</td> <td>14 %</td> <td>6 %</td> </tr> <tr> <td>Standard Met</td> <td>11 %</td> <td>12 %</td> <td>22 %</td> <td>27 %</td> <td>25 %</td> <td>29 %</td> <td>35 %</td> <td>22 %</td> </tr> <tr> <td>Standard Nearly Met</td> <td>22 %</td> <td>18 %</td> <td>26 %</td> <td>33 %</td> <td>31 %</td> <td>33 %</td> <td>27 %</td> <td>27 %</td> </tr> <tr> <td>Standard Not Met</td> <td>61 %</td> <td>63 %</td> <td>46 %</td> <td>33 %</td> <td>39 %</td> <td>35 %</td> <td>22 %</td> <td>44 %</td> </tr> </tbody> </table> <p>English Language Arts</p>		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	Number of Students Enrolled	374	349	369	353	310	322	346	2,423	Number of Students Tested	367	345	361	345	304	316	278	2,316	Percent of Enrolled Students Tested	98.1 %	98.9 %	97.8 %	97.7 %	98.1 %	98.1 %	80.3 %	95.6 %	Number of Students With Scores	362	342	358	343	303	316	275	2,299	Mean Scale Score	2350.1	2400.7	2451.3	2493.1	2499.7	2521.9	2571.4	N/A	Standard Exceeded	5 %	6 %	6 %	7 %	4 %	3 %	14 %	6 %	Standard Met	11 %	12 %	22 %	27 %	25 %	29 %	35 %	22 %	Standard Nearly Met	22 %	18 %	26 %	33 %	31 %	33 %	27 %	27 %	Standard Not Met	61 %	63 %	46 %	33 %	39 %	35 %	22 %	44 %
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016



Secondary Teacher Survey Results: Survey results will be available in Fall 2016.



Identified Focus Areas Based Upon Actual Results: Based on the 2012-2013 results, only 33% of 12th grade students took the SAT and 12.7% of our students took one or more AP exams. We plan to increase the percentage of 12th grade students taking the SAT and AP exams by supporting students to receive financial aid to take the SAT and ACT. Will leverage partnerships with outside service providers to support student success in SAT/ACT and AP exams.

Identified Focus Areas Based Upon Actual Results: Based on the 2013-2014 results, 57% of 12th grade students took the SAT and 15.6% of our students took one or more AP exams. This demonstrates that there was an increase in percentage of 12th grade students taking the SAT and students taking AP exams. We will continue to pay AP exam fees to ensure equitable access.

We continue to forge partnerships with outside service providers to provide

**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

<p>Based on the Teacher Survey results, 61.1% of our elementary teachers and 38.2% of our secondary teachers are using supplemental CCSS materials to teach most to all of the time. In addition, 36.7% of our elementary teachers and 32.9% of our secondary teachers develop more than 60% of their lessons/units integrating the CCSS (Common Core State Standards) literacy standards across content areas. (This survey included secondary teachers who teach different subject areas.) We plan to continue to increase opportunities for collaboration and provide various resources to better equip our teachers to teach ELA CCSS successfully. The increase in funds for the 2015-2016 year and the anticipated increase in funds for the 2016-2017 school year provided us with the opportunity to fund additional Instructional Specialists to support sites in building the capacity of teachers, provide Assistant Principal administrative support at the sites, provide funding for substitutes and hourly pay to support teachers in collaboration, planning, scoring assessments, and providing supplemental instruction, provide additional funding for materials and supplies, including copies, and fund opportunities for professional growth through professional development.</p> <p>Based on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results for Kindergarten through 3rd Grade, proficiency rates range from 38% in 3rd Grade to 49% in 2nd Grade. As we move to the next year, we are setting a short term goal to see at least 50% of our students proficient across the District in Kindergarten through 3rd Grade based on DIBELS results.</p> <p>Based on our Early Assessment Program for College English results from 2013-2014, only 15% of our students are ready for college and 11% of our students are conditionally ready for college. This is slightly lower than the results for Monterey County and significantly lower than the results for the state of California. We are setting a goal to improve these results by 5% within the next two years.</p>	<p>additional support to students in SAT/ACT and AP exams.</p> <p>We plan to continue to increase opportunities for collaboration and provide various resources to better equip our teachers to teach ELA CCSS successfully. We were able to fund additional Instructional Specialists to support sites in building the capacity of teachers, provide Assistant Principal administrative support at the sites, provide funding for substitutes and hourly pay to support teachers in collaboration, planning, scoring assessments, and providing supplemental instruction, provide additional funding for materials and supplies, including copies, and fund opportunities for professional growth through professional development.</p> <p>Based on our Early Assessment Program for College English results from 2014-2015, only 14% of our students are ready for college and 35% of our students are conditionally ready for college. This is slightly higher than the results for Monterey County and significantly higher than the results for the state of California. We are setting a goal to continue to improve these results by 5% within the next two years.</p>
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Goal 2a: All 10th grade students will take pass the CAHSEE ELA assessment

<p><u>Expected Results for Measurable Outcomes:</u> % of students passing ELA CAHSEE in 10th grade. Results for 2014/15 establish the baseline. For</p>	<p><u>Expected Results for Measurable Outcomes:</u> California High School Exit Exam (CAHSEE) has been suspended until 2018.</p>
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>Year 2 (2015/16) our CAHSEE results will increase to meet or exceed the Monterey County average for all students and for each subgroup. For Year 3 (2016/17), our CAHSEE results will increase to exceed the Monterey County average for all students and for each subgroup.</p>	
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <ul style="list-style-type: none"> • 75% passed English, only 21% of Special Education students passed the math the English test, and only 30% of English Learners 30% passed English. • Monterey County averaged 78% pass rate in English and the county-average for English Learners who passed English was 36% passed. • State-wide has a 83% pass rate for English and 38% of English learners statewide passed English. 	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> CAHSEE has been suspended until 2018.</p>
<p><u>Identified Focus Areas Based Upon Actual Results:</u> According to the CAHSEE ELA results from 2013-2014, 75% of all students passed the CAHSEE ELA and only 30% of our English Learners passed the CAHSEE ELA. Our results for all students and English Learners were slightly lower than Monterey County and significantly lower than the state of California. This is a concern, especially because the CAHSEE is based on middle school level standards. As a result, we plan to implement <i>CAHSEE</i> support programs at the high school and provide additional professional development and hourly pay for teachers to provide support to our students at-risk for not passing the <i>CAHSEE</i>.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> CAHSEE has been suspended until 2018.</p>

2.b. All English learners will demonstrate achievement on CCSS in ELA/ELD and literacy across the curriculum to be ready for college and careers.

<p><u>Expected Results for Measurable Outcomes:</u> % of EL students performing in ELA and ELD. Results for Year 1 (2014/15) will establish the baseline. Year 2 (2015/16) will demonstrate an increase from Year 1 (2014/15) and Year 3 (2016/17) will demonstrate an increase from Year 2 (2015/16).</p>	<p><u>Expected Results for Measurable Outcomes:</u></p>
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Percentage of students met or exceeded standard

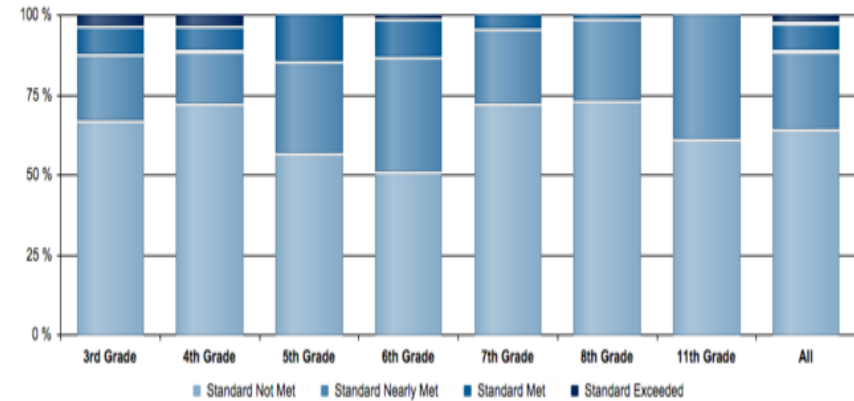
Grade	English Learners	All
3	11%	16%
4	10%	18%
5	14%	28%
6	11%	34%
7	4%	29%
8	1%	32%
11	0%	49%
All	8%	28%

English Language Arts SBAC Data EL Subgroup 2014-2015

English Learner

Achievement Level Distribution

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "participation rate" for federal accountability purposes.



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English	
Number of 2014-15 Annual CELDT Takers	1,705
Number with Required Prior CELDT Scores	1,692
Percentage with Required Prior CELDT Scores	99.2%
Number in Cohort Meeting Annual Growth Target	986
Percentage Meeting AMAO 1 in LEA	58.3%
2014-15 Target	60.5%
<hr/>	
AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT	
Less than 5 Years Cohort	
Number of 2014-15 English Learners in Cohort	1,234
Number in Cohort Attaining the English Proficient Level	227
Percentage in Cohort Attaining the English Proficient Level	18.4%
2014-15 Target	24.2%
5 Years or More Cohort	
Number of 2014-15 English Learners in Cohort	764
Number in Cohort Attaining the English Proficient Level	394
Percentage in Cohort Attaining the English Proficient Level	51.6%
2014-15 Target	50.9%
<hr/>	
Graduation Rate for English Learner Student Group	76.92%
Title III Placement Year	
Placement Year	Year 4+

**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

<p>What % of your lessons/units developed integrate the CCSS literacy anchor standards across content areas which follow a school or grade level/dept. plan or approach? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1"> <thead> <tr> <th>Percentage Range</th> <th>Number of Teachers</th> <th>Percentage of Total</th> </tr> </thead> <tbody> <tr> <td>0-20%</td> <td>17</td> <td>22.4%</td> </tr> <tr> <td>21-40%</td> <td>12</td> <td>15.8%</td> </tr> <tr> <td>41-60%</td> <td>11</td> <td>14.5%</td> </tr> <tr> <td>61%-80%</td> <td>9</td> <td>11.8%</td> </tr> <tr> <td>81%-100%</td> <td>16</td> <td>21.1%</td> </tr> <tr> <td>N/A</td> <td>11</td> <td>14.5%</td> </tr> </tbody> </table>	Percentage Range	Number of Teachers	Percentage of Total	0-20%	17	22.4%	21-40%	12	15.8%	41-60%	11	14.5%	61%-80%	9	11.8%	81%-100%	16	21.1%	N/A	11	14.5%	<p>Literacy Design Teams are developing Six Common Units for Literacy in each grade, K-12 for a total of 78 units. Currently, approximately 50% of the units are complete. To be finalized prior to August 2016.</p>																																	
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<p>Actual Results from Annual Report Basis from Identified Needs: The #/% of English Learners performing in English/ELA and ELD are according to grades “3” or better or scores on the elementary report card of a “C” or better at the end of the semester/4th quarter/3rd trimester. These grades will be finalized in June and posted to the official transcripts. Re-designated English Learners: From 2013 to 2014 there were 56 ELs who were re-classified because they met the criteria to be Re-designated English Proficient (RFEP).</p>	<table border="1"> <thead> <tr> <th colspan="5">North Monterey County Middle School Ds and Fs by Course 2nd Quarter 2015-2016</th> </tr> <tr> <th rowspan="2">Course</th> <th colspan="2">All Students</th> <th colspan="2">EL Students</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Intensive LA/ELD I</td> <td>4</td> <td>14.81%</td> <td>3</td> <td>12.00%</td> </tr> <tr> <td>Intensive LA/ELD II</td> <td>6</td> <td>12.77%</td> <td>4</td> <td>10.53%</td> </tr> <tr> <td>Intensive LA/ELD III</td> <td>8</td> <td>8.33%</td> <td>6</td> <td>7.89%</td> </tr> <tr> <td>Intervention Language Arts</td> <td>1</td> <td>9.09%</td> <td>1</td> <td>14.29%</td> </tr> <tr> <td>Language Arts 7</td> <td>25</td> <td>13.97%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Language Arts 8</td> <td>11</td> <td>5.79%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Transitional LA/ELD 7</td> <td>11</td> <td>24.44%</td> <td>4</td> <td>23.53%</td> </tr> <tr> <td>Transitional LA/ELD 8</td> <td>5</td> <td>11.11%</td> <td>5</td> <td>16.13%</td> </tr> </tbody> </table>	North Monterey County Middle School Ds and Fs by Course 2nd Quarter 2015-2016					Course	All Students		EL Students		#	%	#	%	Intensive LA/ELD I	4	14.81%	3	12.00%	Intensive LA/ELD II	6	12.77%	4	10.53%	Intensive LA/ELD III	8	8.33%	6	7.89%	Intervention Language Arts	1	9.09%	1	14.29%	Language Arts 7	25	13.97%	0	0.00%	Language Arts 8	11	5.79%	0	0.00%	Transitional LA/ELD 7	11	24.44%	4	23.53%	Transitional LA/ELD 8	5	11.11%	5	16.13%
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	North Monterey County High School Ds and Fs by Course 1st Semester 2015-2016				
	Course	All Students		EL Students	
		#	%	#	%
	AP English Language and Comp	3	4.92%	N/A	N/A
	AP English Lit and Comp	2	7.69%	0	0.00%
	English I	39	20.31%	6	33.33%
	English I-H	0	0.00%	N/A	N/A
	English II	53	35.57%	14	45.16%
	English II-H	1	1.14%	0	0.00%
	English III	40	23.67%	5	22.73%
	English IV	22	10.33%	4	19.05%
	Intensive ELD II	3	18.75%	3	18.75%
	Intensive ELD III	5	20.83%	5	20.83%
	Transitional Eng 10-12	22	27.50%	20	28.57%
Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/service will continue.					

2.c. All students in grades K-11th grade will perform on CCSS aligned ELA assessments

Expected Results for Measurable Outcomes: Results of students scoring on ELA assessments. Results for Year 1 (2014/15) will establish the baseline. Results for Year 2 (15/16) will demonstrate an increase in achievement from Year 1 (2014/15) and results for Year 3 (2016/17) will demonstrate an increase in achievement from Year 2 (2015/16).	Expected Results for Measurable Outcomes: Training on effective grading practices and standards-based grading will be provided. Performance tasks are embedded in the Literacy Design Team Units. (Refer to Goal 2b)
Actual Results from Annual Report: Basis for Identified Need: Performance Tasks and/or unit assessments for English/literacy anchor standards will demonstrate mastery of standards. These assessments are being developed and piloted. A baseline data point will be gathered during the Fall 2015.	Actual Results from Annual Report: Basis for Identified Need:
Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.	Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.

2.d. All English learners in K-12th grade will perform on CCSS aligned ELD assessments to demonstrate English proficiency.

Expected Results for Measurable Outcomes: Results of EL students	Expected Results for Measurable Outcomes:
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**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

scoring on ELD assessments: Results for Year 1 (2014/15) will establish the baseline. Year 2 (15/16) will demonstrate an increase from the baseline in Year 1 (2014/15) in terms of making annual progress of progressing by at least one level as well as qualifying for re-designation after 5 or more years in US schools. Year 3 (16/17) will demonstrate an increase from Year 2 (2015/16) in terms of making annual progress of progressing by at least one level as well as qualifying for re-designation after 5 or more years in US schools.

Annual Results from Annual Report: Basis for Identified Need:

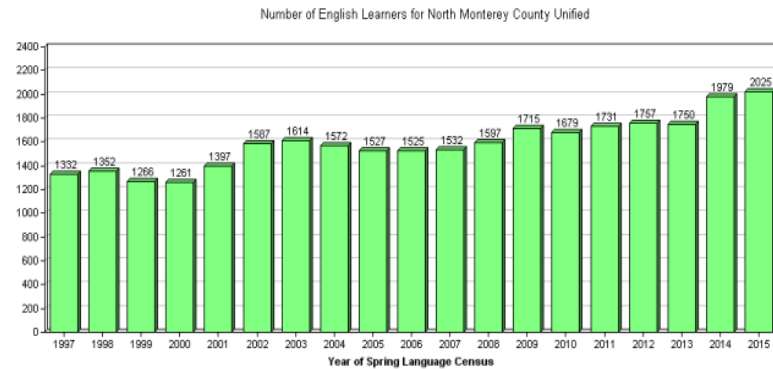
English Learners: District-wide results on California English Language Development Test (CELDT) from 2012-2013 results.

1) 51.4% of students made annual progress-gained one level.

2) 43.5% of students reached English Proficiency level to qualify for re-designation (these are students who have been in US school system for 5 or more years). 2013-2014 CELDT scores indicated 37% scoring at Advance or Early Advanced levels.

Annual Results from Annual Report: Basis for Identified Need:

Number of English Learners, NMCUSD, 1997-2015



Students Meeting CELDT Criterion

	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# Students	13	60	34	57	73	106	88	65	43	27	27	29	32	654
% Students	5	27	14	22	32	51	52	58	49	37	41	57	62	32
Number Tested	279	222	245	255	227	208	169	113	88	73	66	51	52	2,048

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Number and Percent of Students at Each Overall Performance Level

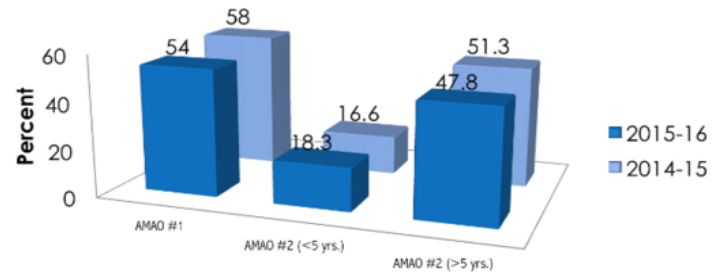
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	2 (1.0%)	11 (5.0%)	6 (2.0%)	17 (7.0%)	19 (8.0%)	33 (16.0%)	33 (20.0%)	16 (14.0%)	6 (7.0%)	7 (10.0%)	5 (8.0%)	6 (12.0%)	11 (21.0%)	172 (8.0%)
Early Advanced	11 (4.0%)	49 (22.0%)	37 (15.0%)	45 (18.0%)	55 (24.0%)	74 (36.0%)	62 (37.0%)	53 (47.0%)	38 (43.0%)	22 (30.0%)	25 (38.0%)	24 (47.0%)	21 (40.0%)	516 (25.0%)
Intermediate	35 (13.0%)	60 (27.0%)	103 (42.0%)	92 (36.0%)	101 (44.0%)	72 (35.0%)	50 (30.0%)	33 (29.0%)	29 (33.0%)	32 (44.0%)	23 (35.0%)	17 (33.0%)	15 (29.0%)	662 (32.0%)
Early Intermediate	48 (17.0%)	34 (15.0%)	56 (23.0%)	55 (22.0%)	29 (13.0%)	21 (10.0%)	10 (6.0%)	9 (8.0%)	11 (13.0%)	6 (8.0%)	10 (15.0%)	4 (8.0%)	2 (4.0%)	295 (14.0%)
Beginning	183 (66.0%)	68 (31.0%)	43 (18.0%)	46 (18.0%)	23 (10.0%)	8 (4.0%)	14 (8.0%)	2 (2.0%)	4 (5.0%)	6 (8.0%)	3 (5.0%)		3 (6.0%)	403 (20.0%)
Number Tested	279 (100.0%)	222 (100.0%)	245 (100.0%)	255 (100.0%)	227 (100.0%)	208 (100.0%)	169 (100.0%)	113 (100.0%)	88 (100.0%)	73 (100.0%)	66 (100.0%)	51 (100.0%)	52 (100.0%)	2,048 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	313.9	392.4	456.6	478.8	509.8	545.1	563.2	596.4	589.3	574.9	590.7	620.2	621.7
Speaking	301.9	390.5	459.5	477.0	499.2	521.9	533.1	550.8	535.5	546.6	566.3	566.9	564.3
Reading	260.5	354.1	430.3	445.9	496.4	533.8	547.2	547.3	559.3	560.2	581.2	606.6	606.3
Writing	282.5	372.1	443.4	471.8	507.3	537.6	543.7	562.6	560.7	562.5	567.1	599.1	587.7

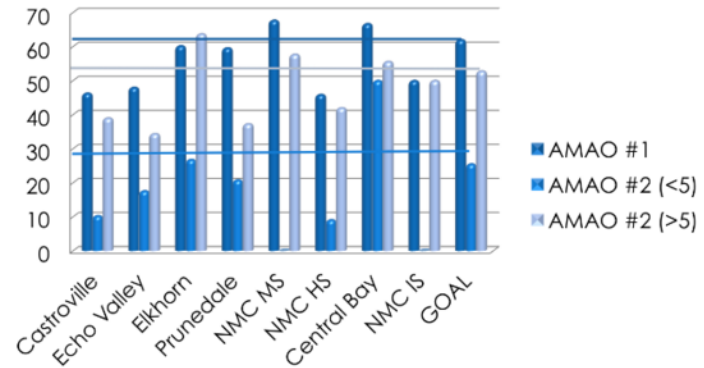
Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

California English Language Development Test (CELDT) Data



Annual Measurable Achievement Objective (AMAO)
AMAO #1-1 proficiency level growth per year
AMAO #2-Fluency Proficiency (CELDT Level 4 and 5)

AMAO Data by School



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p>The chart displays the distribution of CELDT proficiency levels across eight schools. The y-axis represents percentages from 0% to 90%. The legend indicates five levels: Adv. (dark green), EA (light green), Int. (yellow), EI (orange), and Beg. (red). The bars are stacked from bottom to top in the order: Beg., EI, Int., EA, Adv.</p> <table border="1"> <caption>Estimated CELDT Proficiency Levels (%)</caption> <thead> <tr> <th>School</th> <th>Beg.</th> <th>EI</th> <th>Int.</th> <th>EA</th> <th>Adv.</th> </tr> </thead> <tbody> <tr> <td>Castroville</td> <td>30</td> <td>15</td> <td>20</td> <td>15</td> <td>20</td> </tr> <tr> <td>Echo Valley</td> <td>30</td> <td>15</td> <td>20</td> <td>15</td> <td>20</td> </tr> <tr> <td>Elkhorn</td> <td>20</td> <td>15</td> <td>25</td> <td>20</td> <td>20</td> </tr> <tr> <td>Prunedale</td> <td>25</td> <td>15</td> <td>25</td> <td>20</td> <td>15</td> </tr> <tr> <td>NMC MS</td> <td>10</td> <td>5</td> <td>25</td> <td>30</td> <td>25</td> </tr> <tr> <td>NMC HS</td> <td>10</td> <td>5</td> <td>30</td> <td>30</td> <td>20</td> </tr> <tr> <td>Central Bay</td> <td>0</td> <td>10</td> <td>25</td> <td>40</td> <td>25</td> </tr> <tr> <td>NMC IS</td> <td>0</td> <td>15</td> <td>25</td> <td>30</td> <td>30</td> </tr> </tbody> </table>	School	Beg.	EI	Int.	EA	Adv.	Castroville	30	15	20	15	20	Echo Valley	30	15	20	15	20	Elkhorn	20	15	25	20	20	Prunedale	25	15	25	20	15	NMC MS	10	5	25	30	25	NMC HS	10	5	30	30	20	Central Bay	0	10	25	40	25	NMC IS	0	15	25	30	30
School	Beg.	EI	Int.	EA	Adv.																																																		
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<p>Identified Focus Areas Based Upon Actual Results: We will be focusing on developing ELD assessments that are based on the 2012 ELD standards in the coming year.</p>	<p>Identified Focus Areas Based Upon Actual Results: We continue to focus on developing ELD assessments that are based on the 2012 ELD standards in the coming year.</p>																																																						

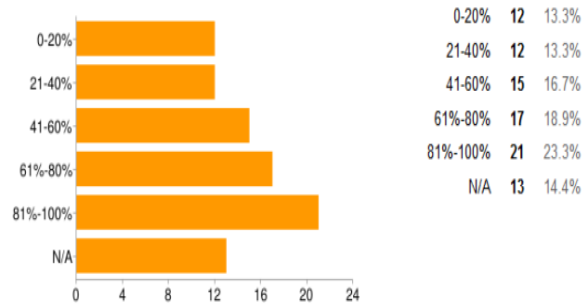
2.e. All ELA/ELD teachers will follow a map/sequence for implementing CCSS aligned ELA/ELD lessons

<p>Expected Results for Measurable Outcomes: % of ELA/ELD lessons developed based upon map/sequence guide. Results for Year 1 (2014/15) establishes baseline. For Year 2 (15/16) there will be an increase in % of ELA/ELD lessons based on a map/sequence guide from Year 1 (2014/15). For Year 3 (2016/17) there will be an increase in % of ELA/ELD lessons based on a map/sequence guide compared to Year 2 (2015/16).</p>	<p>Expected Results for Measurable Outcomes: Refer to Goal 2b, Literacy Design Teams.</p>
<p>Actual Results from Annual Report: Basis for Identified Need:</p>	<p>Actual Results from Annual Report: Basis for Identified Need: Results will be available in Fall 2016.</p>

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

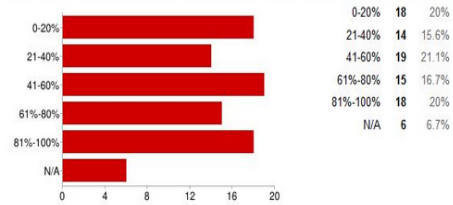
Elementary Teacher Survey Spring 2015

What % of your ELA lessons/units are based on CCSS and were developed following a map/sequencing document (standards schedule/priority standards document)? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]

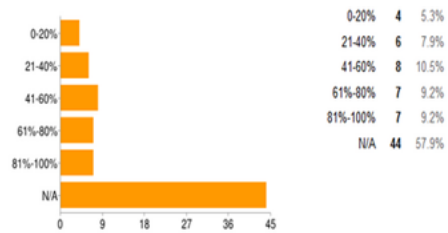


Secondary Teacher Survey

What % of your lessons/units developed integrate the CCSS literacy anchor standards across content areas which follow a school or grade level/dept. plan or approach? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]



What % of your ELA lessons/units are based on CCSS and were developed following a map/sequencing document? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>What % of your lessons/units developed integrate the CCSS literacy anchor standards across content areas which follow a school or grade level/dept. plan or approach? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1"> <tr><td>0-20%</td><td>17</td><td>22.4%</td></tr> <tr><td>21-40%</td><td>12</td><td>15.8%</td></tr> <tr><td>41-60%</td><td>11</td><td>14.5%</td></tr> <tr><td>61-80%</td><td>9</td><td>11.8%</td></tr> <tr><td>81-100%</td><td>16</td><td>21.1%</td></tr> <tr><td>N/A</td><td>11</td><td>14.5%</td></tr> </table>	0-20%	17	22.4%	21-40%	12	15.8%	41-60%	11	14.5%	61-80%	9	11.8%	81-100%	16	21.1%	N/A	11	14.5%	
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<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time.</p>	<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time.</p>																		

2.f. All students in grades K-12th will perform on a CCSS writing performance task assessment.

<p><u>Expected Results for Measurable Outcomes:</u> Results of students scoring on writing task. Results for Year 1 (2014/15) will establish the baseline. For Year 2 (15/16) writing results will demonstrate an increase in scores demonstrating proficiency from 2014/15. For Year 3 (16/17) writing results will demonstrate an increase in scores demonstrating proficiency from 2015/16.</p>	<p>Writing Performance Tasks are embedded in the Literacy Design Team Unit (Refer to Goal 2a)</p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> Writing assessments at each grade level are in development and being piloted. These writing assessments will be administered in the fall of 2015 to gather a baseline data point.</p>	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> Writing assessments at each grade level continue to be in development.</p>
<p><u>Identified Focus Areas Based Upon Actual Reader:</u> <i>We will be focusing on developing writing assessments by grade levels and developing a common rubric during the summer in order to implement a baseline in the Fall 2015.</i></p>	

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

3. All students will be prepared with 21st Century Learning Skills by engaging in Project Based Learning that incorporates the 4Cs (communicate, collaborate, be creative, and think critically) and integrates the use of technology.

Expected Results for Measurable Outcomes: % of lessons using PBL approach, including Daily 5 model. In Year 1 (2014/15), the percentage will establish the baseline. In Year 2 (2015/16), there will be an increase over Year 1 (2014/15) and in Year 3 (2016/17), there will be an increase over Year 2 (2015/16).

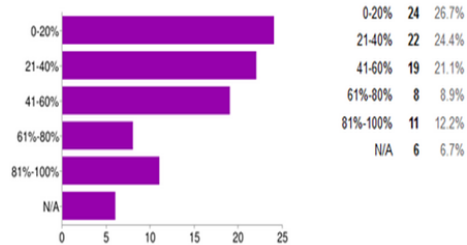
Expected Results for Measurable Outcomes:

Actual Results from Annual Report: Basis for Identified Need:
Teacher Survey reports the #/% of lessons/ units that incorporated Project Based Learning Strategies and the #/% of lessons/units that focuses on the 4Cs (communication, creativity, critical thinking and collaboration) skills.

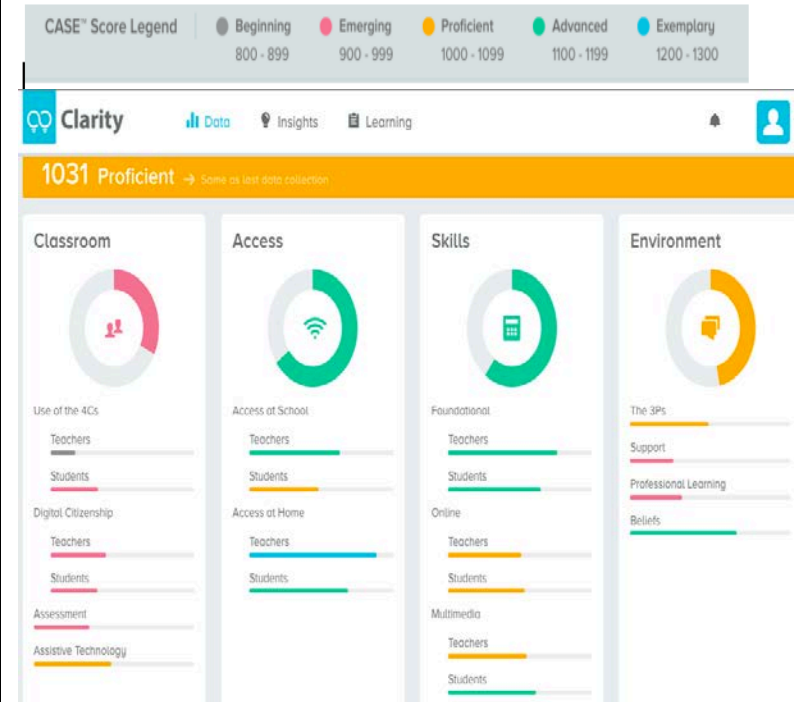
Actual Results from Annual Report: Basis for Identified Need:
Fall Bright Bytes Technology Survey Results

Elementary Teacher Survey Spring 2015

What % of your lessons/ units require students to complete a CCSS-like performance task? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]



Please indicate the approximate number of lessons you have developed and taught this school year using an inquiry-based or project-based learning approach.



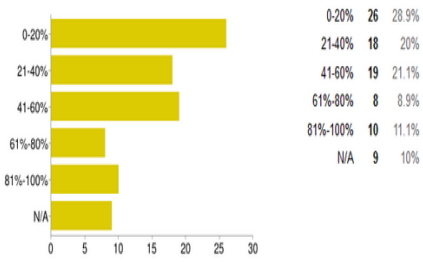
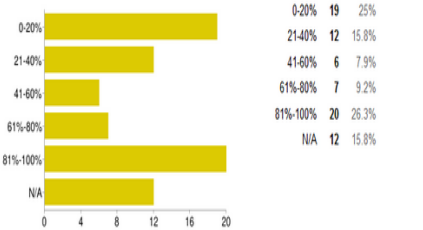
Spring 2016 Bright Bytes Technology Survey Results will be available in late May 2016.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p><u>Elementary Teacher Survey Spring 2015</u></p> <p>Secondary Teacher Teacher Survey 2014-2015</p> <p>What % of your lessons/ units require students to complete a CCSS-like performance task? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1"> <tr><td>0-20%</td><td>21</td><td>27.6%</td></tr> <tr><td>21-40%</td><td>17</td><td>22.4%</td></tr> <tr><td>41-60%</td><td>9</td><td>11.8%</td></tr> <tr><td>61-80%</td><td>5</td><td>6.6%</td></tr> <tr><td>81-100%</td><td>15</td><td>19.7%</td></tr> <tr><td>N/A</td><td>9</td><td>11.8%</td></tr> </table> <p>Please indicate the approximate number of lessons you have developed and taught this school year using an inquiry-based or project-based learning approach.</p> <table border="1"> <tr><td>0-10</td><td>29</td><td>38.2%</td></tr> <tr><td>11-20</td><td>21</td><td>27.6%</td></tr> <tr><td>More than 20</td><td>18</td><td>23.7%</td></tr> <tr><td>N/A (My content)</td><td>8</td><td>10.5%</td></tr> <tr><td>N/A (My content does not lend itself to this approach to instruction.)</td><td>8</td><td>10.5%</td></tr> </table>	0-20%	21	27.6%	21-40%	17	22.4%	41-60%	9	11.8%	61-80%	5	6.6%	81-100%	15	19.7%	N/A	9	11.8%	0-10	29	38.2%	11-20	21	27.6%	More than 20	18	23.7%	N/A (My content)	8	10.5%	N/A (My content does not lend itself to this approach to instruction.)	8	10.5%	
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<p><u>Identified Focus Areas Based Upon Actual Results:</u> Provide training in educational technology and further develop the Educational Technology Committee to support the professional development for teachers to learn to leverage and use technology to build the digital literacy of students. Goal 3 needs to be revised to “All students will be prepared with 21st Century Learning Skills by engaging in Project based Learning and other lesson structures that incorporate the 4Cs (communication, collaboration, creativity, and critical thinking) and integrate the use of technology.”</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> Currently developing an Educational Technology Plan with the following outcomes expected by June 2016:</p> <ul style="list-style-type: none"> • Expected student outcomes in technology by grade level • Digital Citizenship expectations with resources • Define how we use technology to support and enhance student learning • Develop a plan of training and support to develop technological capacity of both certificated and classified employees. • Develop an Implementation Blueprint • Develop metrics to measure progress and provide feedback. 																																	

3.a. Collaborative and integrated teaching approach for planning and delivering lessons using common formative assessments.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>What % of your CCSS lessons/units did you develop collaboratively with your grade level/dept. or PLC? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p>  <table border="1"> <tr><td>0-20%</td><td>26</td><td>28.9%</td></tr> <tr><td>21-40%</td><td>18</td><td>20%</td></tr> <tr><td>41-60%</td><td>19</td><td>21.1%</td></tr> <tr><td>61-80%</td><td>8</td><td>8.9%</td></tr> <tr><td>81-100%</td><td>10</td><td>11.1%</td></tr> <tr><td>N/A</td><td>9</td><td>10%</td></tr> </table> <p><u>Secondary Teacher Survey Results Spring 2015</u></p> <p>What % of your CCSS lessons/units did you develop collaboratively with your grade level/dept. or PLC? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p>  <table border="1"> <tr><td>0-20%</td><td>19</td><td>25%</td></tr> <tr><td>21-40%</td><td>12</td><td>15.8%</td></tr> <tr><td>41-60%</td><td>6</td><td>7.9%</td></tr> <tr><td>61-80%</td><td>7</td><td>9.2%</td></tr> <tr><td>81-100%</td><td>20</td><td>26.3%</td></tr> <tr><td>N/A</td><td>12</td><td>15.8%</td></tr> </table>	0-20%	26	28.9%	21-40%	18	20%	41-60%	19	21.1%	61-80%	8	8.9%	81-100%	10	11.1%	N/A	9	10%	0-20%	19	25%	21-40%	12	15.8%	41-60%	6	7.9%	61-80%	7	9.2%	81-100%	20	26.3%	N/A	12	15.8%	
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<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services continue.</p>																																				

3.b. Students will demonstrate 21st century skills within the 4Cs

<p><u>Expected Results for Measurable Outcomes:</u> % of students scoring on 4Cs rubric. For Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16), there will be an increase over Year 1 (2014/15) and for Year 3 (2016/17), there will be an increase over Year 2 (2015/16).</p>	<p><u>Expected Results for Measurable Outcomes:</u></p>
<p><u>Annual Results from Annual Report: Basis for Identified Need:</u></p> <p>Students scoring on the 4Cs rubric: The rubric is in development and will be piloted in the fall of 2015 with baseline data gathered in the spring of 2015.</p>	<p><u>Annual Results from Annual Report: Basis for Identified Need:</u> Refer to Goal 3, Bright Bytes data. Additional survey results will be available Fall 2016.</p> <p>Fall Bright Bytes Data</p> <ul style="list-style-type: none"> • 17% of students find basic computing foundational skills easy to perform • 30% readily use online skills to contribute to and collaborate on the

Appendix A – Expected and Actual Results for Goals 1-6 2015 and 2016

<p><i>Elementary Teacher Survey Spring 2015</i></p> <p>What % of your lessons/units purposefully integrate the 4Cs (communication, creativity, critical thinking, collaboration)? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1" style="display: none;"> <tr><td>0-20%</td><td>11</td><td>12.2%</td></tr> <tr><td>21-40%</td><td>25</td><td>27.8%</td></tr> <tr><td>41-60%</td><td>18</td><td>20%</td></tr> <tr><td>61-80%</td><td>15</td><td>16.7%</td></tr> <tr><td>81%-100%</td><td>18</td><td>20%</td></tr> <tr><td>N/A</td><td>3</td><td>3.3%</td></tr> </table> <p>Of the lessons/units that incorporate the 4Cs, what % use a scoring guide or rubric to assess student mastery of the 4Cs? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1" style="display: none;"> <tr><td>0-20%</td><td>33</td><td>36.7%</td></tr> <tr><td>21-40%</td><td>24</td><td>26.7%</td></tr> <tr><td>41-60%</td><td>9</td><td>10%</td></tr> <tr><td>61-80%</td><td>11</td><td>12.2%</td></tr> <tr><td>81%-100%</td><td>9</td><td>10%</td></tr> <tr><td>N/A</td><td>4</td><td>4.4%</td></tr> </table>	0-20%	11	12.2%	21-40%	25	27.8%	41-60%	18	20%	61-80%	15	16.7%	81%-100%	18	20%	N/A	3	3.3%	0-20%	33	36.7%	21-40%	24	26.7%	41-60%	9	10%	61-80%	11	12.2%	81%-100%	9	10%	N/A	4	4.4%	<p>internet</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Schools</th> <th>Date Range</th> <th>Student Use of the 4Cs</th> <th>Teacher Use of the 4Cs</th> <th>Assessment</th> <th>Assistive Technology</th> <th>Student Digital Citizenship</th> <th>Teacher Digital Citizenship</th> </tr> </thead> <tbody> <tr><td>Castroville Elementary</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>Central Bay High (Continuation)</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>Echo Valley Elementary</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>Elkhorn Elementary</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>North Monterey County Center For Independent Study</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>North Monterey County High</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>North Monterey County Middle</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> <tr><td>Prunedale Elementary</td><td>Apr 6, 2015 - Present</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr> </tbody> </table>	Schools	Date Range	Student Use of the 4Cs	Teacher Use of the 4Cs	Assessment	Assistive Technology	Student Digital Citizenship	Teacher Digital Citizenship	Castroville Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●	Central Bay High (Continuation)	Apr 6, 2015 - Present	●	●	●	●	●	●	Echo Valley Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●	Elkhorn Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●	North Monterey County Center For Independent Study	Apr 6, 2015 - Present	●	●	●	●	●	●	North Monterey County High	Apr 6, 2015 - Present	●	●	●	●	●	●	North Monterey County Middle	Apr 6, 2015 - Present	●	●	●	●	●	●	Prunedale Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●
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Schools	Date Range	Student Use of the 4Cs	Teacher Use of the 4Cs	Assessment	Assistive Technology	Student Digital Citizenship	Teacher Digital Citizenship																																																																																																						
Castroville Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●																																																																																																						
Central Bay High (Continuation)	Apr 6, 2015 - Present	●	●	●	●	●	●																																																																																																						
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Prunedale Elementary	Apr 6, 2015 - Present	●	●	●	●	●	●																																																																																																						
<p>Secondary Teacher Survey 2014-2015</p> <p>What % of your lessons/units purposefully integrate the 4Cs (communication, creativity, critical thinking, collaboration)? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1" style="display: none;"> <tr><td>0-20%</td><td>12</td><td>15.8%</td></tr> <tr><td>21-40%</td><td>10</td><td>13.2%</td></tr> <tr><td>41-60%</td><td>15</td><td>19.7%</td></tr> <tr><td>61-80%</td><td>15</td><td>19.7%</td></tr> <tr><td>81%-100%</td><td>16</td><td>21.1%</td></tr> <tr><td>N/A</td><td>8</td><td>10.5%</td></tr> </table> <p>Of the lessons/units that incorporate the 4Cs, what % use a scoring guide or rubric to assess student mastery of the 4Cs? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1" style="display: none;"> <tr><td>0-20%</td><td>26</td><td>34.2%</td></tr> <tr><td>21-40%</td><td>17</td><td>22.4%</td></tr> <tr><td>41-60%</td><td>11</td><td>14.5%</td></tr> <tr><td>61-80%</td><td>4</td><td>5.3%</td></tr> <tr><td>81%-100%</td><td>10</td><td>13.2%</td></tr> <tr><td>N/A</td><td>8</td><td>10.5%</td></tr> </table>	0-20%	12	15.8%	21-40%	10	13.2%	41-60%	15	19.7%	61-80%	15	19.7%	81%-100%	16	21.1%	N/A	8	10.5%	0-20%	26	34.2%	21-40%	17	22.4%	41-60%	11	14.5%	61-80%	4	5.3%	81%-100%	10	13.2%	N/A	8	10.5%	<p>Identified Focus Areas Based Upon Actual Results: Training and resources will be provided to teachers to provide opportunities for students to practice the 4Cs.</p>																																																																								
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Appendix A – Expected and Actual Results for Goals 1-6
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3.c. Teachers will develop lessons the integrate the use of technology within the lesson

<p>Expected Results for Measurable Outcomes: % of lessons integrating technology, For Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16), there will be an increase of over Year 1 (2014/15), and for Year 3 (2016/17), there will be an increase over Year 2 (2015/16).</p>	<p>Expected Results for Measurable Outcomes: % of lessons integrating technology, For Year 1 (2015/16), the percentage will increase over the baseline. For Year 2 (2016/17), there will be an increase of over Year 1 (2015/16), and for Year 3 (2017/18), there will be an increase over Year 2 (2016/17).</p>																																										
<p>Actual Results from Annual Report: Basis for Identified Need:</p> <p>Teacher Survey reports the #/% of lessons taught that integrated technology for the delivery of the lesson (teacher used technology).</p> <p>Elementary Teacher Survey:</p> <p>What % of your lessons/units integrate the use of technology as a primary means for the teacher to deliver the lesson (in any subject)? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1"> <thead> <tr> <th>Percentage Range</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>0-20%</td> <td>28</td> <td>31.1%</td> </tr> <tr> <td>21-40%</td> <td>20</td> <td>22.2%</td> </tr> <tr> <td>41-60%</td> <td>17</td> <td>18.9%</td> </tr> <tr> <td>61%-80%</td> <td>8</td> <td>8.9%</td> </tr> <tr> <td>81%-100%</td> <td>12</td> <td>13.3%</td> </tr> <tr> <td>N/A</td> <td>5</td> <td>5.6%</td> </tr> </tbody> </table> <p>I develop and teach lessons that promote student use of technology within the lesson/units taught.</p> <table border="1"> <thead> <tr> <th>Frequency</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>fewer than once</td> <td>16</td> <td>17.8%</td> </tr> <tr> <td>monthly</td> <td>11</td> <td>12.2%</td> </tr> <tr> <td>every other week</td> <td>9</td> <td>10%</td> </tr> <tr> <td>weekly</td> <td>24</td> <td>26.7%</td> </tr> <tr> <td>daily</td> <td>11</td> <td>12.2%</td> </tr> <tr> <td>N/A</td> <td>19</td> <td>21.1%</td> </tr> </tbody> </table>	Percentage Range	Count	Percentage	0-20%	28	31.1%	21-40%	20	22.2%	41-60%	17	18.9%	61%-80%	8	8.9%	81%-100%	12	13.3%	N/A	5	5.6%	Frequency	Count	Percentage	fewer than once	16	17.8%	monthly	11	12.2%	every other week	9	10%	weekly	24	26.7%	daily	11	12.2%	N/A	19	21.1%	<p>Actual Results from Annual Report: Basis for Identified Need: Refer to Goal 3.</p> <p>Additional survey results will be available in Fall 2016.</p>
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**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

<p>Secondary Teacher Survey Results 2014-2015</p> <p>What % of your lessons/units integrate the use of technology as a primary means for the teacher to deliver the lesson? [Please answer questions that apply to you in your role as a teacher in developing lessons/units.]</p> <table border="1"> <tr><td>0-20%</td><td>16</td><td>21.1%</td></tr> <tr><td>21-40%</td><td>9</td><td>11.8%</td></tr> <tr><td>41-60%</td><td>11</td><td>14.5%</td></tr> <tr><td>61-80%</td><td>6</td><td>7.9%</td></tr> <tr><td>81%-100%</td><td>28</td><td>36.8%</td></tr> <tr><td>N/A</td><td>6</td><td>7.9%</td></tr> </table> <p>I develop and teach lessons that promote student use of technology within the lesson/units taught.</p> <table border="1"> <tr><td>fewer than once a month</td><td>18</td><td>23.7%</td></tr> <tr><td>monthly</td><td>18</td><td>23.7%</td></tr> <tr><td>every other week</td><td>6</td><td>7.9%</td></tr> <tr><td>weekly</td><td>11</td><td>14.5%</td></tr> <tr><td>daily</td><td>9</td><td>11.8%</td></tr> <tr><td>N/A</td><td>14</td><td>18.4%</td></tr> </table>	0-20%	16	21.1%	21-40%	9	11.8%	41-60%	11	14.5%	61-80%	6	7.9%	81%-100%	28	36.8%	N/A	6	7.9%	fewer than once a month	18	23.7%	monthly	18	23.7%	every other week	6	7.9%	weekly	11	14.5%	daily	9	11.8%	N/A	14	18.4%	
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<p><u>Identified Focus Areas Based Upon Actual Results:</u> Provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> Provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.</p>																																				

3.d. Students will readily have access to technology devices and internet

<p><u>Expected Results for Measurable Outcomes:</u> Ratio of students to devices, For Year 1 (2014/15), the ratio will be establish the baseline. For Year 2 (2015/16), the ratio will increase over Year 1 (2014/15) and for Year 3 (2016/17), the ratio will increase over Year 2 (2015/16).</p>	<p><u>Expected Results for Measurable Outcomes:</u> Ratio of students to devices, For Year 1 (2015/16), the ratio will increase over the baseline. For Year 2 (2016/17), the ratio will increase over Year 1 (2015/16) and for Year 3 (2017/18), the ratio will increase over Year 2 (2016/17).</p>																								
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Device to Student Ratio-Estimated April 2015</th> </tr> <tr> <th></th> <th>Computers</th> <th>Students</th> <th>Students to Devices Ratio</th> </tr> </thead> <tbody> <tr> <td>Castroville</td> <td>395</td> <td>669</td> <td>1.69</td> </tr> <tr> <td>Echo Valley</td> <td>165</td> <td>573</td> <td>3.47</td> </tr> <tr> <td>Elkhorn</td> <td>265</td> <td>662</td> <td>2.5</td> </tr> <tr> <td>Prunedale</td> <td>233</td> <td>659</td> <td>2.83</td> </tr> </tbody> </table>		Device to Student Ratio-Estimated April 2015				Computers	Students	Students to Devices Ratio	Castroville	395	669	1.69	Echo Valley	165	573	3.47	Elkhorn	265	662	2.5	Prunedale	233	659	2.83	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p>Fall Bright Bytes Data</p> <ul style="list-style-type: none"> 87% of teachers reported having access to a computer at school 46% of teachers report a typical student to computer ratio of 2:1 or 1:1 <p>Updated information of device to student ratio will be available of Fall 2016.</p>
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Middle School 193	614	3.18	
Central Bay 106	54	0.51	
High School 403	1105	2.74	
Total 1760	4336	2.46	
Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services continue.			Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services continue.

3.e. Students will use technology on a daily basis

<p><u>Expected Results for Measurable Outcomes:</u> % of students reporting daily use of tech devices. For Year 1 (2014/15), the percentage of students will establish the baseline. For Year 2 (2015/16), the percentage of students will increase over Year 1 (2014/15). For Year 3 (2016/17), the percentage will increase over Year 2 (2015/16).</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students reporting daily use of tech devices. For Year 1 (2015/16), the percentage of students will increase over the baseline. For Year 2 (2016/17), the percentage of students will increase over Year 1 (2015/16). For Year 3 (2017/18), the percentage will increase over Year 2 (2016/17).</p>																																				
<p><u>Actual Results for Annual Report: Basis for Identified Need:</u></p> <p>Teacher Survey report #/% of daily lessons where students used technology.</p> <p>I develop and teach lessons that promote student use of technology within the lesson/units taught.</p> <table border="1"> <tr><td>daily</td><td>11</td><td>12.2%</td></tr> <tr><td>weekly</td><td>24</td><td>26.7%</td></tr> <tr><td>every other week</td><td>9</td><td>10%</td></tr> <tr><td>monthly</td><td>11</td><td>12.2%</td></tr> <tr><td>fewer than once a month</td><td>16</td><td>17.8%</td></tr> <tr><td>N/A</td><td>19</td><td>21.1%</td></tr> </table> <p>Secondary Teacher Survey Spring 2015</p> <p>I develop and teach lessons that promote student use of technology within the lesson/units taught.</p> <table border="1"> <tr><td>daily</td><td>9</td><td>11.8%</td></tr> <tr><td>weekly</td><td>11</td><td>14.5%</td></tr> <tr><td>every other week</td><td>6</td><td>7.9%</td></tr> <tr><td>monthly</td><td>18</td><td>23.7%</td></tr> <tr><td>fewer than once a month</td><td>18</td><td>23.7%</td></tr> <tr><td>N/A</td><td>14</td><td>18.4%</td></tr> </table>	daily	11	12.2%	weekly	24	26.7%	every other week	9	10%	monthly	11	12.2%	fewer than once a month	16	17.8%	N/A	19	21.1%	daily	9	11.8%	weekly	11	14.5%	every other week	6	7.9%	monthly	18	23.7%	fewer than once a month	18	23.7%	N/A	14	18.4%	<p><u>Actual Results for Annual Report: Basis for Identified Need:</u> Refer to Goal 3. See Bright Bytes Data in Goal 3.</p> <p>Updated survey results will be available Fall 2016.</p>
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<p><u>Identified Focus Areas Based Upon Actual Results:</u> Provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> Continue to provide opportunities for teachers to collaborate and learn to design lessons that can be enhanced through technology integration. In addition, provide early adopters with the opportunity to share ideas and provide workshops to teachers interested in learning about educational technology.</p>																																				

3.f. Develop student competencies in the use and application of technology

<u>Expected Results for Measurable Outcome:</u> % of students who complete a	<u>Expected Results for Measurable Outcome:</u> % of students who complete a
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

technology course or pass a minimum tech proficiency test. In Year 1, the pilot of 21st Century Skills will establish the baseline. In Year 2 (2015/16), there will be an increase over Year 1(2014/15) due to the incoming 9th grade students in addition to the 10th grade cohort. In Year 3 (2016/17), there will be an increase due to all of the 9th, 10th, and 11th grade students having taken the course.	technology course or pass a minimum tech proficiency test. In Year 1 (2015/16), there will be an increase over the baseline from 2014/15. In Year 2 (2016/17), there will be an increase over Year 1 (2015/16). In Year 3 (2017/18), there will be an increase due to all of the 9 th -12 th grade students having taken the course.
Actual Results from Annual Report: Basis for Identified Need: % of students who complete a technology course or demonstrate mastery of technology standards. Pilot in the 21 st Century Class for 2014-15 resulted in all 9 th grade students taking the course.	Actual Results from Annual Report: Basis for Identified Need: In NMC middle school, 4 elective courses were added: Computer Science, Computer Application, Genius Hour, 21 st Century Skills Through Media. In NMC High School: 6 sections of 21 st Century Skills were added and required to be taken by all incoming freshmen for graduation.
Identified Focus Areas Based Upon Actual Results: Refine the 21 st Century Skills course to include a scope and sequence of expected technology proficiency skills applied various contexts. Identify a technology proficiency assessment to use.	Identified Focus Areas Based Upon Actual Results: Refine the 21 st Century Skills course to include a scope and sequence of expected technology proficiency skills applied various contexts. Identify a technology proficiency assessment to use.

3.g. Provide access to Fine Arts Standards to promote creativity (music, art, etc).

Expected Results for Measurable Outcome: % of student who demonstrates results via performance tasks. For Year 1, the percentage will be at baseline. For Year 2 (2015/16) and for Year 3 (2016/17), the percentage of students having access to Visual and Performing Arts will increase.	Expected Results for Measurable Outcome: % of student who demonstrates results via performance tasks. For Year 1 (2015/16), the percentage will increase over the previous year (2014/15). For Year 2 (2016/17) and for Year 3 (2017/18), the percentage of students having access to Visual and Performing Arts will increase.																												
Actual Results from Annual Report: Basis for Identified Need: % of students who received or participated in Visual and Performing Arts instruction (music, art, drama, dance, other). Data collected by course enrollment in 7-12 th grade. Elementary to be collected in fall of 2015.	Actual Results from Annual Report: Basis for Identified Need: 6 sections of VAPA courses were added to the Middle School which include: Art, Drama, Speech and Debate, Intermediate Band and Symphonic Band. 13 sections of VAPA courses are offered at the High School which include: Dance I, II and Advanced, Orchestra, Jazz Band, Ceramics I and II, Photo I and II, Drawing and Painting I, II and Advanced.																												
<p>Visual and Performing Arts</p> <table border="1"> <thead> <tr> <th>School</th> <th colspan="3">Middle School</th> <th colspan="3">High School</th> </tr> </thead> <tbody> <tr> <td>Grade Level</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td># of Students</td> <td>38</td> <td>43</td> <td>76</td> <td>67</td> <td>137</td> <td>138</td> </tr> <tr> <td># of sections</td> <td colspan="3">3</td> <td colspan="3">16</td> </tr> </tbody> </table>	School	Middle School			High School			Grade Level	7	8	9	10	11	12	# of Students	38	43	76	67	137	138	# of sections	3			16			
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Identified Focus Areas Based Upon Actual Results: Provide a full time music	Identified Focus Areas Based Upon Actual Results: Provide increased access																												

**Appendix A – Expected and Actual Results for Goals 1-6
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teacher to work with all the elementary schools. Pursue opportunities to infuse art, drama, dance, and digital media into learning experiences to promote creative expression.	to VAPA by increasing time for an additional music teacher to work with all the elementary schools. Pursue opportunities to infuse art, drama, dance, and digital media into learning experiences to promote creative expression.
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3.h. Students use self reflection process and rubric to evaluate their own learning progress on established formative assessments performance tasks/learning criteria.

<u>Expected Results for Measurable Outcome:</u> % of students who self-assess own learning. For Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), there will be an increase in percentage of students who have the opportunity to self-assess and reflect on their learning.	<u>Expected Results for Measurable Outcome:</u> The development of common rubrics for self reflection will be developed after the Literacy Design Team Units are finalized.
<u>Actual Results from Annual Report:</u> Basis for identified Need: #/% of students self-assessing/reflecting upon their own learning as reported by the teacher and as reported by the student. This data will be gathered for baseline in fall 2015.	<u>Actual Results from Annual Report:</u> Basis for identified Need: Results will be available in Fall 2016.
<u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/ services continue.	<u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/ services continue.

4. All students will be fully engaged in an effective instructional program with a highly skilled teaching force. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.

<u>Expected Results for Measurable Outcomes:</u> % of students who have meaningful connections for Year 1(2014/15) will establish the baseline (CHKS). For Year 2 (2015/16) and Year 3 (2016/17), an increase will be shown based on the California Healthy Kids Survey results. In addition, results will be compared with Monterey County averages.	<u>Expected Results for Measurable Outcomes:</u> California Healthy Kids Survey Results will be available by April 2016.																																																																																																							
	<table border="1"> <thead> <tr> <th rowspan="2">School</th> <th colspan="2">Seniors</th> <th colspan="2">Diploma</th> <th colspan="2">Certificate of Completion</th> <th colspan="2">Drop-Outs</th> <th colspan="2">A-G</th> <th colspan="2">GPA 2.5 or better</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Central Bay</td> <td>20</td> <td>7</td> <td>35.00%</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>40.00%</td> <td>0</td> <td>0.00%</td> <td>2</td> <td>10.00%</td> <td></td> </tr> <tr> <td>Independent Study</td> <td>76</td> <td>37</td> <td>48.68%</td> <td>0</td> <td>0.00%</td> <td>1</td> <td>1.32%</td> <td>3</td> <td>3.95%</td> <td>29</td> <td>38.16%</td> <td></td> </tr> <tr> <td>NMCHS: Class of 2015</td> <td>254</td> <td>235</td> <td>92.52%</td> <td>4</td> <td>1.57%</td> <td>6</td> <td>2.36%</td> <td>77</td> <td>30.31%</td> <td>148</td> <td>58.66%</td> <td></td> </tr> <tr> <td>NMCHS: Class of 2014</td> <td>249</td> <td>220</td> <td>88.35%</td> <td>8</td> <td>3.20%</td> <td>21</td> <td>8.40%</td> <td>80</td> <td>32.14%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>District: Class of 2015</td> <td>350</td> <td>279</td> <td>79.71%</td> <td>4</td> <td>1.14%</td> <td>16</td> <td>4.57%</td> <td>80</td> <td>22.86%</td> <td>180</td> <td>51.43%</td> <td></td> </tr> <tr> <td>District: Class of 2014</td> <td>313</td> <td>268</td> <td>85.60%</td> <td>8</td> <td>2.55%</td> <td>37</td> <td>11.80%</td> <td>90</td> <td>28.75%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	School	Seniors		Diploma		Certificate of Completion		Drop-Outs		A-G		GPA 2.5 or better		#	%	#	%	#	%	#	%	#	%	#	%	Central Bay	20	7	35.00%	0	0.00%	0	40.00%	0	0.00%	2	10.00%		Independent Study	76	37	48.68%	0	0.00%	1	1.32%	3	3.95%	29	38.16%		NMCHS: Class of 2015	254	235	92.52%	4	1.57%	6	2.36%	77	30.31%	148	58.66%		NMCHS: Class of 2014	249	220	88.35%	8	3.20%	21	8.40%	80	32.14%				District: Class of 2015	350	279	79.71%	4	1.14%	16	4.57%	80	22.86%	180	51.43%		District: Class of 2014	313	268	85.60%	8	2.55%	37	11.80%	90	28.75%			
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<u>Actual Results from Annual Report:</u> Basis for Identified Need: <u>College Readiness-ACT College Entrance Test Results from 2012-2013:</u> <ul style="list-style-type: none"> 25 students took the test (that's 8% of the 12th graders). 11 (44% of who tested) scored a 21 or above (average score is 21). Monterey County average 371 (48%), State average 51,821 students (57%) 	<u>Actual Results from Annual Report:</u> Basis for Identified Need: <u>College Readiness- ACT College Entrance Test Results from 2013-2014:</u> <ul style="list-style-type: none"> 14 students took the test (5.8% of 12th graders). 3 (21.4% of those tested) scored a 21 or above. Monterey County 388 (46.92%) scored a 21 or above. State average 55,211 (56.56%) scored a 21 or above. 																																																																																																							

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

College Readiness SAT College Entrance Test Results from 2012-2013:

- 121 students took the test (33% of 12th grade students).
- 31 (25% of who tested) scored above a 1500.
- Monterey County average 521 (32%),
- State average 93,126 (46%).

ACT Report

District Level Scores

Select a Report, a Year, and a District

Report: ACT Report

Year: 2013-14

District: 2773825--North Monterey County Unified

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
North Monterey County Center for Indepen	106	0	NA	NA	NA	NA	NA	
North Monterey County High	1,122	14	18	18	20	19	3	21.
North Monterey County Unified	1,302	14	18	18	20	19	3	21.
Monterey County	20,522	827	21	20	21	20	388	46.
Statewide	1,952,314	97,607	22	21	23	21	55,211	56.

College Readiness- SAT College Entrance Test Results from 2013-2014:

- 140 students took the test.
- 29 (20.71% of those tested) scored above 1500.
- Monterey County 788 (33.72%) scored above 1500.
- State average 137,030 (46.15%) scored above 1500.

SAT Report

District Level Scores

Select a Report, a Year, and a District

Report: SAT Scores

Year: 2013-14

District: 2773825--North Monterey County Unified

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Enrollment 9-12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
North Monterey County Center for Indepen	106	1	*	*	*	*	*
North Monterey County High	1,122	139	441	416	437	28	20.14
North Monterey County Unified	1,302	140	442	417	438	29	20.71
Monterey County	20,522	2,337	467	467	462	788	33.72
Statewide	1,952,314	296,908	492	506	489	137,030	46.15

Advanced Placement (AP) Exam Results for 2013-2014:

- 165 AP exams were taken.
- 33 scored 4 or 5.
- 60 scored a 3.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Advance Placement (AP) Exam Results for 2012-2013:

- 680 students were enrolled in AP classes (more than one class in most cases so count is indicating some students twice).
- 140 students took one or more AP tests.
- 51 scored a 4 or 5 (needed to earn college credit).
- 49 scored a 3

California Healthy Kids Survey: % of students who report that they have meaningful connections at school (California Healthy Kids Survey Results from 2013-2014 in 5th, 7th, 9th and 11th grade and other surveys by level that were piloted in 14-15)

California Healthy Kids Survey-Elementary 2013-14

% of students who feel connected

Medium or High 94%

California Healthy Kids Survey Secondary 2013-14

% of students who feel connected to school

Advanced Placement (AP) Test Report

District Level Scores

Select a Report, a Year, and a District

Report:

Year:

District:

* To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Enrollment 9-12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
North Monterey County Center for Indepen	106	0	NA	NA	NA	NA	NA
North Monterey County High	1,122	165	100	90	60	28	5
North Monterey County Unified	1,302	165	100	90	60	28	5
Monterey County	20,522	2,874	1,408	1,390	1,194	845	419
Statewide	1,952,314	313,220	113,248	132,175	144,523	114,769	82,332

California Healthy Kids Survey Results will be available in Fall 2016.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Medium or High Gr 7 93% Gr 9 80% Gr 11 85% % of students who feel they have opportunities for meaningful participation Medium or High Gr 7 69% Gr 9 55% Gr 11 63%	Identified Focus Areas Based Upon Actual Results: Increase opportunities for students to engage with their schools through leadership opportunities and activities.
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4.a. Implement an attendance campaign

Expected Results for Measurable Outcomes: % of students who attend school regularly. For Year 1 (2014/15), the percentage of students who attend school will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), the attendance rates will increase and truancy rates will decrease compared to the prior year.

Expected Results for Measurable Outcomes:

Attendance

	P-1 % of ADA	Target	Difference
Castroville Elementary	Grade TK 94.30%		
	Grade K 96.04%		
	Grade 1 95.92%		
	Grade 2 97.03%		
	Grade 3 96.55%		
	Grade 4 95.88%		
	Grade 5 97.17%		
	Grade 6 95.60%		
Castroville School	Total 96.27%	95%	1.27%
Echo Valley School	Grade TK 89.30%		
	Grade K 92.99%		
	Grade 1 93.67%		
	Grade 2 94.34%		
	Grade 3 95.33%		
	Grade 4 96.27%		
	Grade 5 95.46%		
	Grade 6 94.58%		
Echo Valley School	Total 94.60%	95%	-0.41%
Elkhorn School	Grade K 94.40%		
	Grade 1 94.86%		
	Grade 2 96.45%		
	Grade 3 96.21%		
	Grade 4 95.94%		
	Grade 5 96.15%		
	Grade 6 95.58%		
Elkhorn School	Total 95.65%	95%	0.65%

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Prunedale School	Grade TK	92.19%		
	Grade K	95.06%		
	Grade 1	94.90%		
	Grade 2	96.72%		
	Grade 3	96.38%		
	Grade 4	97.02%		
	Grade 5	96.13%		
Grade 6	96.59%			
Prunedale School	Total	95.92%	95%	0.92%
North Monterey County Middle School	Grade 7	96.96%		
	Grade 8	96.65%		
North Monterey County Middle School	Total	96.81%	95%	1.81%
North Monterey County High School	Grade 9	96.31%		
	Grade 10	94.72%		
	Grade 11	94.96%		
	Grade 12	94.71%		
North Monterey County High School	Total	95.25%	95%	0.25%

Actual Results from Annual Report: Basis for Identified need:
Truancy Report for 2013-2014:

- District-wide 37.58% compared to Monterey County 19.19%.
- NMCHS 46.59%.

Actual Results from Annual Report: Basis for Identified need:
Truancy Report for 2015-2016

NMCUSD "Top Truancy" List
(2015-2016 school year...to date)

Students who have 3 or more unexcused/unverified absences for a full day from the beginning of the academic school year through March 8, 2016

(Data from Illuminate Top Truancy Offenders Report by School)

School Name	Number of Students "Truant"
NMC High School	132 students
Central Bay Continuation High School	56 students
NMC Middle School	81 students
Castroville	67 students
Echo Valley	258 students
Elkhorn	344 students
Prunedale	217 students

Official truancy data for 2014/15 is:

- NMCUSD: 38.73%
- County: 27.8%.
- State: 3.43%.
- NMC HS : 79.73%.

Identified Focus Areas Based Upon Actual Results: Based on the truancy rates

Identified Focus Areas Based Upon Actual Results: Based on the truancy rates

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>from 2013-2014, our District (37.5%), particularly our high school (46.59%), has a significantly higher truancy rate compared to Monterey County (19.19%). We need to develop site-based and District wide attendance review teams to review attendance on a bimonthly basis and provide more intensive support for chronically absent students.</p>	<p>from 2014-2015, our District (38.73%), particularly our high school (79.73%), has a significantly higher truancy rate compared to Monterey County (27.8%). We need to further develop site-based and District wide attendance review teams to review attendance on a bimonthly basis and provide more intensive support for chronically absent students.</p>
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4. b. Students need to be re-engaged in school, especially in the 9th grade

<p><u>Expected Results for Measurable Outcomes:</u> % of students who continue in school consistently from 8th through graduation. For Year 1 (2014/15), the percentage will establish the baseline - cohort drop out rate. For Year 2 (2015/16) and 3 (2016/17), the cohort numbers will increase and the drop out numbers will decrease.</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students who continue in school consistently from 8th through graduation. For Year 1 (2015/16), the percentage will increase and the cohort drop out rate will decrease from the baseline. For Year 2 (2016/17) and 3 (2017/18), the cohort numbers will continue to increase and the drop out numbers will continue to decrease.</p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p><u>Dropouts from Class of 2012-2013:</u></p> <ul style="list-style-type: none"> • 9.6% (36 students) dropout rate District-wide, • 7.7% (22 students) at NMC High School. • Cohort graduation rate is 81.9%. • NMC Middle School did not have two years of data reporting available to determine cohort dropout rates and only two students were reported in the 2013-2014 school year. <p><u>Four-Year Cohort Graduation Rate (Class of 2012-2013)-81.87% for District-wide.</u></p> <ul style="list-style-type: none"> • 85.38% for Hispanic or Latino students, • 72.92% for White students, • 84.56% for Socioeconomically disadvantaged students, and • 72.41% for English Learners. 	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p><u>Dropouts from Class of 2013-2014</u></p> <ul style="list-style-type: none"> • 11.9% (38) dropout rate District wide • 10% (25) dropout rate at NMCHS • Cohort grad rate is 78.9% <p><u>Four-Year Cohort Graduation Rate for District-wide.</u></p> <ul style="list-style-type: none"> • 83.5% Hispanic/Latino students • 67.9% White/Non Hispanic students • 82.7% Socioeconomically disadvantaged • 76.9% for English Learner students

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Number of MS Dropout Students – NMCUSD

Grade	2011-2012	2012-2013	2013-2014
7	5	1	3
8	4	4	2

Number of MS Dropout Students – Monterey County

Grade	2011-2012	2012-2013	2013-2014
7	31	19	15
8	51	39	9

Cohort Outcome Data for the Class of 2013-14

District Results for North Monterey County Unified
2773825

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Special Ed Completers Rate	Cohort Still Enrolled	Still Enrolled Rate	Cohort GED Completer	GED Rate
2730141	Central Bay High (Continuation)	--	--	--	--	--	--	--	--	--	--	--
2730125	North Monterey County Center for Independent Study	41	18	43.9	*	17.1	*	0.0	16	39.0	*	0.0
2730034	North Monterey County High	249	217	87.2	25	10.0	*	1.2	*	1.6	*	0.0

District-wide

Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
318	251	78.9	38	11.9	*	0.9	26	8.2	*	0.0

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

District-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	218	182	83.5	20	9.2	*	0.9	14	6.4	*	0.0
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
Asian, Not Hispanic	*	*	50.0	*	0.0	*	0.0	*	50.0	*	0.0
Pacific Islander, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
Filipino, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
African American, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	84	57	67.9	16	19.0	*	1.2	*	11.9	*	0.0
Two or More Races, Not Hispanic, Not Hispanic	*	*	50.0	*	0.0	*	0.0	*	50.0	*	0.0
Not Reported	*	*	0.0	*	100.0	*	0.0	*	0.0	*	0.0

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop Outs by Grade for NMCUSD, 2013-14

Name	Code	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Enrollment Total	Adjusted Grade 9-12 Dropout Total	Annual Adjusted Grade 9-12 Dropout Rate
Central Bay High (Continuation)	27738252730141	0	0	0	0	2	5	0	7	74	9.59
North Monterey County Center for Independent Study	27738252730125	1	0	0	2	2	3	0	7	108	6.69
North Monterey County High	27738252730034	0	0	2	2	0	13	0	17	1,122	1.59
North Monterey County Middle	27738256026421	2	2	0	0	0	0	0	0	0	*

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
District Total	3	2	2	4	4	21	0	31	1,302	2.4%
County Total	15	9	24	25	42	371	2	464	20,594	2.3%
Statewide Total	1,671	1,282	5,917	6,485	10,710	38,292	196	61,600	1,957,917	3.1%

Dropout counts are derived from student-level data starting in 2006-07.

Appendix A – Expected and Actual Results for Goals 1-6 2015 and 2016

Class of 2015 Graduation Data for ALL Students Compared to English Learners

EL Students	Seniors			Diploma			Certificate of Completion			Drop-Outs			A-G		GPA 2.5 or better	
	#	#	%	#	#	%	#	%	#	%	#	%	#	%		
North Monterey County High	24	18	75.00%	2	2	8.33%	1	4.17%	0	0.00%	10	41.67%				

ALL Students	Seniors			Diploma			Certificate of Completion			Drop-Outs			A-G		GPA 2.5 or better	
	#	#	%	#	#	%	#	%	#	%	#	%	#	%		
North Monterey County High	254	235	92.52%	4	4	1.57%	6	2.36%	77	30.31%	149	58.66%				

12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance

Subgroup: EL Students

North Monterey County Unified (2013-14).

- As a District, of 26 EL graduates, 3 students met A-G requirements (11.5%)
- For Monterey County: 556 EL students in Monterey County, 30 students met A-G requirements – (5.4%)
- For the State, 30,259 EL students in California, 2,994 students met A-G requirements (9.9%)

School or District	Gender	# of Graduates	None Reported		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		Two or More Races		Total	
			# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%	# of Graduates	%		
Central Valley Combined (2014)																						
Female																						
Male																						
Total																						
North Monterey County Center For Enrichment (2014)																						
Female																						
Male																						
Total																						
North Monterey County High (2014)																						
Female																						
Male																						
Total																						
County Total																						
Female																						
Male																						
Total																						
State Total																						
Female																						
Male																						
Total																						

All students:

- For NMCUSD: 268 students graduated of which 90 students met A-G, 33.6%.
- For Monterey County: 4,062 students graduated of which 1,357 met A-G (33.4%)
- For the State: 421,636 students graduated of which 176,688 met A-G (41.9%)

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p align="center"><u>12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance</u> <u>Subgroup: English Learner Students</u> <u>North Monterey County Unified (2013-14)</u></p> <table border="1"> <thead> <tr> <th rowspan="2">School or District</th> <th rowspan="2">Gender</th> <th rowspan="2">None Reported # of Grads</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">American Indian or Alaska Native, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Asian, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Pacific Islander, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Filipino, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Hispanic or Latino, of Any Race</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">African American, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">White, Not Hispanic</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Two or More Races</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> <th rowspan="2"># of Grads</th> <th rowspan="2">Total</th> <th rowspan="2">Grads with UC/CSU Required Courses</th> </tr> <tr> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> <th># of Grads</th> </tr> </thead> <tbody> <tr> <td colspan="32">Central 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4.c. Students need to be on track to graduate

<p><u>Expected Results for Measurable Outcomes:</u> % of students who graduate for Year 1 (2014/15) will establish the baseline. For Years 2 (2015/16) and 3 (2016/17), there will be an increased percentage of students who will graduate.</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students who graduate for Year 1 (2015/16) will increase over the baseline. For Years 2 (2016/17) and 3 (2017/18), there will be an increased percentage of students who will graduate.</p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> <i>Graduation Rate was 85.6% District-wide for 2014.</i></p> <p>313 12th graders of which 268 graduated, 37 dropped-out (11.8%), and 8 certificated of completion (2.6%). At NMC high school there were 249 12th graders of which 220 graduated (88.3%), 8 earned a certificate of completion (3%) and 21 dropped-out (11.4%).</p>	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> See data reported in 4b.</p>
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services continue.</p>

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

4.d. Promote a positive and productive learning environment on the school campus, including non-instructional time.

<p><u>Expected Results for Measurable Outcomes:</u> % of students participates in positive and socially appropriate activities. Year 1 (2014/15) will establish the baseline. Year 2 (2015/16) and Year 3 (2016/17) percentages will increase in each year.</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students participates in positive and socially appropriate activities. Year 1 (2015/16) will increase over the baseline. Year 2 (2016/17) and Year 3 (2017/18) percentages will increase in each year.</p>						
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> % of students involved in activities, sports, clubs, and other co-curricular programs and socially connected. This data will be collected in the fall of 2015 for baseline.</p> <p><i>California Healthy Kids Survey 2013-14 Secondary</i> % of students who feel they have opportunities for meaningful participation</p> <table style="margin-left: 40px;"> <tr> <td>Medium or High Gr 7</td> <td style="text-align: right;">69%</td> </tr> <tr> <td>Gr 9</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>Gr 11</td> <td style="text-align: right;">63%</td> </tr> </table>	Medium or High Gr 7	69%	Gr 9	55%	Gr 11	63%	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> CA Healthy Kids Survey will be available in the Fall 2016.</p>
Medium or High Gr 7	69%						
Gr 9	55%						
Gr 11	63%						
<p><u>Identified Focus Areas Based Upon Actual Results:</u> We will plan to collect the % of students involved in activities, sports, clubs, or other co-curricular programs and are socially connected in Fall 2015 as baseline. Based on the 2013-2014 California Healthy Kids Survey results, only 55% of 9th grade students feel they have opportunities for meaningful participation. As a result, we are implementing Link Crew to engage our freshmen students early and provide opportunities for them to connect with older high school students who can mentor and advise them.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u></p>						

4.e. Provide opportunities for students to problem solve issues and reflect on choices and related outcomes for their behavior.

<p><u>Expected Results for Measurable Outcomes:</u> % of students who engage in positive behavior choices. Year 1 (2014/15) suspension and expulsion rates will establish the baseline. Year 2 (2015/16) suspension and expulsion rates will decrease and meet or exceed below the Monterey County average by Year 3 (2016/17).</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students who engage in positive behavior choices. Year 1 (2015/16) suspension and expulsion rates will decrease compared to the baseline. Year 2 (2016/17) suspension and expulsion rates will decrease and meet or exceed below the Monterey County average by Year 3 (2017/18).</p>
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p><i>Suspension and Expulsion Data for 2013-2014:</i></p> <ul style="list-style-type: none"> • 92 (7.8%) students had a suspension and 3 students were expelled. 	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p><i>Suspension and Expulsion Data for 2013-2014:</i></p>

Appendix A – Expected and Actual Results for Goals 1-6
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- Monterey County average suspension rate was 4.8% with 68 (1%) expelled.

North Monterey County Unified School District												
	Census Enrollment		Cumulative Enrollment		Students Suspended		Suspension Rate		Students Expelled		Expulsion Rate	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Castroville Elementary	637	669	679	693	22	22	3.2	3.2	0	0	0.0	0.0
Echo Valley Elementary	557	573	643	637	32	15	5.0	2.4	0	0	0.0	0.0
Elkhorn Elementary	649	662	713	696	12	12	1.7	1.7	0	0	0.0	0.0
Prunedale Elementary	653	659	685	664	8	5	1.2	0.8	0	0	0.0	0.0
Middle School	596	614	651	642	239	82	36.7	12.8	1	0	0.2	0.0
High School	1122	1105	1172	1164	92	61	7.8	5.2	3	2	0.3	0.2
Central Bay	74	54	117	79	24	8	20.5	10.1	0	0	0.0	0.0
Independent Study	115	157	214	257	0	0	0.0	0.0	0	0	0.0	0.0
District Totals	4,403	4,493	4,739	4,728	428	205	9.0	4.3	4	2	0.1	0.0
County Totals	74,684	75,997	77,917	79,000	3,747	3081	4.8	3.9	68	18	0.1	0.0
State Totals	6,236,672	6,235,520	6,405,954	6,418,044	279,383	243603	4.4	3.8	6,611	5692	0.1	0.1

The MS suspension reporting was inconsistent with state guidelines with the years 2013-2014 which inaccurately reported any discipline incident during which a student was sent to the office.

Identified Focus Areas Based Upon Actual Results: Our expulsion rate is lower than the County, but our suspension rate is significantly higher than the Monterey County average. We are examining our discipline referrals more carefully and incorporating positive behavior interventions.

Identified Focus Areas Based Upon Actual Results: Our expulsion rate is lower than the County, but our suspension rate is significantly higher than the Monterey County average. We are examining our discipline referrals more carefully and incorporating positive behavior interventions.

4.f. Increase Career Technical Education pathways and course completion rates

Expected Results for Measurable Outcomes: % of students who complete a Career Technical Education pathway. Year 1 (2014/15) will establish the baseline in terms of numbers/percentage of students enrolled in an ROP/CTE course/program. Year 2 (2015/16) and Year 3 (2016/17) will show an increase in numbers/percentage of students who are enrolled in an ROP/CTE course and in process of completing a CTE pathway.

Expected Results for Measurable Outcomes: % of students who complete a Career Technical Education pathway. Year 1 (2015/16) will increase over the baseline in terms of numbers/percentage of students enrolled in an ROP/CTE course/program. Year 2 (2016/17) and Year 3 (2017/18) will show an increase in numbers/percentage of students who are enrolled in an ROP/CTE course and in process of completing a CTE pathway.

Actual Results from Annual Report: Basis for Identified Need: % or # of students who completed a Career Technical Education (CTE) pathway in 2014. This data point is for students enrolled in an approved ROP course/program. Next year, the district will begin tracking CTE on-track and pathway completions according to each student's 6-year plan.

Actual Results from Annual Report: Basis for Identified Need: In Fall 2015, a total of 729 students (duplicated) were enrolled in a CTE course.

Wood/Construction I	39	Auto Upholstery	20
Clothing Construction	22	Beg Auto Body/Paint	19
Culinary I	92	Intro to Auto Painting	47
Culinary III	18	Certified Nursing Assisting/	
Culinary IV	2	Health Aide	7
21 st Century Skills	160	Intro to Health Careers	41
Small Engine Repair	77	Sports Medicine Rehab	32
Auto Tune I	9	Medical Assisting	30

**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

	Welding I 20 Welding II 8 Advanced Auto Body Repair/Paint 10 Journalism 11 Computer Science 26 Web Design A/B 6 Multimedia Prod A/B 10 Computer Application I 22 Computer Application II 1 CTE Enrollment numbers for Spring will be reported in Fall 2016.
Identified Focus Areas Based Upon Actual Result: No proposed changes at this time, action/service continued.	Identified Focus Areas Based Upon Actual Result: No proposed changes at this time, action/service continued.

4.g. Ensure the master schedule and student placement into courses promotes A-G completion.

Expected Results for Measurable Outcomes: % of students who complete all A-G courses upon graduation. Year 1 (2014/15) will establish a baseline. Year 2 (2015/16) will show an increase in percentage of students who complete A-G upon graduation. Year 3 (2016/17) will show an increase in percentage of students who complete A-G upon graduation compared to the prior year.

Expected Results for Measurable Outcomes: The Master Schedule is in development for 2016-17 and placement reviews have been conducted. Based on progress and monitoring of the Six Year Plan, on track for A-G will be gathered and reported .

12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance
All Students
North Monterey County Unified (2013-14)

School or District	Gender	# of Required Grads	None Reported		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		Two or More Races		Total	
			# of Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%	# of Required Grads	%		
Central Bay High/Continuation 272011																						
	Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	5	0 (0.0%)	1	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	7
	Male	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	10	1 (10.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	13
	Total	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	15	1 (6.7%)	1	0 (0.0%)	2	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	20
North Monterey County Center For Independent Study 272072																						
	Female	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	3	0 (0.0%)	0	0 (0.0%)	4	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	8
	Male	0	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	11	0 (0.0%)	0	0 (0.0%)	8	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	20
	Total	0	0 (0.0%)	1	0 (0.0%)	1	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	14	0 (0.0%)	0	0 (0.0%)	12	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	28
North Monterey County High 272001																						
	Female	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	0	0 (0.0%)	3	2 (66.7%)	95	90 (52.6%)	0	0 (0.0%)	31	13 (41.9%)	0	0 (0.0%)	0	0 (0.0%)	130
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	0 (0.0%)	2	2 (100.0%)	71	16 (22.5%)	1	0 (0.0%)	14	5 (35.7%)	1	0 (0.0%)	1	0 (0.0%)	90
	Total	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	1	0 (0.0%)	5	4 (80.0%)	166	66 (39.8%)	1	0 (0.0%)	45	18 (40.0%)	1	0 (0.0%)	1	0 (0.0%)	220
	District Total Female	0	0 (0.0%)	0	0 (0.0%)	2	1 (50.0%)	0	0 (0.0%)	3	2 (66.7%)	193	90 (46.5%)	1	0 (0.0%)	36	13 (36.1%)	0	0 (0.0%)	0	0 (0.0%)	145
	District Total Male	0	0 (0.0%)	2	0 (0.0%)	0	0 (0.0%)	2	0 (0.0%)	2	2 (100.0%)	92	17 (18.5%)	1	0 (0.0%)	23	5 (21.7%)	1	0 (0.0%)	1	0 (0.0%)	123
	District Total	0	0 (0.0%)	2	0 (0.0%)	2	1 (50.0%)	2	0 (0.0%)	5	4 (80.0%)	195	67 (34.4%)	2	0 (0.0%)	59	18 (30.5%)	1	0 (0.0%)	1	0 (0.0%)	268
	County Total Female	4	4 (100.0%)	5	1 (20.0%)	64	42 (65.6%)	15	9 (60.0%)	68	38 (55.9%)	1,447	459 (31.7%)	31	15 (48.4%)	371	212 (57.1%)	35	21 (60.0%)	2,040		
	County Total Male	0	0 (0.0%)	5	2 (40.0%)	73	45 (61.6%)	18	6 (33.3%)	82	37 (45.1%)	1,379	286 (19.3%)	50	14 (28.0%)	379	173 (45.6%)	27	10 (37.0%)	2,022		
	County Total	13	7 (53.8%)	10	3 (30.0%)	137	87 (63.5%)	33	15 (45.5%)	150	75 (50.0%)	2,826	725 (25.7%)	81	29 (35.8%)	750	385 (51.3%)	62	31 (50.0%)	4,062	1	
	State Total Female	861	345 (40.1%)	1,415	448 (31.7%)	20,859	15,861 (75.8%)	1,228	506 (41.2%)	6,587	4,284 (65.0%)	104,914	36,204 (37.4%)	13,418	5,004 (37.3%)	60,003	32,399 (53.8%)	4,366	2,331 (53.4%)	213,449	100	
	State Total Male	983	296 (29.9%)	1,415	313 (22.1%)	20,369	13,840 (68.0%)	1,154	335 (29.0%)	7,090	3,804 (53.6%)	98,980	29,816 (27.1%)	12,640	3,124 (24.7%)	60,852	26,453 (43.5%)	4,104	1,786 (43.0%)	208,187	76	
	State Total	1,844	641 (34.8%)	2,830	761 (26.9%)	41,228	29,701 (72.0%)	2,382	841 (35.3%)	13,677	7,088 (51.7%)	203,894	66,020 (32.4%)	26,058	8,128 (31.2%)	120,855	58,852 (48.7%)	8,470	4,117 (48.6%)	421,636	176	

There were 268 students who graduated in 2013-2014.

All students:

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<ul style="list-style-type: none"> • For NMCUSD: 268 students graduated of which 90 students met A-G, 33.6%. • For Monterey County: 4,062 students graduated of which 1,357 met A-G (33.4%) • For the State: 421,636 students graduated of which 176,688 met A-G (41.9%)
<u>Actual Results from Annual Report: Basis for Identified Need:</u> <i>UC/CSU Entrance-completed A-G courses in 2012-2013:</i> <ul style="list-style-type: none"> • 25.8% completed coursework to be eligible to apply. • District data for 2013-2014 reported increased completion rate to 40%. 	<u>Actual Results from Annual Report: Basis for Identified Need:</u>
<u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.	<u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.
<p>4.h. Ensure students are placed appropriately and monitored for grades of "C" or better, provide credit recovery when necessary early on.</p>	
<u>Expected Results for Measurable Outcomes:</u> % of students who are on-track to complete A-G courses. Year 1 (2014/15) will establish the baseline. Year 2 (2015/16) and Year 3 (2016/17) will demonstrate an increase in percentage of students who are on-track to complete A-G courses compared to the prior year.	<u>Expected Results for Measurable Outcomes :</u> Counselors are reviewing 6 Year Plans compared to transcripts to evaluate students who are on track or what is needed to "catch up".
<u>Actual Results from Annual Report Basis for Identified Need:</u> UC/CSU Entrance courses-on-track to complete A-G within the 4-years of high school. This data point is being collected through the 6-year plan and will be gathered in the fall of 2015 for a baseline report.	<u>Actual Results from Annual Report Basis for Identified Need:</u>
<u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.	<u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.
<p>4.i. Implement highly effective instructional strategies to differentiate instruction for all learners and use a cycle of inquiry process to continuously improve instruction.</p>	
<u>Expected Results for Measurable Outcomes:</u> % of student reaching proficiency on CCSS (Common Core State Standards). Year 1 (2014/15) assessment results will establish the baseline. Year 2 (2015/16) and Year 3 (2016/17) will show an increase in percentage of students reaching proficiency each year based on state assessments.	<u>Expected Results for Measurable Outcomes:</u> % of student reaching proficiency on CCSS (Common Core State Standards). Year 1 (2015/16) assessment results will increase over the baseline. Year 2 (2016/17) and Year 3 (2017/18) will show an increase in percentage of students reaching proficiency each year based on state assessments.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

Actual Results from Annual Report: Basis for Identified Need: Smarter-Balanced CCSS State Assessments in English/Literacy and Math is underway and scores will be available in summer of 2015. Data will be considered baseline.

Actual Results from Annual Report: Basis for Identified Need:

TABLE 1. ELA – Cross-site Comparison of Overall Achievement Level Percentages, 2014-15.

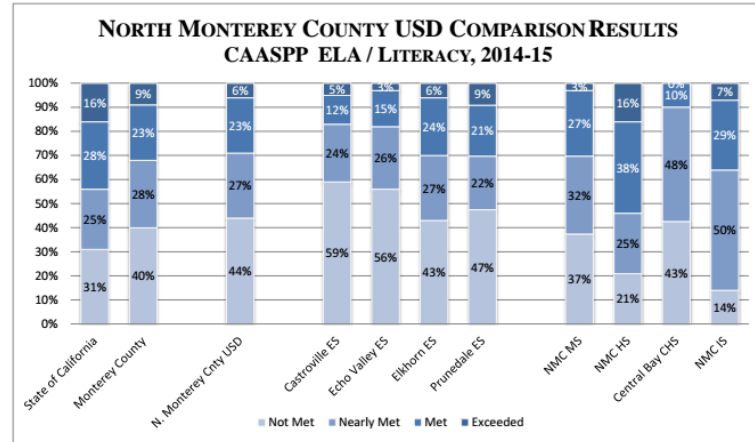
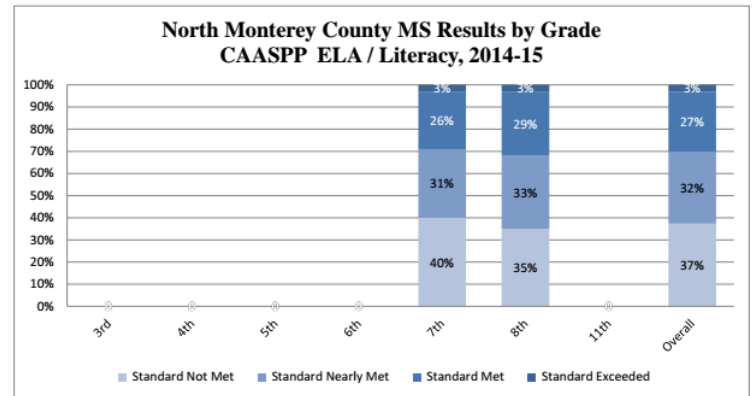


TABLE 1h. ELA – North Monterey County MS Achievement Levels disaggregated by grade.

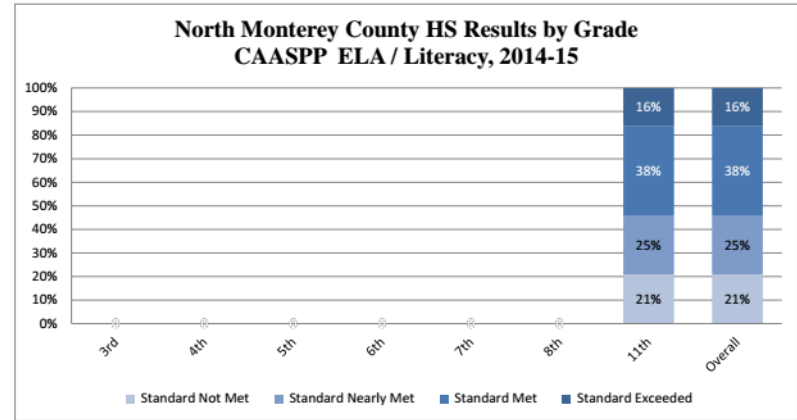


C

English Language Arts SBA Data EL Subgroup 2014-2015

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

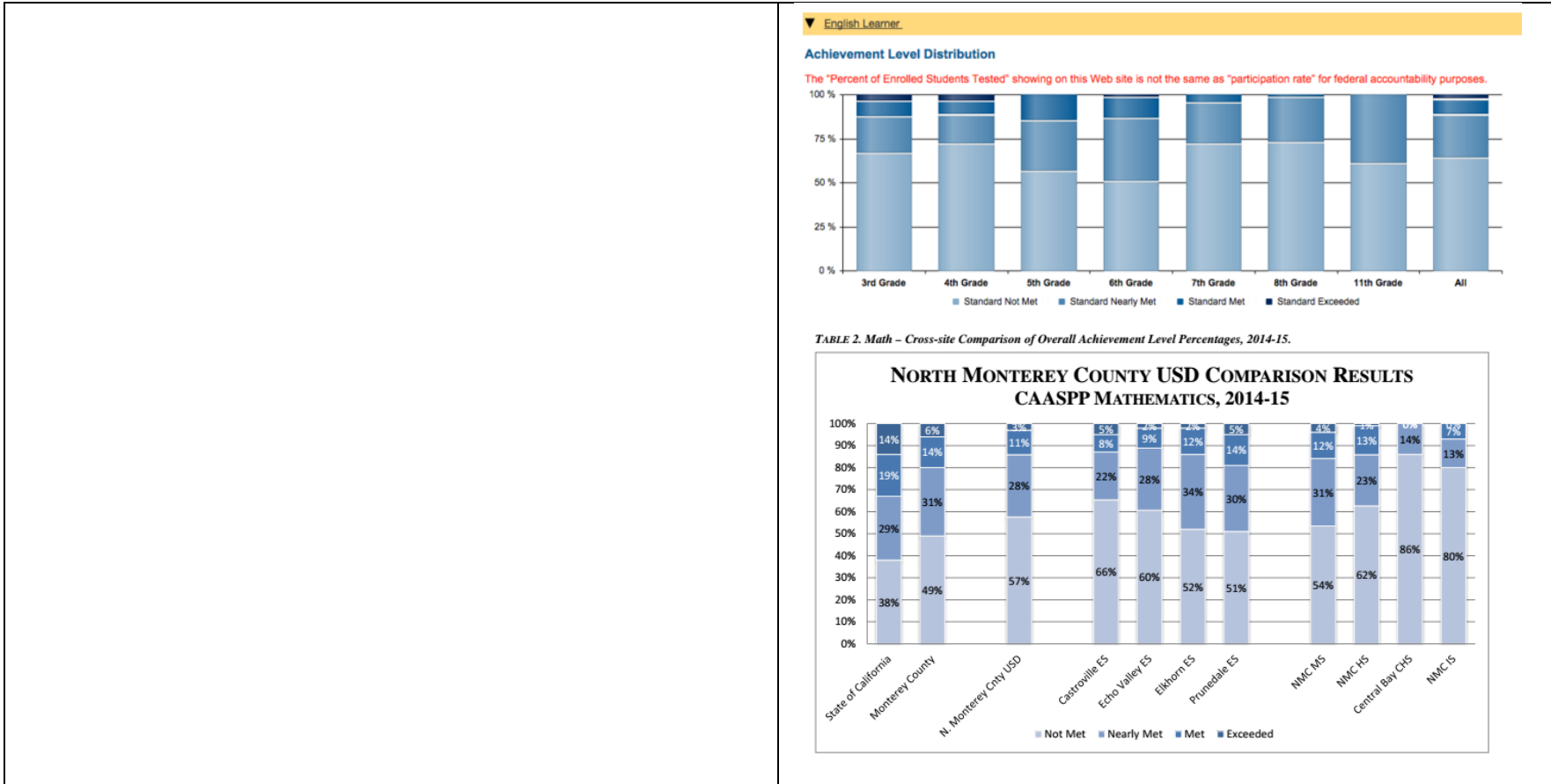
TABLE 1i. ELA – North Monterey County HS Achievement Levels disaggregated by grade.



Percentage of students met or exceeded standard

Grade	English Learners	All
3	11%	16%
4	10%	18%
5	14%	28%
6	11%	34%
7	4%	29%
8	1%	32%
11	0%	49%
All	8%	28%

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

TABLE 2c. Math – North Monterey County USD Districtwide Achievement Levels disaggregated by grade.

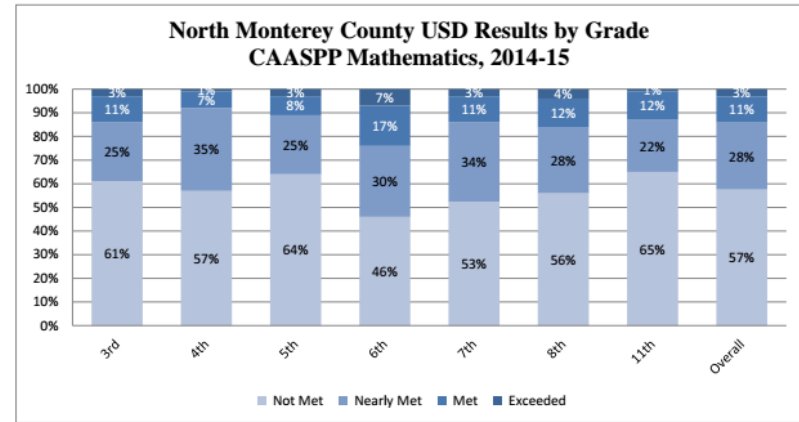
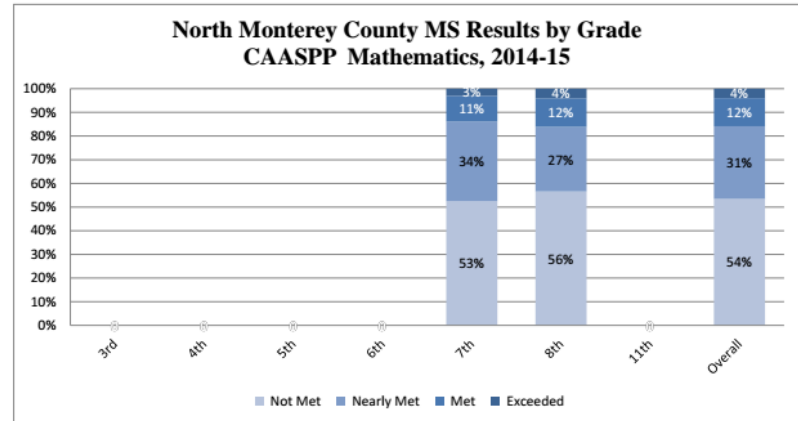
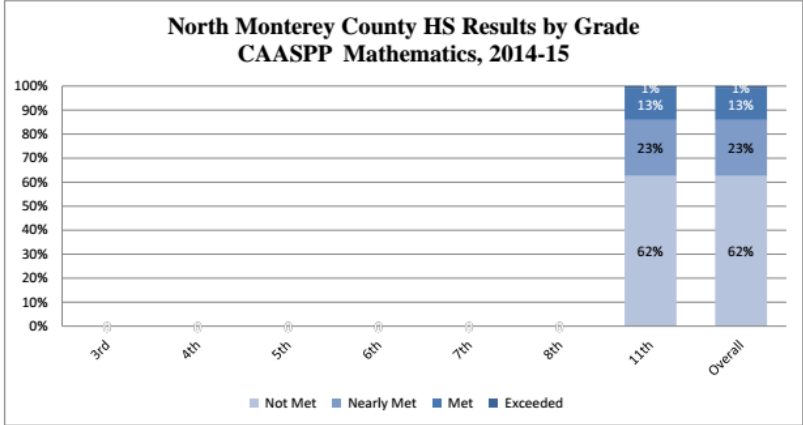
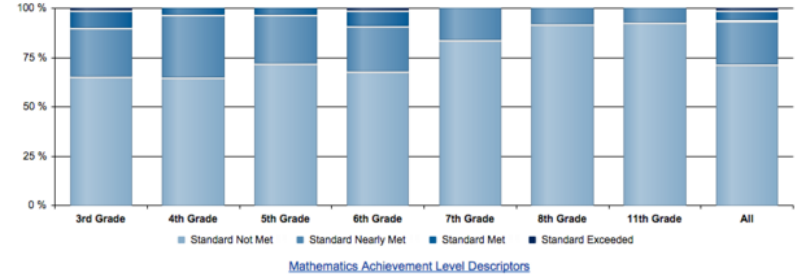


TABLE 2h. Math – North Monterey County MS Achievement Levels disaggregated by grade.



Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	<p>TABLE 2i. Math – North Monterey County HS Achievement Levels disaggregated by grade.</p>  <p>Math SBAC Data EL Subgroup 2014-2015</p> <p>English Learner</p> <p>Achievement Level Distribution</p> <p>The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "participation rate" for federal accountability purposes.</p> 
<p><u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.</p>	<p><u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.</p>
<p>4.j. Develop the leadership capacity of teachers and students</p>	
<p><u>Expected Results for Measurable Outcome:</u> % of students who engage in leadership activities. For Year 1 (2014/15) the percentage will establish the baseline. Year 2 (2015/16) and Year 3 (2016/17) will show an increase in engagement in leadership activities.</p>	<p><u>Expected Results for Measurable Outcome :</u>California Healthy Kids Survey results will be available in Fall 2016.</p>
<p><u>Actual Results from Annual Report:</u> Basis for Identified Need:</p>	<p><u>Actual Results from Annual Report:</u> Basis for Identified Need:</p>

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>Develop the leadership capacity of teachers and students. <i>California Healthy Kids Survey 2013-14 Secondary</i> % of students who feel they have opportunities for meaningful participation</p> <table border="0"> <tr> <td>Medium or High</td> <td>Gr 7</td> <td>69%</td> </tr> <tr> <td></td> <td>Gr 9</td> <td>55%</td> </tr> <tr> <td></td> <td>Gr 11</td> <td>63%</td> </tr> </table>	Medium or High	Gr 7	69%		Gr 9	55%		Gr 11	63%	<p>Survey results will be available in Fall 2016.</p>
Medium or High	Gr 7	69%								
	Gr 9	55%								
	Gr 11	63%								
<p><u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.</p>	<p><u>Identified Focus Areas Based Upon Actual Result:</u> No proposed changes at this time, action/service continued.</p>									

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

5. Parents, teachers, and staff will have the knowledge and skills to be responsive to address student learning needs, provide appropriate educational experiences and school-related activities in meaningful ways.

<p>Expected Results for Measurable Outcomes: % of students who report that adults are responsive to meeting their needs. Based on the California Healthy Kids Survey, the percentage for Year 1(2014/15) will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), the percentage will increase and meet or exceed Monterey County averages.</p>	<p>Expected Results for Measurable Outcomes:</p> <h2 style="text-align: center;">Classified Attendance</h2> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">2015 Classified</th> </tr> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>8/10/15 - 8/14/15</td> <td>N/A</td> <td>N/A</td> <td>98.8%</td> <td>98.4%</td> <td>97.2%</td> </tr> <tr> <td>8/17/15 - 8/21/15</td> <td>95.4%</td> <td>96.5%</td> <td>96.2%</td> <td>97.1%</td> <td>98.3%</td> </tr> <tr> <td>8/24/15 - 8/28/15</td> <td>97.2%</td> <td>97.6%</td> <td>96.4%</td> <td>98.1%</td> <td>97.7%</td> </tr> <tr> <td>8/31/15 - 9/4/15</td> <td>96.5%</td> <td>97.6%</td> <td>96.4%</td> <td>96.6%</td> <td>94.7%</td> </tr> <tr> <td>9/7/15 - 9/11/15</td> <td>Holiday</td> <td>97.1%</td> <td>97.5%</td> <td>97.5%</td> <td>96.2%</td> </tr> <tr> <td>9/14/15 - 9/18/15</td> <td>98.3%</td> <td>96.8%</td> <td>97.8%</td> <td>96.5%</td> <td>96.7%</td> </tr> <tr> <td>9/21/15 - 9/25/15</td> <td>94.9%</td> <td>95.7%</td> <td>95.4%</td> <td>94.4%</td> <td>95.1%</td> </tr> <tr> <td>9/28/15 - 10/2/15</td> <td>96.1%</td> <td>97.1%</td> <td>97.9%</td> <td>95.7%</td> <td>95.4%</td> </tr> <tr> <td>10/5/15 - 10/9/15</td> <td>98.1%</td> <td>97.8%</td> <td>97.3%</td> <td>98.2%</td> <td>95.6%</td> </tr> <tr> <td>10/12/15 - 10/16/15</td> <td>95.8%</td> <td>97.5%</td> <td>98.2%</td> <td>97.0%</td> <td>97.5%</td> </tr> <tr> <td>10/19/15 - 10/23/15</td> <td>95.4%</td> <td>97.0%</td> <td>97.8%</td> <td>95.8%</td> <td>93.9%</td> </tr> <tr> <td>10/26/15 - 10/30/15</td> <td>94.8%</td> <td>98.7%</td> <td>97.2%</td> <td>97.8%</td> <td>95.0%</td> </tr> <tr> <td>11/2/15 - 11/6/15</td> <td>96.7%</td> <td>97.3%</td> <td>97.4%</td> <td>96.5%</td> <td>96.3%</td> </tr> <tr> <td>11/9/15 - 11/13/15</td> <td>95.7%</td> <td>96.4%</td> <td>Holiday</td> <td>96.6%</td> <td>97.1%</td> </tr> <tr> <td>11/16/15 - 11/20/15</td> <td>98.2%</td> <td>96.9%</td> <td>98.2%</td> <td>97.7%</td> <td>96.5%</td> </tr> <tr> <td>11/23/15 - 11/27/15</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> </tr> <tr> <td>11/30/15 - 12/4/15</td> <td>97.8%</td> <td>98.6%</td> <td>98.0%</td> <td>98.8%</td> <td>96.3%</td> </tr> <tr> <td>12/7/15 - 12/11/15</td> <td>97.7%</td> <td>96.9%</td> <td>97.0%</td> <td>99.1%</td> <td>97.3%</td> </tr> <tr> <td>12/14/15 - 12/18/15</td> <td>97.8%</td> <td>99.0%</td> <td>98.3%</td> <td>98.8%</td> <td>98.0%</td> </tr> <tr> <td>12/21/15 - 12/25/15</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> <td>Holiday</td> </tr> <tr> <td>Avg. % Attend.</td> <td>96.7%</td> <td>97.3%</td> <td>97.4%</td> <td>97.3%</td> <td>96.4%</td> </tr> <tr> <td>Avg. % Semester 1</td> <td>97.0%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2015 Classified							Monday	Tuesday	Wednesday	Thursday	Friday	8/10/15 - 8/14/15	N/A	N/A	98.8%	98.4%	97.2%	8/17/15 - 8/21/15	95.4%	96.5%	96.2%	97.1%	98.3%	8/24/15 - 8/28/15	97.2%	97.6%	96.4%	98.1%	97.7%	8/31/15 - 9/4/15	96.5%	97.6%	96.4%	96.6%	94.7%	9/7/15 - 9/11/15	Holiday	97.1%	97.5%	97.5%	96.2%	9/14/15 - 9/18/15	98.3%	96.8%	97.8%	96.5%	96.7%	9/21/15 - 9/25/15	94.9%	95.7%	95.4%	94.4%	95.1%	9/28/15 - 10/2/15	96.1%	97.1%	97.9%	95.7%	95.4%	10/5/15 - 10/9/15	98.1%	97.8%	97.3%	98.2%	95.6%	10/12/15 - 10/16/15	95.8%	97.5%	98.2%	97.0%	97.5%	10/19/15 - 10/23/15	95.4%	97.0%	97.8%	95.8%	93.9%	10/26/15 - 10/30/15	94.8%	98.7%	97.2%	97.8%	95.0%	11/2/15 - 11/6/15	96.7%	97.3%	97.4%	96.5%	96.3%	11/9/15 - 11/13/15	95.7%	96.4%	Holiday	96.6%	97.1%	11/16/15 - 11/20/15	98.2%	96.9%	98.2%	97.7%	96.5%	11/23/15 - 11/27/15	Holiday	Holiday	Holiday	Holiday	Holiday	11/30/15 - 12/4/15	97.8%	98.6%	98.0%	98.8%	96.3%	12/7/15 - 12/11/15	97.7%	96.9%	97.0%	99.1%	97.3%	12/14/15 - 12/18/15	97.8%	99.0%	98.3%	98.8%	98.0%	12/21/15 - 12/25/15	Holiday	Holiday	Holiday	Holiday	Holiday	Avg. % Attend.	96.7%	97.3%	97.4%	97.3%	96.4%	Avg. % Semester 1	97.0%				
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Appendix A – Expected and Actual Results for Goals 1-6
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Identified Focus Areas Based Upon Actual Results: Based on survey results and other information, professional development, parent workshops, and other trainings will be made available customized to the needs of our students and community. Additional efforts will be made to better engage our school staff and parents to connect with our middle and high school students.	Identified Focus Areas Based Upon Actual Results: Based on survey results and other information, professional development, parent workshops, and other trainings will be made available customized to the needs of our students and community. Additional efforts will be made to better engage our school staff and parents to connect with our middle and high school students.
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5.a. Build a culture where all staff are responsive to the unlimited potential, promoting the emotional safety of students, and taking responsibility for all students in terms of learning.

<p><u>Expected Results for Measurable Outcomes:</u> % of students, who feel safe, connected and who believe an adult has high expectations of them. In Year 1 (2014/15) the percentage based on the California Healthy Kids Survey, will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), there will be an increase and will meet or exceed the Monterey County average.</p>	<p><u>Expected Results for Measurable Outcomes:</u> % of students, who feel safe, connected and who believe an adult has high expectations of them. In Year 1 (2015/16) the percentage based on the California Healthy Kids Survey, will increase over the baseline. For Year 2 (2016/17) and Year 3 (2017/18), there will be an increase and will meet or exceed the Monterey County average.</p>																										
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p>% of students, who feel safe, connected and who believe an adult has high expectations of them. Data from the California Healthy Kids Survey from 2014 will be considered baseline. Other survey tools will be implemented to gather additional baseline data for fall 2015.</p> <p><i>Elementary California Healthy Kids Survey 2013-14</i></p> <table> <tr> <td>% of students who feel safe at school</td> <td></td> </tr> <tr> <td>Most to All of the Time</td> <td align="right">72%</td> </tr> <tr> <td>% of students who feel connected</td> <td></td> </tr> <tr> <td>Medium or High</td> <td align="right">94%</td> </tr> <tr> <td>% of students who feel an adult at school has high expectations of them</td> <td></td> </tr> <tr> <td>Medium or High</td> <td align="right">97%</td> </tr> <tr> <td>% of student who feel their peers have high expectations of them</td> <td></td> </tr> <tr> <td>Medium or High</td> <td align="right">98%</td> </tr> </table> <p><i>Secondary- California Healthy Kids Survey 2013-14</i></p> <table> <tr> <td>% of students who feel safe at school</td> <td></td> </tr> <tr> <td>Safe to Very Safe</td> <td></td> </tr> <tr> <td>Gr 7</td> <td align="right">55%</td> </tr> <tr> <td>Gr 9</td> <td align="right">34%</td> </tr> <tr> <td>Gr 11</td> <td align="right">42%</td> </tr> </table>	% of students who feel safe at school		Most to All of the Time	72%	% of students who feel connected		Medium or High	94%	% of students who feel an adult at school has high expectations of them		Medium or High	97%	% of student who feel their peers have high expectations of them		Medium or High	98%	% of students who feel safe at school		Safe to Very Safe		Gr 7	55%	Gr 9	34%	Gr 11	42%	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p>California Healthy Kids Survey results will be available in Fall 2016.</p>
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Appendix A – Expected and Actual Results for Goals 1-6
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<p>% of students who feel connected to school</p> <p>Medium or High Gr 7 93%</p> <p style="padding-left: 40px;">Gr 9 80%</p> <p style="padding-left: 40px;">Gr 11 85%</p> <p>% of students who feel an adult at school has high expectations of them</p> <p>Medium or High Gr 7 92%</p> <p style="padding-left: 40px;">Gr 9 83%</p> <p style="padding-left: 40px;">Gr 11 84%</p>	
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>

5.b. Parent Education classes/series/materials regarding services available for students and families, particularly for English learners, Special Education/504 students, and Early Childhood programs

<p><u>Expected Results for Measurable Outcomes:</u> % of parents who participate and pre/post results. For Year 1 (2014/15), the percentage of parent participation will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17) there will be an increase in parent participation.</p>	<p><u>Expected Results for Measurable Outcomes:</u> Data will be available upon completion of programs.</p>
<p><u>Actual Results from Annual Report:</u> Basis for Identified Need: # of parents who participate in parent involvement activities and any pre/post results. Various surveys tools and pre/post assessments will be piloted for baseline data in fall 2015.</p>	<p><u>Actual Results from Annual Report:</u> Basis for Identified Need:</p>
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>

5.c. Schools will implement the new Class Size Adjustment program to reduce student: teacher ratio in grades K-3

<p><u>Expected Results for Measurable Outcomes:</u> Class size averages will decrease annually in grades 1-3 and average 24:1 in TK/K. For Year 1 (2014/15), the average will be 27:1 for grades 1-3. For Year 2 (2015/16) the average will be 26:1 for grades 1-3, and for Year 3 (2016/17), 25:1.</p>	<p><u>Expected Results for Measurable Outcomes:</u> Class size averages will decrease annually in grades 1-3 and average 24:1 in TK/K. For Year 1 (2015/16) the average will be 26:1 for grades 1-3, and for Year 2 and 3 (2016/17 and 2017/18), 25:1.</p>
<p><u>Actual Results from Annual Report:</u> Basis for Identified Need: Class size averages will decrease annually in grades 1-3 and average 24:1.</p> <p>Class size average (Dec. 2014):</p> <p>Castroville TK/K: 22.2 1st through 3rd grade: 26</p> <p>Echo Valley TK/K: 22.75 1st through 3rd grade: 24.6</p> <p>Elkhorn TK/K: 23 1st through 3rd grade: 25.8</p> <p>Prunedale TK/K: 23 1st through 3rd grade: 23.45</p>	<p><u>Actual Results from Annual Report:</u> Basis for Identified Need:</p> <p>Class size average (2016)</p> <p>Castroville TK/K: 23.75 1st through 3rd grade: 25.09</p> <p>Echo Valley TK/K: 19.4 1st through 3rd grade: 24</p> <p>Elkhorn TK/K: 23 1st through 3rd grade: 24.5</p> <p>Prunedale TK/K: 23.5 1st through 3rd grade: 24.09</p>

Appendix A – Expected and Actual Results for Goals 1-6
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<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>	<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>
<p>5.d. The high school will provide staffing to ensure course access and focused support for students.</p>	
<p>Expected Results for Measurable Outcomes: Additional sections/courses will be provided in the master schedule. For Year 1 (2014/15), Year 2 (2015/16), and Year 3 (2016/17, Blocks, interventions, CTE offerings, AP and other electives will be offered.</p>	
<p>Actual Results from Annual Report: <u>Basis for Identified Need:</u> Additional sections/course will be provided in the master schedule at middle and high school. The current number of additional sections in 2014-2015 is:</p> <p>233 sections (excluding special education classes). This includes:</p> <p>26 sections for Career Technical Education</p> <p>12 sections for Visual and Performing Arts</p> <p>14 sections for Advanced Placement</p>	<p>In 2015/16 School year the following sections/courses are provided in the master schedule:</p> <p>Middle School: 9 sections of which 6 are new courses <u>Career Technical Education/21st Century Skills:</u> 9 sections <u>Visual and Performing Arts:</u> 6 sections <u>Leadership/Skills:</u> 6 sections</p> <p>High School: 11 sections of which 8 are new courses <u>Career/Technical Education/21st Century Skills:</u> 32 sections <u>Visual and Performing Arts:</u> 13 sections <u>Leadership/Skills:</u> 8 sections <u>Advanced Placement:</u> 16 sections</p>
<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>	<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>

5.e. Provide a parent leadership/mentoring program to promote and support parents in understanding and connecting within the school community.

<p>Expected Results for Measurable Outcomes: Parents will be more informed and involved in student educational experience. For Year 1 (2014/15), the number or percentage will be establishing the baseline. For Year 2 (2015/16)</p>	<p>Expected Results for Measurable Outcomes: Parents will be more informed and involved in student educational experience. For Year 1 (2015/16), the number or percentage will increase over the baseline. For Year 2 (2016/17)</p>
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

and Year 3 (2016/17), the number and percentage of parents informed and involved in their student educational experiences will increase.	and Year 3 (2017/18), the number and percentage of parents informed and involved in their student educational experiences will increase.
<u>Actual Results from Annual Report: Basis for Identified Need:</u> Parents will be more informed and involved in their student’s educational experience. Data is being gathered in terms of numbers of parents who attended a variety of events such as CCSS report card informational nights, orientations, parent meetings, etc. Fall of 2015 will be a baseline data point from which to determine progress/growth.	<u>Actual Results from Annual Report: Basis for Identified Need:</u> 160 parents have been participating in Jump Into English classes. In addition, we have offered multiple parent nights to provide additional information and support on college entrance requirements, high school requirements, course offerings, financial aid, amongst other topics of interest to parents.
<u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.	<u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

6. Schools will ensure that students have safe, sufficient and equitable facilities and other basic services that promote healthy living practices.

<p><u>Expected Results for Measurable Outcomes:</u> SARC reports indicate complete Williams report with no findings. Programs offered for healthy practices/counseling will be determined. For Year 1 (2014/15), the percentage will establish the baseline for the Physical Fitness Test. For Year 2 (2015/16) and Year 3 (2016/17) the percentage of students needing to improve their physical fitness and/or have a potential health risk will decrease.</p>	<p><u>Expected Results for Measurable Outcomes:</u> Information forthcoming in Fall 2016.</p>																																																																																																																
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p><i>California Physical Fitness Test</i></p> <ul style="list-style-type: none"> 39.9% of 9th graders needed to improve and/or had a potential health risk. Current SARC reports published are from 2013-2014. Current year data from 2014-2015 is being gathered to compare. This data will be finalized in October of 2015 for our baseline. 	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u></p> <p align="center">2014-15 California Physical Fitness Report Overall - Summary of Results North Monterey County Unified District</p> <p align="center"><small>Additional information can be found at the California Department of Education Physical Fitness Test Web page.</small></p> <table border="1"> <thead> <tr> <th>Physical Fitness Area</th> <th>Total Tested¹ in Grade 5</th> <th>Number Grade 5 Students in HFZ²</th> <th>% Grade 5 Students in HFZ</th> <th>% Grade 5 Students in Needs Improvement</th> <th>% Grade 5 Students in Health Risk</th> <th>Total Tested¹ in Grade 7</th> <th>Number Grade 7 Students in HFZ²</th> <th>% Grade 7 Students in HFZ</th> <th>% Grade 7 Students in Needs Improvement</th> <th>% Grade 7 Students in Health Risk</th> <th>Total Tested¹ in Grade 9</th> <th>Number Grade 9 Students in HFZ²</th> <th>% Grade 9 Students in HFZ</th> <th>% Grade 9 Students in Needs Improvement</th> <th>% Grade 9 Students in Health Risk</th> </tr> </thead> <tbody> <tr> <td>Aerobic Capacity</td> <td>357</td> <td>220</td> <td>61.6</td> <td>28.3</td> <td>10.1</td> <td>303</td> <td>200</td> <td>66.0</td> <td>18.5</td> <td>15.5</td> <td>279</td> <td>165</td> <td>59.1</td> <td>23.3</td> <td>17.6</td> </tr> <tr> <td>Body Composition</td> <td>357</td> <td>177</td> <td>49.6</td> <td>21.6</td> <td>28.8</td> <td>303</td> <td>157</td> <td>51.8</td> <td>22.1</td> <td>26.1</td> <td>279</td> <td>156</td> <td>55.9</td> <td>20.1</td> <td>24.0</td> </tr> <tr> <td>Abdominal Strength</td> <td>357</td> <td>269</td> <td>75.4</td> <td>24.6</td> <td>N/A</td> <td>303</td> <td>266</td> <td>87.8</td> <td>12.2</td> <td>N/A</td> <td>279</td> <td>266</td> <td>95.3</td> <td>4.7</td> <td>N/A</td> </tr> <tr> <td>Trunk Extension Strength</td> <td>357</td> <td>322</td> <td>90.2</td> <td>9.8</td> <td>N/A</td> <td>303</td> <td>229</td> <td>75.6</td> <td>24.4</td> <td>N/A</td> <td>279</td> <td>269</td> <td>96.4</td> <td>3.6</td> <td>N/A</td> </tr> <tr> <td>Upper Body Strength</td> <td>357</td> <td>202</td> <td>56.6</td> <td>43.4</td> <td>N/A</td> <td>303</td> <td>114</td> <td>37.6</td> <td>62.4</td> <td>N/A</td> <td>279</td> <td>192</td> <td>68.8</td> <td>31.2</td> <td>N/A</td> </tr> <tr> <td>Flexibility</td> <td>357</td> <td>224</td> <td>62.7</td> <td>37.3</td> <td>N/A</td> <td>303</td> <td>242</td> <td>79.9</td> <td>20.1</td> <td>N/A</td> <td>279</td> <td>256</td> <td>91.8</td> <td>8.2</td> <td>N/A</td> </tr> </tbody> </table> <p><small>¹ Includes partially tested students ² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute ** To protect confidentiality scores are not shown when the number of students tested is 10 or less N/A Not applicable The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute. The PFT performance standards are available on the CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page. Information about the FITNESSGRAM is available on the Human Kinetics Web site (Outside Source).</small></p>	Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Health Risk	Aerobic Capacity	357	220	61.6	28.3	10.1	303	200	66.0	18.5	15.5	279	165	59.1	23.3	17.6	Body Composition	357	177	49.6	21.6	28.8	303	157	51.8	22.1	26.1	279	156	55.9	20.1	24.0	Abdominal Strength	357	269	75.4	24.6	N/A	303	266	87.8	12.2	N/A	279	266	95.3	4.7	N/A	Trunk Extension Strength	357	322	90.2	9.8	N/A	303	229	75.6	24.4	N/A	279	269	96.4	3.6	N/A	Upper Body Strength	357	202	56.6	43.4	N/A	303	114	37.6	62.4	N/A	279	192	68.8	31.2	N/A	Flexibility	357	224	62.7	37.3	N/A	303	242	79.9	20.1	N/A	279	256	91.8	8.2	N/A
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<p>6.a. Ensure the routine maintenance and deferred maintenance plans are implemented to address facility needs.</p>																																																																																																																	
<p><u>Expected Results for Measurable Outcomes:</u> % Students and staff report facilities are in good condition. For Year 1 (2014/15), the percentage will</p>	<p><u>Expected Results for Measurable Outcomes:</u>Data is reported in SARCs that are posted on the NMCUSD Website.</p>																																																																																																																

**Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016**

establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), the percentage will increase.	
Actual Results from Annual Report: Basis for Identified Need: % of students and staff who report facilities are in good condition. A survey tools is in development to determine this baseline data point. Administrators for each school site have taken an initial survey which will be compared to a teacher/staff and student survey tool to be administered in fall of 2015.	Actual Results from Annual Report: Basis for Identified Need:
Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.	Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.

6.b. Ensure schools have high quality/qualified staff by implementing systems for hiring and assigning teachers and support staff.

<p>Expected Results for Measurable Outcomes: % teacher credential and placements are aligned/HQT is met. For Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16), the percentage of aligned teacher credentials and placements/HQT will increase over Year 1 (2014/15). For Year 3 (2016/17), the percentage of aligned teacher credentials and placements/HQT will increase over Year 2 (2015/16) until the percentage reached 100%.</p>	<p>Expected Results for Measurable Outcomes:</p> <p align="center">NCLB Core and Compliant Classes by Subject Area, 2014-15 NORTH MONTEREY COUNTY UNIFIED</p> <p align="center">Select Year: 2014-15</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Elementary Regular Multiple Subject</th> <th>Elementary Special Education</th> <th>Elementary Other Classes</th> <th>Secondary Special Education</th> <th>Secondary English</th> <th>Secondary Math</th> <th>Secondary Science</th> <th>Secondary Art, Dance, Drama, Music</th> <th>Secondary Foreign Language</th> <th>Secondary Social Science</th> <th>Secondary Other Classes</th> </tr> </thead> <tbody> <tr> <td>CASTROVILLE ELEMENTARY</td> <td>27738256026397</td> <td>100.00</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> 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Other Classes	MONTEREY	27	97.87	93.07	97.72	83.81	94.74	92.18	95.41	75.00	95.56	97.17	100.00	Name	Elementary Regular Multiple Subject	Elementary Special Education	Elementary Other Classes	Secondary Special Education	Secondary English	Secondary Math	Secondary Science	Secondary Art, Dance, Drama, Music	Secondary Foreign Language	Secondary Social Science	Secondary Other Classes	State Total	98.41	91.80	97.36	84.88	90.98	90.39	91.27	86.54	92.50	88.43	88.27
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MONTEREY	27	97.87	93.07	97.72	83.81	94.74	92.18	95.41	75.00	95.56	97.17	100.00																																																																																																																																																															
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State Total	98.41	91.80	97.36	84.88	90.98	90.39	91.27	86.54	92.50	88.43	88.27																																																																																																																																																																
Actual Results from Annual Report: Basis for Identified Need: % of teacher credential and placement that are aligned to High Qualified Teacher requirements are met. Annual credential audits are completed March. In 2013-2014 the % was 99. In 2014-2015 the % is 99.	Actual Results from Annual Report: Basis for Identified Need:																																																																																																																																																																										
Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.	Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.																																																																																																																																																																										

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

6.c. Ensure systems are effective in identifying and addressing needs related to facilities, technology and maintenance needs.

<p><u>Expected Results for Measurable Outcomes:</u> % of Work orders is complete within a time frame. For Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16), the percentage of work orders completed within a time frame will increase. For Year 3 (2016/17), the percentage of work orders completed within a time frame will increase over Year 2 (2015/16).</p>	<p><u>Expected Results for Measurable Outcomes:</u></p>												
<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> % of Work Orders completed within a timeframe. The work orders for technology are reported separately from the work orders for maintenance.</p> <p><i>Work Order Completion Rate: July 1-April 22</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Completed</th> <th style="text-align: center;">Total</th> <th style="text-align: center;">Completion Percentage</th> </tr> </thead> <tbody> <tr> <td>Technology</td> <td style="text-align: center;">1555</td> <td style="text-align: center;">1708</td> <td style="text-align: center;">91.04%</td> </tr> <tr> <td>Maintenance</td> <td style="text-align: center;">645</td> <td style="text-align: center;">766</td> <td style="text-align: center;">84.20%</td> </tr> </tbody> </table>		Completed	Total	Completion Percentage	Technology	1555	1708	91.04%	Maintenance	645	766	84.20%	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> To be updated in Spring 2016.</p>
	Completed	Total	Completion Percentage										
Technology	1555	1708	91.04%										
Maintenance	645	766	84.20%										
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>												

6.d. Ensure students are socially-emotionally and physical healthy.

<p><u>Expected Results for Measurable Outcomes:</u> % Students report feeling safe and supported. For Year 1 (2014/15), the percentage of students who report feeling safe and supported will establish the baseline. For Year 2 (2015/16) and Year 3 (2016/17), the percentage will increase over the previous year.</p>	<p><u>Expected Results for Measurable Outcomes:</u> % Students report feeling safe and supported. For Year 1 (2015/16), the percentage of students who report feeling safe and supported will increase over the baseline. For Year 2 (2016/17) and Year 3 (2017/18), the percentage will increase over the previous year.</p>
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

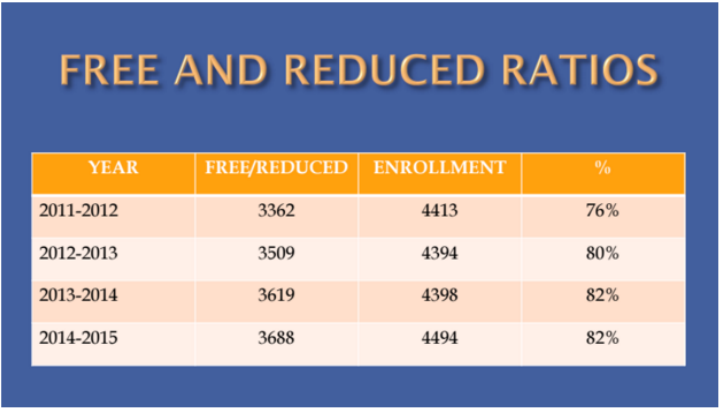
BREAKFAST HISTORY

SCHOOL SITE	2012-2013	% Served 2012-2013	2014-2015	% Served 2014-2015
CASTROVILLE	60,690	50%	72,953	52%
ECHO VALLEY	75,505	80%	55,910	53%
ELKHORN	83,802	72%	53,519	41%
PRUNEDALE	82,100	67%	44,061	35%
MIDDLE SCHOOL	61,494	58%	64,441	58%
HIGH SCHOOL	111,772	57%	109,626	56%
CENTRAL BAY	5,848	46%	3,649	40%
TOTAL	506,593		404,159	

SCHOOL LUNCH HISTORY

SCHOOL SITE	2012-2013	2013-2014	2014-2015	% SERVED 2014-2015
CASTROVILLE	94,845	102,608	104,072	75%
ECHO VALLEY	64,422	70,494	74,009	70%
ELKHORN	84,740	90,292	90,166	70%
PRUNEDALE	78,832	81,635	80,629	65%
MIDDLE SCHOOL	61,617	66,879	70,130	64%
HIGH SCHOOL	113,759	104,689	107,407	55%
CENTRAL BAY	8738	15,980	5704	63%
TOTAL	506,593	532,572	532,117	

Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

	 <table border="1"> <thead> <tr> <th>YEAR</th> <th>FREE/REDUCED</th> <th>ENROLLMENT</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>3362</td> <td>4413</td> <td>76%</td> </tr> <tr> <td>2012-2013</td> <td>3509</td> <td>4394</td> <td>80%</td> </tr> <tr> <td>2013-2014</td> <td>3619</td> <td>4398</td> <td>82%</td> </tr> <tr> <td>2014-2015</td> <td>3688</td> <td>4494</td> <td>82%</td> </tr> </tbody> </table>	YEAR	FREE/REDUCED	ENROLLMENT	%	2011-2012	3362	4413	76%	2012-2013	3509	4394	80%	2013-2014	3619	4398	82%	2014-2015	3688	4494	82%
YEAR	FREE/REDUCED	ENROLLMENT	%																		
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<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> % of students report that they feel safe and supported. The California Healthy Kids Survey results for 2013-2014 along with the # of students served for counseling support will be baseline reported at the end-of-the school year.</p> <p><i>Elementary California Healthy Kids Survey 2013-14</i> % of students who feel safe at school Most to All of the Time 72%</p> <p><i>Secondary California Healthy Kids Survey 2013-14</i> % of students who feel safe at school</p> <table> <tr> <td>Safe to Very Safe</td> <td>Gr 7</td> <td>55%</td> </tr> <tr> <td></td> <td>Gr 9</td> <td>34%</td> </tr> <tr> <td></td> <td>Gr 11</td> <td>42%</td> </tr> </table>	Safe to Very Safe	Gr 7	55%		Gr 9	34%		Gr 11	42%	<p><u>Actual Results from Annual Report: Basis for Identified Need:</u> California Healthy Kids Survey will be available in April 2016.</p>											
Safe to Very Safe	Gr 7	55%																			
	Gr 9	34%																			
	Gr 11	42%																			
<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>	<p><u>Identified Focus Areas Based Upon Actual Results:</u> No proposed changes at this time, actions/services will continue.</p>																				

6.e. Ensure schools have adequate basic textbooks, supplies/materials for the basic program and operations. Expected:

<p><u>Actual Results from Annual Report:</u> % Teachers/students report having adequate materials/supplies, or Year 1 (2014/15), the percentage will establish the baseline. For Year 2 (2015/16) the percentage will increase over Year 1 (2014/15) and for Year 3 (2016/17), the percentage will increase over Year 2 (2015/16).</p>	<p><u>Actual Results from Annual Report:</u> % Teachers/students report having adequate materials/supplies. For Year 1 (2015/16), the percentage will increase over the baseline. For Year 2 (2016/17) the percentage will increase over Year 1 (2015/16) and for Year 3 (2017/18), the percentage will increase over Year 2 (2016/17).</p>
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Appendix A – Expected and Actual Results for Goals 1-6
2015 and 2016

<p>Actual Results from Annual Report: Basis for Identified Need: % of Teachers /students report having adequate materials and supplies. This information is being collected via a teacher survey as baseline. The student survey for this data point will be completed in fall 2015.</p>	<p>Actual Results from Annual Report: Basis for Identified Need: Please refer to the NMCUSD SARC reports that are posted on the website.</p>
<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>	<p>Identified Focus Areas Based Upon Actual Results: No proposed changes at this time, actions/services will continue.</p>