

**Norwalk-La Mirada Unified School District**

**2015-18 Local Control and Accountability Plan**

**2014-15 Annual Update**

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

### Introduction:

LEA: Norwalk La Mirada Unified School District, Contact : Dr. Albert E. Clegg, Assistant Superintendent, Educational Services, aclegg@nlmusd.org, 562.868.0431

LCAP Year: 2015 - 2016

### **Local Control and Accountability Plan and Annual Update Template**

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each school site, 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>The Norwalk La Mirada Unified School District engaged staff, teachers, administrators and parents throughout the 2014 – 15 school year to gather their ideas and feedback about the actions and services as well as expenditures for those actions and services to support student success at school. Our six district goals, the board of education’s goals, the Graduate Profile and the Educational Services Theory of Action served as the framework for our Annual Update, 2015 – 16 LCAP and the stakeholder engagement process. NLMUSD used various methods of communication in order to engage our entire community. The process began July 1, 2014 with the Educational Services team reviewing the recommended themes of the 2014 – 15 LCAP. The themes developed by the Task Force were:</p> <ol style="list-style-type: none"> <li>1. Relationships, Connectedness and communication.</li> <li>2. High quality services, schools and staff.</li> <li>3. Counseling and Guidance support for College and Career Readiness. Focus on Whole Child.</li> <li>4. Response to Intervention, Differentiated instruction and access.</li> <li>5. Effective CCSS implementation for College and Career Readiness.</li> <li>6. Safe and Secure Learning Environments.</li> </ol> <p>In August 2014, the Education Services team took a two day retreat to collaboratively define the work for the 2014 – 15 school year with a focus on the LCAP goals and actions, the Graduate Profile and the inquiry question “What structures/ instructional practices has the district worked on to build the capacity of site administrators and staff to support the development of the ideal NLMUSD graduate.” A theory of action was developed to support the LCAP actions and services. “if we create culture of collaboration and community, provide students with high quality curriculum, instruction, assessments, and feedback and provide timely academic and social-emotional support then we increase the probability that all student with embody the tenets of the ideal NLMUSD graduate.” The Theory of Action is based on the LCAP</p>	<p>After a comprehensive analysis of the input from our students, staff, parent and community and a community wide survey, and the 2014 – 15 LCAP plan, the District identified reoccurring themes that were consistent with the 2014 – 15 task force work and clarified the themes, goals and strategies. These themes are reflected in the goals, actions and services of the District 2015 -16 Annual LCAP plan. Common themes, goals and strategies of the LCAP included are:</p> <p>Theme 1: Sense of Connectedness</p> <ul style="list-style-type: none"> <li>• Goal: Support the socio-emotional well being and a sense of connection for all students in academics, college and career readiness, and social emotional needs <ul style="list-style-type: none"> <li>○ Strategy #1 - Foster positive student interactions with peers and staff</li> <li>○ Strategy #2 - Ensure students’ sense of safety</li> <li>○ Strategy #3 - Expand counseling services for all students</li> </ul> </li> </ul> <p>Theme 2: Student Achievement</p> <ul style="list-style-type: none"> <li>• Goal: Ensure all students graduate college and career ready <ul style="list-style-type: none"> <li>○ Strategy #1 – Foster a college and career going culture</li> <li>○ Strategy #2 – Equip students with 21<sup>st</sup> century learning skills</li> <li>○ Strategy #3 – Continuously improve the instructional program</li> <li>○ Strategy #4 - Support personalized learning and the development of student talents</li> </ul> </li> </ul> <p>Theme 3: Exemplary Staff</p>

Strategic Goals.

**Goal # 1** NLMUSD will support the socio-emotional well-being and a sense of connection by providing counseling and guidance in academics, college and career readiness, and personal and social needs.

**Goal # 2** NLMUSD will ensure all students graduate college and career ready by achieving mastery of content standards through having access to a variety of courses, and being provided with opportunities to develop interests, talents, and marketable skills.

**Goal # 3** NLMUSD will provide students with exemplary services and staff, in collaborative school environment supported by on-going professional development.

**Goal # 4** NLMUSD will create a culture of collaboration and communication that values the input of all stakeholders in order to cultivate meaningful relationships and partnerships with students, families, staff and community including shared responsibility for student success. (Theme 3)

**Goal # 5** NLMUSD will provide all students equitable access to high quality instruction through a multi tiered system of interventions to ensure access to and mastery of 21<sup>st</sup> century learning tools and to meet their individual needs.

**Goal # 6** NLMUSD will provide well-maintained, safe schools with highly-qualified, teachers, standards-aligned instructional materials, and resources to support students, families, and staff. From September to February, the 2104 – 15 LCAP actions and services were reviewed by various stakeholder groups, where the stakeholder groups shared input about one or more of the actions and services included in the 2014 – 15 LCAP as well as future actions and services for student successes. Meeting were held with the Superintendents Collaborative Cabinet, District Staff, Site Principals, District Site Leadership Team (DSLTL), Action Teams, DELAC, Linked Learning Committee, PTA, Counselors, community members, and local bargaining members.

Meeting	Date	Time	Participants
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- Goal: Provide students with exemplary services and staff supported by on-going professional development
  - Strategy #1 – Ensure a highly effective and trained staff
  - Strategy #2 – Ensure connected staff through Professional Learning Communities.
  - Strategy #3 – Build the leadership capacity of all staff

Theme 4: Parent and Community Engagement

- Create a culture of collaboration and communication that values the input and participation of all stakeholders
  - Strategy #1 – Provide and promote increased opportunities for parent and community involvement
  - Strategy #2 – Build connections between the community and the schools to foster investment in education
  - Strategy #3 – Provide effective communication with all stakeholders
  - Strategy #4 – Give parents the tools they need to help their child succeed

Theme 5: Access and Equity

- Provide all student with equitable access to high quality instruction and tiered academic and behavioral supports
  - Strategy #1 – Provide a variety of pro-active learning supports and appropriate interventions
  - Strategy #2 – Increase expanded learning opportunities for students
  - Strategy #3 – Ensure access to appropriate

<p>Superintendent's Collaborative Cabinet</p>	<p>Oct 21, 2014 Nov 18, 2014 Jan 20, 2015 Feb 17, 2015 Mar 31, 2015 Apr 28, 2015 May 26, 2015</p>	<p>8:00am-11:30am</p>	<p>Supt's Cabinet Members District Executive Staff District Directors TANLA Representatives CSEA Representatives High School Reps/ Principal/ Teacher Middle School Reps/ Principal/ Teacher Elementary School Reps/ Principal/ Teacher</p>	<p>technology tools, resources, and training</p> <p>Theme 6: Infrastructure and Operational Excellence</p> <ul style="list-style-type: none"> <li>• Provide learning environments that promote high performance within the school community             <ul style="list-style-type: none"> <li>○ Strategy #1 – Ensure safe, welcoming, and aesthetically pleasing environments</li> <li>○ Strategy #2 – Provide all students with standards-aligned textbooks and instructional materials</li> <li>○ Strategy #3 – Recruit, hire, and retain the best staff</li> </ul> </li> </ul> <p>The LCAP Writing Team reviewed the District Graduate Profile, the Educational Service Theory of Action, the current 2014-15 LCAP plan and the Stakeholder Survey. The task of the LCAP Writing Team was to analyze, synthesize and clarify the goals, actions and services.</p> <p>The online and paper survey was launched to the community of Norwalk La Mirada on March 23, 2015 and remained open until May 11, 2015. The purpose of the survey was to gather input from parents, students, certificated staff, classified staff, administrators, and community members about their perception of the effectiveness of the current actions and services, their priority for future actions and services and responses for "In what other ways can NLMUSD improve the educational experience that will help all students be college and career ready." The online survey received 2,141 responses with another 207 paper responses. Survey was in both English (93%) and Spanish (7%). Highlighted data includes: 17.2% or 333 respondents were parents of NLMUSD students 55% or 1066 respondents were students in NLMUSD. 22% or 424 respondents were teachers in NLMUSD. 6% or 104 respondents were classified employees in NLMUSD. 3.4% or 67 respondents were administrators in NLMUSD.</p>
<p>Principals' Meetings</p>	<p>Sep 12, 2014 Oct 10, 2014 Feb 27, 2015 Mar 27, 2015 Apr 24, 2015 May 22, 2015 Jun 24, 2015</p>	<p>1:00pm-4:00pm</p>	<p>All Principals, Ed Services Admin</p>	

<p>Title I Principals' Mtg</p>	<p>Sep 12, 2014 Oct 10, 2014 Feb 27, 2015 Mar 27, 2015 Apr 24, 2015 May 22, 2015</p>	<p>11:30am-12:30pm</p>	<p>Title I Principals, Ed Services Admin</p>	<p>1% or 15 respondents were business/community in NLMUSD. 1.76% or 34 respondents were list as other. The survey and meeting results were consistent with the themes, goals and actions discussed throughout the process.</p> <p>Survey Priorities by Theme are:</p> <p><b>Sense of Connectedness</b></p> <ul style="list-style-type: none"> <li>• Behavior Intervention Support – 70%</li> <li>• HS College and Career Counselors – 68%</li> <li>• College and Career Readiness Plan K-12 – 64%</li> <li>• Special Education Counseling – 64%</li> <li>• Middle School Intervention Counselors – 61%</li> <li>• Social Emotional Curriculum – 59%</li> <li>• English Language Learner Counseling – 56%</li> <li>• EM Counseling (Elementary) – 55%</li> </ul> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Develop a clear K-12 STEAM Education Plan – 75%</li> <li>• Enhance and expand VAPA K-12 – 74% <ul style="list-style-type: none"> <li>○ Instrumental Music – 73%</li> <li>○ Elementary Music – 65%</li> </ul> </li> <li>• Enhance and expand PLTW K-12 – 69%</li> <li>• Enhance and expand College and Career Pathways – 67%</li> </ul> <ul style="list-style-type: none"> <li>• Increase AP courses – 64%</li> <li>• Online learning opportunities – 62%</li> <li>• College course/dual enrollment – 60%</li> <li>• Expand AVID – 57%</li> <li>• Digital Literacy and online safety training – 57%</li> <li>• Expand Dual Immersion Language Program – 48%</li> </ul> <p><b>Exemplary Services and Staff</b></p> <ul style="list-style-type: none"> <li>• Tech Training – 73%</li> <li>• Behavior and intervention training – 65%</li> <li>• Increase CC training – 64%</li> <li>• VAPA – 61%</li> <li>• Tech Coaches/Science (specialized support staff) – 58%</li> <li>• Music Teachers (specialized support staff)</li> </ul>
<p>Elem Principals' PLC</p>	<p>Oct 24, 2014 Jan 30, 2015 Feb 13, 2015 Mar 13, 2015 Apr 17, 2015 May 8, 2015</p>	<p>8:30am-10:30am</p>	<p>Elementary Principals, Ed Services Admin</p>	
<p>Secondary Principals' PLC</p>	<p>Oct 24, 2014 Feb 13, 2015 Mar 13, 2015 Apr 17, 2015 May 8, 2015</p>	<p>8:30am-11:30am</p>	<p>Secondary Principals, Ed Services Admin</p>	
<p>Leadership</p>	<p>Aug 26, 27, 28, 29</p>	<p>8:00am-3:00pm</p>	<p>Leadership</p>	



District Site Leadership Team (DSLTL)	Nov 21, 2014 Mar 11, 2015 May 29, 2015	8:30am-3:00pm 8:30am-3:00pm 8:30am-11:30am	District Site Leadership Team (DSLTL)	<ul style="list-style-type: none"> <li>• More site-based coaches (follow-up PD support)</li> <li>• Reduce class size</li> <li>• NGSS – 64%</li> <li>• AP – 61%</li> <li>• ELD Standards – 55%</li> </ul> <p><b>Culture of Collaboration and Communication</b></p> <ul style="list-style-type: none"> <li>• Parent Workshops – 64%             <ul style="list-style-type: none"> <li>○ Relevant, accessible through technology</li> <li>○ Targeted to students’ needs</li> <li>○ Cyber safety</li> </ul> </li> <li>• Teacher/Principal Leadership Coaching – 62%</li> <li>• PowerSchool Parent Portal – 60%</li> <li>• Community and PBL Opportunities for students – 58%</li> <li>• PLC – 54%</li> <li>• Community Liaisons – 49%</li> </ul> <p><b>Access and Equity</b></p> <ul style="list-style-type: none"> <li>• Increase technology devices in the classroom – 73%</li> <li>• Academic Intervention Support – 68%</li> <li>• Reading Assessments for Primary K-3 – 63%</li> <li>• Behavioral Intervention Support – 66%</li> <li>• Math Bridge Summer Program – 52%</li> <li>• Implement Common Formative Assessments – 52%</li> <li>• Data Analysis Training – 50%</li> </ul> <p><b>Infrastructure and Operational Excellence</b></p> <ul style="list-style-type: none"> <li>• Increase classroom technology, security, and wireless capacity – 80%</li> <li>• Improve Science Labs K-12 – 77%</li> <li>• Beautification projects at school sites – 68%</li> <li>• Digital Textbooks (choice and balance) – 64%</li> <li>• Social Emotional Learning Resources – 64%</li> <li>• Parent Education Resources – 61%</li> </ul> <p>In addition, as part of the survey data, the stakeholders were ask to response to the following questions:</p>
Action Teams	Dec 5, 2014 Feb 6, 2015 Jan 9, 2015 May 29, 2015	8:00am-3:00pm 8:00am-3:00pm 8:00am-3:00pm 12:30pm-3:30pm	Action Teams: Data, ELL, MTSS, Tech, VAPA	
Linked Learning Retreat	Aug 22, 2014 Oct 29, 2014 Oct 30, 2014 Feb 26, 2015	8:30am-3:00pm	Linked Learning Team	

<p>Linked Learning Mtgs</p>	<p>Aug 22, 2014 Sep 18, 2014 Oct 30, 2014 Nov 20, 2014 Dec 11, 2014 Dec 18, 2014 Jan 22, 2015 Feb 25, 2015 Mar 26, 2015 Apr 30, 2015 May 28, 2015</p>	<p>8:30am-10:00am 8:00am-3:00pm 8:00am-3:00pm 8:30am-12:00pm 8:30am-12:00pm 8:30am-12:00pm 8:30am-3:00pm 8:30am-11:45pm 8:30am-12:00pm 8:30am-12:00pm 8:30am-12:00pm</p>	<p>Linked Learning Committee</p>	<p>1. What Other Services and Supports would you like the district to consider?</p> <ul style="list-style-type: none"> <li>• Socio-emotional counseling – 55</li> <li>• Variety of electives – 45</li> <li>• VAPA – 29</li> <li>• Support for struggling students – 24</li> <li>• Sports – 44</li> <li>• Technology (devices, training for all, up-keep) – 60</li> <li>• Training for staff – 32</li> <li>• Instructional Coaches – 8</li> <li>• More teachers and class size reduction – 23</li> <li>• Science equipment and labs – 13</li> <li>• *Facilities and janitorial services – 46</li> <li>• Parent Ed/Home and School Communication – 16</li> </ul> <p>2. In what other ways can NLMUSD improve the educational experience that will help all students be college and career ready? The results were:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Academic Support/Tutoring</li> <li>• Access/Availability to programs and extracurricular activities (arts)</li> <li>• Comprehensive Counseling</li> <li>• Quality Teaching and Relevant, Engaging Curriculum</li> <li>• Positive school/classroom environment</li> <li>• Ongoing parent communication</li> </ul> <p>At each of the stakeholder meetings, a community LCAP PowerPoint was presented and guiding questions led to discussing of the LCAP actions and services. Listed are the guiding questions and some common responses.</p> <p><b>Guiding Questions – Feedback on Current Plan/Future Focus</b></p> <p>1. How effective is our current three year plan supporting our goals? How might it more effectively support our goals?</p>
<p>Linked Learning Advisory</p>	<p>Apr 30, 2015</p>	<p>12:00pm-3:00pm</p>	<p>Linked Learning Advisory Committee</p>	
<p>Ed Services Retreat</p>	<p>Jul 16, 2014 Aug 13, 2014 Aug 14, 2014</p>	<p>8:30am-12:00pm 8:00am-4:00pm 8:00am-4:00pm</p>	<p>Ed Services Admin</p>	
<p>Ed Services Huddles</p>	<p>Every Monday</p>	<p>8:15am-9:30am</p>	<p>Ed Services Admin</p>	

<p>LCAP Budget Reviews</p>	<p>Aug 28, 2014 Oct 10, 2014 Jan 27, 2015 Feb 10, 2015 Feb 24, 2015 Mar 9, 2015 Mar 18, 2015 Mar 26, 2015</p>	<p>1:00pm-1:45pm 3:15pm-3:45pm 8:30am-12:00pm 9:30am-12:00pm 8:15am-10:15am 12:00pm-4:00pm 8:30am-4:00pm 8:30am-10:00am</p>	<p>Ed Services/ Budget Director Ed Services Ed Services Admin Ed Services Admin &amp; Fiscal Rep, Ed Services Admin / Fiscal Rep Ed Services Admin Ed Services Admin Ed Service Admin</p>	<ul style="list-style-type: none"> <li>• More time and attention</li> <li>• Increase awareness</li> <li>• Increase communication</li> <li>• Uneven implementation             <ul style="list-style-type: none"> <li>○ Equity of access</li> </ul> </li> </ul> <p>2. How have the actions/services addressed the needs of all students and the needs of our subgroups (ELL, SES, Foster Youth)?</p> <ul style="list-style-type: none"> <li>• ELD materials and SIOP for ELs</li> <li>• Foster children not enough focus             <ul style="list-style-type: none"> <li>○ Sites providing support</li> </ul> </li> <li>• SES – focus on overall program quality             <ul style="list-style-type: none"> <li>○ Paying for SAT/PSAT</li> </ul> </li> </ul> <p>3. Are there compelling needs that we have not yet identified in our plan that need to be addressed in the future?</p> <ul style="list-style-type: none"> <li>• Skill training for staff (Word, Excel)</li> <li>• Training in other than academic needs</li> <li>• Administrative support to free up principals as educational leaders</li> <li>• Additional site coaching</li> <li>• Strengthen home/school connection             <ul style="list-style-type: none"> <li>○ Communication and provide choice to meet various needs</li> </ul> </li> <li>• Parent Centers at each site             <ul style="list-style-type: none"> <li>○ Available technology (access and connectivity)</li> </ul> </li> <li>• Full time intervention person at MS</li> <li>• Comprehensive maintenance plan</li> <li>• Expanded office support at sites</li> <li>• EL/Intervention TOSA</li> <li>• Student support for students during instruction</li> <li>• Training for aides to support</li> <li>• Greater access to coaching</li> <li>• Increased Intervention TOSA time at elementary</li> <li>• Tech Support to match needs, especially as we ramp up to 2020 Learning Initiative</li> </ul>
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Beginning in March 2015, the emphasis shifted to the preparation of the 2015 – 16 LCAP. Norwalk La Mirada used a variety of methods to consult and gather input from the stakeholders. A consultation plan was developed in order to meet the requirements. The consultation plan included meetings with the teacher’s union (TANLA), the classified staff union, (CSEA), parent advisory committee, District English Language Learners Advisory Committee (DLAC), District and site administrators, Parent Student Teachers Association (PTSA), community members, school site staffs, and board of education. The Consultation Plan included face to face meetings and surveys.

Stakeholder Consultation Plan

Education Code 52060(g) A governing board of a school district shall consult with teachers, principals, administrators, and other school personnel, local bargaining units of the school district, parents, and pupils developing a local control and accountability plan.

- March 9, 2015 – March 18, 2015 – LCAP Current Plan Discussion with the Educational Services

- March 11, 2015 – LCAP information to District Site Leadership Team (DSLTL)
- March 18, 2015 – LCAP expenditure review with Business Services
- March 23, 2015 – LCAP Consultation with Teacher's Association of Norwalk-La Mirada Area (TANLA) Representation Council
- March 23, 2015 – Board Presentation LCAP Update
- March 26, 2015 – LCAP Consultation with PTA (Parent Engagement)
- March 27, 2015 – LCAP Consultation with Principals
- March 31, 2015 – LCAP Consultation with Superintendent's Extended Cabinet
- March 23 – May 11 – LCAP Consultation with all stakeholder through online/paper surveys
- March 31, 2015 – LCAP Update to Superintendents Collaborative Cabinet
- April 1 – May 15 – LCAP Consultation through site Principals with School Sites Staffs, SSC, ASB, ELAC
- April 16, 2015 – LCAP Consultation with DELAC
- April 28, 2015 – LCAP Consultation with Superintendent's Collaborative Cabinet
- May 7, 2015 LCAP Consultation meeting with CSEA
- May 7, 2015 – LCAP Parent Advisory Meeting
- May 25, 2015 – LCAP Update to District Site Leadership Team (DSLTL)/ Action Teams
- June 3 – 8 – Draft LCAP for Public Review and Comment
- June 8, 2015 – Board of Education Meeting – Public Hearing on LCAP 2015 - 2018
- June 29, 2015 – Board of Education – Adoption of LCAP 2015 – 2018 (3 year plan)
- June 30, 2015 -- Deadline for LCAP plan to be submitted to LACOE

In addition to the stakeholder consultation meetings, an online and paper survey was launched to the community

- Limit the number of implementations to our ability to support
- Laser focus/tiered implementation
- Coaching at sites
- Gap analysis
- Time built in for PLC
- Full time Intervention at all schools
- Tech support at sites

4. How can we utilize resources differently to improve instruction and raise student achievement?

- STEAM Education – additional personnel to support expanding programs
- We are using Linked Learning to reform our schools
  - Planning time
  - Needs to be mentioned
- Teacher support for creating and maintaining parent communication
- Green spaces
- Equity for all schools (resources, access to coaches)
- Teacher support to help meet kid's needs (academic, low SES, language)
- Retaining best staff – training
- Safety training
- Additional staff
- Condition of facilities
- Comprehensive goals for parent engagement
- Integrate services to maximize effectiveness
- Review data to measure effectiveness of programs
- Tech training for all staff
- Ratio of cleanliness staff
- Alignment in preparation for 2020 Learning Initiative
  - Admin training in leading 21<sup>st</sup> Century schools
- Intervention counselors
- MS counselors
- Review staffing ratios to support initiatives
- College and Career Counselors

of Norwalk La Mirada on March 23, 2015 and remained open until May 11, 2015. The purpose of the survey was to gather input from parents, students, certificated staff, classified staff, administrators, and community members about their perception of the effectiveness of the current actions and services, their priority for future actions and services and responses for “In what other ways can NLMUSD improve the educational experience that will help all students be college and career ready.” The online survey received 2,141 responses with another 207 paper responses.

An LCAP writing team was formed to analyze, synthesis and clarify the LCAP goals, actions and services. The writing team consisted of the Assistant Superintendent, Educational Services, 5 Educational Services Directors, 3 Educational Services Specialist, 3 Site Principals (1 each level), 1 TOSA, 2 Common Core Coaches, TANLA President, CSEA President, 3 TANLA Rep Teachers, 1 CSEA Labor Rep, 2 CSEA Reps, 1 Confidential Administrative Assistant, 1 Educational Service Account Technician, 1 Business Director. The team met 5 times during the month of May in order to clarify the goals, analyze the survey and data results, and to develop strategies, actions and services.

The impact of the survey results and consultation meetings assisted the LCAP Writing Team to refine the LCAP goals, actions and services.

**Annual Update:**

Norwalk La Mirada Unified School District used various methods of communication in order to engage our community stakeholders. Staff conducted internal review of programs and services. NLMUSD conducted numerous input sessions in order to gather feedback from stakeholders on existing goals, expected annual measures, and expenditures of the LCFF funds and desired revisions of the LCAP.

An on line survey was conducted in which all stakeholders participated were asked to rate the effectiveness of the LCAP actions and services. An LCAP writing team synthesized the survey data and prepared summary reports of the finding. Here are the findings:

Evaluating the Effectiveness of the Current Program

Goal # 1 : Sense of Connectedness

- PLAYWORKS at all elementary schools was viewed as effective by 31% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 4% considered it as not effective.
- Out of 50 comments about PLAYWORKS, 37 were entirely positive; while 9 comments recommended some adjustments such as having full-time coaches and having more collaboration time with the site administrator and the junior coaches. There were 2 negative comments and 2 comments stating that they heard about the program but didn't really know about the program.
- High School Intervention Counselors were viewed as effective by 27% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 4% considered it as not effective.
- Out of 30 comments made about the High School Intervention Counselors, most were positive and wanted this position to continue. Some comments were made about academic counselors at the high schools which revealed that the quality of counseling services needs some improvement, possibly through professional

**Annual Update:**

Norwalk La Mirada Unified School conducted numerous consultation meetings with all stakeholders, in all staff, students, parents, DELAC, ELAC, SSC, Parent Advisory, TANLA, CSEA, Leadership and Community. As a result of these meetings and input from the community surveys NLMUSD refined our LCAP goals, strategies, actions, services, measurable outcomes, as well as the expenditures to reflect the identified priorities.

As a result of the work of the LCAP Writing Team, the Strategic Goals of 2014 -15 were refined to reflect current needs. Common themes, strategies and services are:

Theme 1: Sense of Connectedness

- Goal: Support the socio-emotional well-being and a sense of connection for all students in academics, college and career readiness, and social emotional needs
  - Strategy #1 - Foster positive student interactions with peers and staff
  - Strategy #2 - Ensure students' sense of safety
  - Strategy #3 - Expand counseling services for all students

Theme 2: Student Achievement

- Goal: Ensure all students graduate college and career ready
  - Strategy #1 – Foster a college and career going culture
  - Strategy #2 – Equip students with 21<sup>st</sup> century learning skills
  - Strategy #3 – Continuously improve the instructional program
  - Strategy #4 - Support personalized learning and the

development.

- Elementary Student Support Specialists were viewed as effective by 20% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 7% considered it as not effective.
- Out of 28 comments made about the Elementary Student Support Specialists, many comments related the lack of awareness for the services these specialists would provide. Many equated the iTOSA with this role. (This makes sense since these Elementary Student Support Specialists are still being hired.) Some comments relate to the schools stating the need for full-time Elementary Student Support Specialists. In addition, there were comments indicating the lack of similar student support at the middle schools.
- District Student and Family Support Specialist was viewed as effective by 20% of the survey participants and somewhat effective (partially & mildly) by 26% of the participants. 8% considered it as not effective.
- There were only 18 comments about District Student and Family Support Specialists and the majority of these revealed that there was no clear understanding for the role and responsibilities of this position.

Goal #2: Student Achievement

- Middle/High School Pre-AP and AP courses were viewed as effective by 42% of the survey participants and somewhat effective (partially & mildly) by 23% of the participants. 5% considered it as not effective.
- There were 10 comments in relations to the Middle/High School Pre-AP and AP courses and 2 were positive. A few comments supported the paying of the fees for AP tests by the district for all high schools. Some comments questioned the rigor and strength of the district's AP programs while some questioned the readiness of the students for AP courses.
- Elementary/Middle School Visual and Performing Arts

development of student talents

Theme 3: Exemplary Staff

- Goal: Provide students with exemplary services and staff supported by on-going professional development
  - Strategy #1 – Ensure a highly effective and trained staff
  - Strategy #2 – Ensure connected staff through Professional Learning Communities.
  - Strategy #3 – Build the leadership capacity of all staff

Theme 4: Parent and Community Engagement

- Create a culture of collaboration and communication that values the input and participation of all stakeholders
  - Strategy #1 – Provide and promote increased opportunities for parent and community involvement
  - Strategy #2 – Build connections between the community and the schools to foster investment in education
  - Strategy #3 – Provide effective communication with all stakeholders
  - Strategy #4 – Give parents the tools they need to help their child succeed

Theme 5: Access and Equity

- Provide all student with equitable access to high quality instruction and tiered academic and behavioral supports
  - Strategy #1 – Provide a variety of pro-active learning supports and appropriate interventions

were viewed as effective by 42% of the survey participants and somewhat effective (partially & mildly) by 25% of the participants. 6% considered it as not effective.

- Out of 12 comments, they were all generally positive and supported the continuation and the expansion of the program.
- Middle School Magnet Fair was viewed as effective by 36% of the survey participants and somewhat effective (partially & mildly) by 24% of the participants. 4% considered it as not effective.
- The 4 comments in relations to Middle School Magnet Fair were a combination of viewing it as a positive event and of needing more preparation time to be effective.
- Annual College Expo was viewed as effective by 35% of the survey participants and somewhat effective (partially & mildly) by 24% of the participants. 4% considered it as not effective.
- There were only 2 comments in relations to the Annual College Expo but they were both positive.
- Link Crew/WEB Transition Program were viewed as effective by 35% of the survey participants and somewhat effective (partially & mildly) by 24% of the participants. 5% considered it as not effective.
- There was a total of 7 comments regarding Link Crew/WEB Transition Program. Some supported the program and saw it a way for students to connect positively to school, especially for shy kids; while some mentioned the need for the more infrastructure support. A few comments did note the lack of effectiveness of the program.
- Academic Language Development in HS was viewed as effective by 25% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 4% considered it as not effective.
- No comments were made regarding the Academic Language Development program at high schools.
- Project Lead the Way (Elem, MS, HS) was viewed as

- Strategy #2 – Increase expanded learning opportunities for students
- Strategy #3 – Ensure access to appropriate technology tools, resources, and training

Theme 6: Infrastructure and Operational Excellence

- Provide learning environments that promote high performance within the school community
  - Strategy #1 – Ensure safe, welcoming, and aesthetically pleasing environments
  - Strategy #2 – Provide all students with standards-aligned textbooks and instructional materials
  - Strategy #3 – Recruit, hire, and retain the best staff
  -

The LCAP plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low Income Students.) Programs, services and aligned expenditures are detailed in the subsequent pages and are connected to the needs and desires of the NLMUSD community, data driven and meets the needs of our students.



effective by 32% of the survey participants and somewhat effective (partially & mildly) by 24% of the participants. 6% considered it as not effective.

- There were 32 comments made for Project Lead the Way program. Most were positive but pointed out the need for the increased funding and support to ensure that this program is expanded and offered to all schools.
- District support for PSAT/SAT prep and exam fees for all 8-12 graders were viewed as effective by 30% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 8% considered it as not effective.
- There were 8 comments about the district support for PSAT/SAT prep and exam fees for all 8-12 graders. These mostly questioned whether the district should pay for all students; however there was one supporting the district.
- CAHSEE Intervention Support was viewed as effective by 17% of the survey participants and somewhat effective (partially & mildly) by 24% of the participants. 5% considered it as not effective.
- There were 5 comments made for CAHSEE Intervention Support. They stated that the Intervention classes would be more effective at lower grade level, 10<sup>th</sup> & 11<sup>th</sup>, not 12<sup>th</sup>. CAHSEE week-long booth camps were not seen as effective.
- “Seminar for Success” (HS course) was viewed as effective by 19% of the survey participants and somewhat effective (partially & mildly) by 22% of the participants. 6% considered it as not effective.
- There were 3 comments for Seminar for Success which saw this as a good program for the 9<sup>th</sup> graders transitioning into high school.
- Dual Immersion Programs were viewed as effective by 15% of the survey participants and somewhat effective (partially & mildly) by 20% of the participants. 5% considered it as not effective.

- There were 4 comments for Dual Immersion Programs. Most noted the need to offer more classes. One inquired how the effectiveness of this program was being evaluated.
- Elementary ELL Bridge Materials were viewed as effective by 14% of the survey participants and somewhat effective (partially & mildly) by 2 % of the participants. 6% considered it as not effective.
- Only one comment was made in regards to Elementary ELL Bridge Materials which noted that more teacher training and guidance for using these materials was used.

Goal #3: Exemplary Services and Staff

CC Training 47%

- More training for all content area teachers
- Expand training beyond Trainer of Trainers model
- Message discipline

District Coaches 49%

- More access to coaches in the classroom

Transitional Kindergarten 36%

- More aides (5)

PLC 45%

- More training for more teachers
- Time built into the day for implementation

Other

- Aides for K/1
- Training for parents

Goal #4: Culture of Collaboration and Communication

PowerSchool 78%

- Effective when kept current and updated

- Requesting elementary use

Websites and Online Presence 68%

- Difficult to use
- Want it to be interactive
- Not kept current or updated

Other

- Increase social media

Parent Ed 43%

- Variety of topics (based on need)
- Access to attend (times that parents can attend)
- Increase marketing/promote workshops
- Increase parent participation and input

Blackboard 32%

- Effective

Goal #5: Access and Equity

iPads (50% effective)

- Most comments were very positive
- Need more – want for all students
- MS/HS Transition

Technology PD - Support Staff 41% Effective

- Interest for more technology PD
- Sometimes too much, too fast
- Still hiring tech support personnel (in progress) – need is apparent
- Needs to be available for all teachers

Schoology (45% Effective)

- Need education for families
- Not everyone uses it – need training (not all sites)
- Should be required by staff

Keyboarding Software 35% Effective

- Uneven implementation
- Not everyone aware of availability

HS Summer School 29% Effective

- Not engaging (1 comment)
- Boring, too long

JumpStart 25% Effective

- Not many aware/reason why?
- Need data on effectiveness – are they doing better?

Tech Coaches 37% Effective

- Spread thin/Need more
- Presenting sometimes overwhelming

Edgenuity Credit Recovery 16% Effective

- Is right system?
- Not effective/Students struggle

Goal #6 Infrastructure and Operational Excellence

Standard Aligned Materials (40% Effective – 23% Partially Effective)

- Science/Social Studies materials are old – need new
- Invest in science materials/equipment/labs (multiple comments)
- Math Program is great/effective (3 comments)
- Need new ELA materials – Holé (Engage NY): Spelling, Grammar
- Teachers need more prep time with new curriculum
- Need new assessments aligned to Common Core

Highly Qualified Staff (56% Effective, 18% Partially Effective)

- All staff need positive interactions/training
- More staff needed (facilities)

- Administrators need to hold teachers accountable
- Teachers should not need to clean

Clean/Safe Facilities (56% Effective, 18% Partially Effective)

- Not enough staff to cover needs (staffing from previous LCAP?)
- Classes cleaned daily (need)
- Focus on restroom cleanliness/equipment
- Grounds – Landscaping – Dirty/Dusty
- Security Staff – Not safe, monitoring visitors, locked down
- Maintenance plan needed

PBIS (small presence on some campuses) (42% Effective, 22% Partially Effective)

- Playworks – Elementary
- MS/HS BBIS spotty – not always effective or implemented
- WEB/Link Crew expanded
- What is this at HS? People unaware – not enough support
- Plan at each school needed, implemented, monitored

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

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



<b>GOAL:</b>	<b>Goal Area #1: Sense of Connectedness</b> <ul style="list-style-type: none"> <li>• Goal: Support the socio-emotional well-being and a sense of connection for all students in academics, college and career readiness, and social emotional needs             <ul style="list-style-type: none"> <li>○ Strategy #1 - Foster positive student interactions with peers and staff</li> <li>○ Strategy #2 - Ensure students' sense of safety</li> <li>○ Strategy #3 - Expand counseling services for all students</li> </ul> </li> </ul>	<b>Related State and/or Local Priorities:</b> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify <u>Sense of Connectedness</u>	
<b>Identified Need:</b>	There is a need to provide avenues for positive student interactions with peers and staff, ensuring the sense of student safety and expanding counseling services in all schools. A need for additional counseling supports was identified to support struggling students, Long Term English Learners, and Foster Youth. Additional services were identified for college and career readiness, and support for social emotional needs of students and families.		
<b>Goal Applies to:</b>	<b>Schools:</b>	ALL SCHOOLS	<b>Applicable Pupil Subgroups:</b> ALL
<b>LCAP Year 1: 2015 - 16</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase in graduation rate by 1% each year from 93.1% to 94.1% Increase in the attendance rate by 1% each year from 95.9% to 96.9%. Decrease in the annual number of discipline referrals by 1% each year from 4447 to 4403 or lower. Increase 10 <sup>th</sup> grade CAHSEE pass rate by 2% each year from 84% to 86%. Decrease the number of annual suspensions by 1% each year from 3.6% to 2.6%. Decrease Middle School and High School dropout rates from 3.5% to 3.3%. (2013-14 = 3.5%) Decrease the chronic absenteeism rate by 10% from 10.1% to 9.1%. Increase the percentage of students feeling connected at school each year by 3%: <ul style="list-style-type: none"> <li>• Grade 7 – from 57% to 60%</li> <li>• Grade 9 – from 42% to 45%</li> <li>• Grade 11 – from 40% to 43%</li> </ul> Increase in percentage of student scoring “ready for college” on the EAP by 1% from 10% to 11%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Implement Playworks Program at all elementary schools to support positive student’s interactions with peers on the playground.	TK - 5	___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 ___Other Subgroups:(Specify)_____	\$400,000 or 0.29% LCFF Supp/Con
Implement WEB/ LINK CREW program at the Middle Schools (WEB) and High Schools (LINK CREW) to support positive student interactions with peers and staff. Support for student transition from MS to HS, and Elementary to MS.	6- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$48,830 or 0.04% LCFF Supp/Con

<p>Provide a middle school sports program to support positive student interactions with peers and staff.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,856 or 0.01% LCFF Supp/ Con</p>
<p>Implement various types of school culture and safety programs including piloting Capturing Kids Hearts, expanding Character Counts and implementing Cyber Safety Software.</p>	<p>TK - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$175,000 or 0.13% LCFF Supp/Con</p>
<p>Expand counseling services by providing Elementary Student Support Specialist to support the socio-emotional and behavioral needs of elementary students and their families particularly EL, Low income students, Foster youth and other identified at risk students.</p>	<p>TK - 5</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$561,112 or 0.41% LCFF Supp/Con</p>
<p>Expand counseling services by providing High School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$422,383 or 0.31% LCFF Supp/Con</p>
<p>Expand counseling support by hiring a District Student and Family Specialist to provide support for counseling district-wide, 504 and support to elementary behavioral specialists.</p>	<p>Tk – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$127,893 or 0.09% LCFF Supp/Con</p>
<p>Expand counseling support to middle schools by providing Middle School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth.</p>	<p>6- 8</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/Con</p>
<p>Expand counseling support to high school for College and Career counseling by providing at each comprehensive high school a High School College and Career Counselor.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/ Con</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

Increase in graduation rate by 1% each year from 94.1% to 95.1%.  
 Increase in the attendance rate by 1% each year from 96.9% to 97.9%.  
 Decrease in the annual number of discipline referrals by 1% each year from 4403 to 4359 or lower.  
 Increase 10<sup>th</sup> grade CAHSEE pass rate by 2% each year from 86% to 88%.  
 Decrease the number of annual suspensions by 1% each year from 2.6% to 1.6%.  
 Decrease Middle School and High School dropout rates from 3.3% to 3.1%. (2013-14 = 3.5%)  
 Decrease the chronic absenteeism rate by 10% from 9.1% to 8.1%.  
 Increase the percentage of students feeling connected at school each year by 3%:  
 • Grade 7 – from 60% to 63%  
 • Grade 9 – from 45% to 48%  
 • Grade 11 – from 43% to 46%  
 Increase in percentage of student scoring “ready for college” on the EAP by 1% from 11% to 12%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Playworks Program at all elementary schools to support positive students interactions with peers on the playground.	TK - 5	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$400,000 or 0.29% LCFF Supp/Con
Implement WEB/ LINK CREW program at the Middle Schools(WEB) and High Schools (LINK CREW) to support positive student interactions with peers and staff. Support for student transition from MS to HS, and Elementary to MS.	6- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$48,830 or 0.04% LCFF Supp/Con
Provide a middle school sports program to support positive student interactions with peers and staff.	6-8	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,856 or 0.01% LCFF Supp/ Con
Implement various types of school culture and safety programs including piloting Capturing Kids Hearts, expanding Character Counts and implementing Cyber Safety Software.	TK - 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$175,000 or 0.13% LCFF Supp/Con

<p>Expand counseling services by providing Elementary Student Support Specialist to support the socio-emotional and behavioral needs of elementary students and their families particularly EL, Low income students, Foster youth and other identified at risk students.</p>	<p>TK - 5</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$561,112 or 0.41% LCFF Supp/Con</p>
<p>Expand counseling services by providing High School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$422,383 or 0.31% LCFF Supp/Con</p>
<p>Expand counseling support by hiring a District Student and Family Specialist to provide support for counseling district-wide, 504 and support to elementary behavioral specialist</p>	<p>Tk – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$127,893 or 0.09% LCFF Supp/Con</p>
<p>Expand counseling support to middle schools by providing Middle School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth</p>	<p>6- 8</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/Con</p>
<p>Expand counseling support to high school for College and Career counseling by providing at each comprehensive high school a High School College and Career Counselor.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/ Con</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

Increase in graduation rate by 1% each year from 95.1% to 96.1%.  
 Increase in the attendance rate by 1% each year from 97.9% to 98.9%.  
 Decrease in the annual number of discipline referrals by 1% each year from 4359 to 4315 or lower.  
 Increase 10<sup>th</sup> grade CAHSEE pass rate by 2% each year from 88% to 90%.  
 Decrease the number of annual suspensions by 1% each year from 1.6% to 0.6%.  
 Decrease Middle School and High School dropout rates from 3.1% to 2.9%. (2013-14 = 3.5%)  
 Decrease the chronic absenteeism rate by 10% from 8.1% to 7.1%.  
 Increase the percentage of students feeling connected at school each year by 3%:  
 • Grade 7 – from 63% to 66%  
 • Grade 9 – from 48% to 51%  
 • Grade 11 – from 46% to 49%  
 Increase in percentage of student scoring “ready for college” on the EAP by 1% from 12% to 13%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Playworks Program at all elementary schools to support positive students interactions with peers on the playground.	TK - 5	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$400,000 or 0.29% LCFF Supp/Con
Implement WEB/ LINK CREW program at the Middle Schools(WEB) and High Schools (LINK CREW) to support positive student interactions with peers and staff. Support for student transition from MS to HS, and Elementary to MS.	6- 12	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$48,830 or 0.04% LCFF Supp/Con
Provide a middle school sports program to support positive student interactions with peers and staff.	6-8	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,856 or 0.01% LCFF Supp/ Con
Implement various types of school culture and safety programs including piloting Capturing Kids Hearts, expanding Character Counts and implementing Cyber Safety Software.	TK - 12	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$175,000 or 0.13% LCFF Supp/Con

<p>Expand counseling services by providing Elementary Student Support Specialist to support the socio-emotional and behavioral needs of elementary students and their families particularly EL, Low income students, Foster youth and other identified at risk students.</p>	<p>TK - 5</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$561,112 or 0.41% LCFF Supp/Con</p>
<p>Expand counseling services by providing High School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$422,383 or 0.31% LCFF Supp/Con</p>
<p>Expand counseling support by hiring a District Student and Family Specialist to provide support for counseling district-wide, 504 and support to elementary behavioral specialist.</p>	<p>TK – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$127,893 or 0.09% LCFF Supp/Con</p>
<p>Expand counseling support to middle schools by providing Middle School Intervention Counselors to support for at-risk, EL, Low SES, and Foster Youth to attain success in academic and social growth.</p>	<p>6- 8</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/Con</p>
<p>Expand counseling support to high school for College and Career counseling by providing at each comprehensive high school a High School College and Career Counselor.</p>	<p>9-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$330,000 or 0.24% LCFF Supp/ Con</p>

<b>GOAL:</b>	<b>Goal Area #2: Student Achievement</b> <ul style="list-style-type: none"> <li>• Goal: Ensure all students graduate college and career ready           <ul style="list-style-type: none"> <li>○ Strategy #1 – Foster a college and career going culture</li> <li>○ Strategy #2 – Equip students with 21<sup>st</sup> century learning skills</li> <li>○ Strategy #3 – Continuously improve the instructional program</li> <li>○ Strategy #4 - Support personalized learning and the development of student talents</li> </ul> </li> </ul>	<b>Related State and/or Local Priorities:</b> 1__ 2_x 3_x 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local: Specify <u>Student Achievement</u>	
<b>Identified Need:</b>	There is a need to increase student access to A-G courses and Advanced Placement classes in order to be college and career ready. A need for students and parents to be aware of college entrance requirements and the skills needed for successful career. A need for all students to meet the tenets of the NLMUSD ideal graduate.		
<b>Goal Applies to:</b>	Schools: ALL SCHOOLS Applicable Pupil Subgroups: ALL		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase the percent of students completing A- G course by 2% each year from 42% to 44% Increase the percentage of English Language Learners access to Career Pathways by 10% annually. Baseline data will be available in Sept. 2015. Increase the percentage of low income student's access to college preparation coursework by 10% annually. Baseline data will be available in Sept. 2015. Increase the percentage of English Learners and Low Income pupil access to a visual and performing arts program by 10% annually. Baseline year Increase the percentage of students taking AP and Pre AP coursework district-wide by 2% each year from 25% to 27%. Increase the percentage of students taking AP exams by 1% each year from 22% to 23%. Increase the AP exam pass rate by 1% each year from 39% to 40%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide support for Pre AP and AP Courses to foster a college going culture and equip student with 21 <sup>st</sup> century learning skills.	6 – 12	___ALL ----- OR: ___x Low Income pupils ___x English Learners ___x Foster Youth ___x Redesignated fluent English proficient ___Other Subgroups:(Specify)_____oficient ___Other Subgroups:(Specify)_____	\$33,654 or 0.02% LCFF Supp/Con
Provide support for the Middle School Magnet Fair to foster a college and career going culture.	6-8	___ALL ----- OR: ___x Low Income pupils ___x English Learners ___x Foster Youth ___x Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$4,114 or 0.00% LCFF Supp/Con
Expand AVID k-12 to include pilot Elementary Schools and implement AVID EXCEL in the Middle Schools for Long Term English Learners.	4-8	___ALL ----- OR: ___x Low Income pupils ___x English Learners ___x Foster Youth ___x Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$98,857 or 0.07% LCFF Supp/Con

<p>Provide PSAT and SAT prep and exam fees for all 8<sup>th</sup> – 12<sup>th</sup> grade students to participate in a college assessment to foster a college going culture.</p>	<p>8- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$117,000 LCFF or 0.09% Supp/Con</p>
<p>Provide support for the District Annual College Expo in order to foster a college going culture and college awareness TK-12.</p>	<p>TK – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,107 or 0.01% LCFF Supp/Con</p>
<p>Provide support for College/ Dual Enrollment programs including the growth of the Middle College Program through Cerritos College.</p>	<p>10 – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,525 or 0.00% LCFF Supp/Con</p>
<p>Explore and develop a plan to implement STEAM programs in the district by forming a STEAM Action Team.</p>	<p>TK - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 or 0.00% LCFF Supp/Con</p>
<p>Implement the K-12 Technology Scope and Sequence.</p>	<p>TK – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000 or 0.00% LCFF Supp/Con</p>
<p>Expand K- 12 Project Lead the Way (PLTW) to expand technology related HS career pathways and career pathways preparation in all middle schools and targeted pilot elementary schools. Provide PLTW TOSA, Training, Equipment, and Materials.</p>	<p>2- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$493,774 or 0.36% LCFF Supp/Con</p>
<p>Target instruction at the high schools for Long Term English Learners by providing support for the Academic Language Development Course.</p>	<p>9 - 11</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:(Specify)_____</p>	<p>\$75,200 or 0.06% LCFF Supp/Con</p>



<p>Expand support for the early learning program by providing instructional aides, instructional materials and curriculum to improve the instructional program.</p>	<p>TK - K</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$149,042 or 0.11% LCFF Supp/Con</p>
<p>Expand the Visual and Performing Arts Programs K-12 by enhancing current VAPA offerings, providing support for new VAPA programs and supporting VAPA districtwide.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,378,311 or 1.01% LCFF Supp/Con</p>
<p>Support and expand Dual Language Program at selected elementary schools and middle school in order to support the development of EL and RFEP students. (Dolland Elementary, Edmonson Elementary, Los Alisos Middle School)</p>	<p>K – 2 6 - 8</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,109,604 or 0.81% LCFF Supp/Con</p>
<p>Provide support and personnel to expand Career Technical Pathways and Career Education K-12.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$340,219 or 0.25% LCFF Supp/Con</p>

**LCAP Year 2: 2016 -17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percent of students completing A-G course by 2% each year from 44% to 46%.                  Increase the percentage of English Language Learners access to Career Pathways by 10% annually. Baseline + 10%.                  Increase the percentage of low income student's access to college preparation coursework by 10% annually. Baseline + 10%.                  Increase the percentage of English Learners and Low Income pupil access to a visual and performing arts program by 10% annually. Baseline + 10%.                  Increase the percentage of students taking AP and Pre AP coursework district-wide by 2% each year from 27% to 29%.                  Increase the percentage of students taking AP exams by 1% each year from 23% to 24%.                  Increase the AP exam pass rate by 1% each year from 40% to 41%.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Provide support for Pre AP and AP Course to foster a college going culture and equip student with 21<sup>st</sup> century learning skills.</p>	<p>6 – 12</p>	<p>___ALL                  -----                  OR:                  ___x Low Income pupils ___x English Learners                  ___x Foster Youth ___x Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$33,654 or 0.02%                  LCFF                  Supp/Con</p>
<p>Provide support for the Middle School Magnet Fair to foster a college and career going culture.</p>	<p>6-8</p>	<p>___ALL                  -----                  OR:                  ___x Low Income pupils ___x English Learners                  ___x Foster Youth ___x Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$4,114 or 0.00%                  LCFF                  Supp/Con</p>
<p>Expand AVID 4-12 to include pilot Elementary Schools and implement AVID EXCEL in the Middle Schools for Long Term English Learners.</p>	<p>4-8</p>	<p>___ALL                  -----                  OR:                  ___x Low Income pupils ___x English Learners                  ___x Foster Youth ___x Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$98,857 or 0.07%                  LCFF                  Supp/Con</p>
<p>Provide PSAT and SAT prep and exam fees for all 8<sup>th</sup> – 12<sup>th</sup> grade students to participate in a college assessment to foster a college going culture.</p>	<p>8- 12</p>	<p>___ALL                  -----                  OR:                  ___x Low Income pupils ___x English Learners                  ___x Foster Youth ___x Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$117,000                  LCFF or 0.09%                  Supp/Con</p>
<p>Provide support for the District Annual College Expo in order to foster a college going culture and college awareness TK-12.</p>	<p>TK – 12</p>	<p>___ALL                  -----                  OR:                  ___x Low Income pupils ___x English Learners                  ___x Foster Youth ___x Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$10,107 or 0.01%                  LCFF                  Supp/Con</p>

<p>Provide support for College/ Dual Enrollment programs including the growth of the Middle College Program through Cerritos College.</p>	<p>10 – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,525 or 0.00% LCFF Supp/Con</p>
<p>Explore and develop a plan to implement STEAM programs in the district by forming a STEAM Action Team.</p>	<p>TK - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 or 0.00% LCFF Supp/Con</p>
<p>Implement the K-12 Technology Scope and Sequence.</p>	<p>TK – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000 or 0.00% LCFF Supp/Con</p>
<p>Expand K- 12 Project Lead the Way (PLTW) to expand technology related HS career pathways and career pathways preparation in all middle schools and targeted pilot elementary schools. Provide PLTW TOSA, Training, Equipment, and Materials.</p>	<p>2- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$493,774 or 0.36% LCFF Supp/Con</p>
<p>Target instruction at the high schools for Long Term English Learners by providing support for the Academic Language Development Course.</p>	<p>9 - 11</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:(Specify)_____</p>	<p>\$75,200 or 0.06% LCFF Supp/Con</p>
<p>Expand support for the early learning program by providing instructional aides, instructional materials and curriculum to improve the instructional program.</p>	<p>TK - K</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$149,042 or 0.11% LCFF Supp/Con</p>
<p>Expand the Visual and Performing Arts Programs K-12 by enhancing current VAPA offerings, providing support for new VAPA programs and supporting VAPA districtwide.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,378,311 or 1.01% LCFF Supp/Con</p>

<p>Support and expand Dual Language Program at selected elementary schools and middle schools in order to support the development of EL and RFEP students. (Dolland Elementary, Edmonson Elementary, Los Alisos Middle School)</p>	<p>K – 2 6 - 8</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 <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,109,604 or 0.81% LCFF Supp/Con</p>
<p>Provide support and personnel to expand Career Technical Pathways and Career Education K-12.</p>	<p>K- 12</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 checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$340,219 or 0.25% LCFF Supp/Con</p>

**LCAP Year 3: 2017 -18**

Expected Annual Measurable Outcomes:	Increase the percent of students completing A- G course by 2% each year from 46% to 48%. Increase the percentage of English Language Learners access to Career Pathways by 10% annually. Baseline + 10% Increase the percentage of low income students access to college preparation coursework by 10% annually. Baseline + 10% Increase the percentage of English Learners and Low Income pupil access to a visual and performing arts program by 10% annually. Baseline + 10 %. Increase the percentage of students taking AP and Pre AP coursework district-wide by 2% each year from 29% to 31%. Increase the percentage of students taking AP exams by 1% each year from 24% to 25%. Increase the AP exam pass rate by 1% each year from 41% to 42%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide support for Pre AP and AP Course to foster a college going culture and equip student with 21 <sup>st</sup> century learning skills.	6 – 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$33,654 or 0.02% LCFF Supp/Con
Provide support for the Middle School Magnet Fair to foster a college and career going culture.	6-8	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,114 or 0.00% LCFF Supp/Con
Expand AVID 4-12 to include pilot Elementary Schools and implement AVID EXCEL in the Middle Schools for Long Term English Learners.	4-8	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$98,857 or 0.07% LCFF Supp/Con
Provide PSAT and SAT prep and exam fees for all 8 <sup>th</sup> – 12 <sup>th</sup> grade students to participate in a college assessment to foster a college going culture.	8- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$117,000 LCFF or 0.09% Supp/Con
Provide support for the District Annual College Expo in order to foster a college going culture and college awareness TK-12.	TK – 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,107 or 0.01% LCFF Supp/Con

<p>Provide support for College/ Dual Enrollment programs including the growth of the Middle College Program through Cerritos College.</p>	<p>10 – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,525 or 0.00% LCFF Supp/Con</p>
<p>Explore and develop a plan to implement STEAM programs in the district by forming a STEAM Action Team.</p>	<p>TK - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 or 0.00% LCFF Supp/Con</p>
<p>Implement the K-12 Technology Scope and Sequence.</p>	<p>TK – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000 or 0.00% LCFF Supp/Con</p>
<p>Expand 2- 12 Project Lead the Way (PLTW) to expand technology related HS career pathways and career pathways preparation in all middle schools and targeted pilot elementary schools. Provide PLTW TOSA, Training, Equipment, and Materials.</p>	<p>2- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$493,774 or 0.36% LCFF Supp/Con</p>
<p>Target instruction at the high schools for Long Term English Learners by providing support for the Academic Language Development Course.</p>	<p>9 - 11</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:(Specify)_____</p>	<p>\$75,200 or 0.06% LCFF Supp/Con</p>
<p>Expand support for the early learning program by providing instructional aides, instructional materials and curriculum to improve the instructional program.</p>	<p>TK - K</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$149,042 or 0.11% LCFF Supp/Con</p>
<p>Expand the Visual and Performing Arts Programs K-12 by enhancing current VAPA offerings, providing support for new VAPA programs and supporting VAPA districtwide.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,378,311 or 1.01% LCFF Supp/Con</p>

<p>Support and expand Dual Language Program at selected elementary schools and middle school in order to support the development of EL and RFEP students. (Dolland Elementary, Edmonson Elementary, Los Alisos Middle School)</p>	<p>K – 2 6 - 8</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,109,604 or 0.81% LCFF Supp/Con</p>
<p>Provide support and personnel to expand Career Technical Pathways and Career Education K-12.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$340,219 or 0.25% LCFF Supp/Con</p>

<b>GOAL:</b>	<b>Goal Area #3: Exemplary Staff</b> <ul style="list-style-type: none"> <li>• Goal: Provide students with exemplary services and staff supported by on-going professional development             <ul style="list-style-type: none"> <li>○ Strategy #1 – Ensure a highly effective and trained staff</li> <li>○ Strategy #2 – Ensure connected staff through Professional Learning Communities.</li> <li>○ Strategy #3 – Build the leadership capacity of all staff</li> </ul> </li> </ul>	<b>Related State and/or Local Priorities:</b> 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: __ __ Local: Specify <u>Exemplary Staff</u>	
<b>Identified Need:</b>	There is a need for all teachers and staff for on-going professional development so that great first instruction with differentiated strategies occurs so that all students including English Learners, master content standards to meet the tenets of the ideal graduate. There is a need for staff to participate in collaborative culture through Professional Learning Communities in order to improve the instructional program. There is a need for building the capacity of site and district leadership to lead the instructional program.		
<b>Goal Applies to:</b>	<b>Schools:</b>	<b>ALL SCHOOLS</b> <b>Applicable Pupil Subgroups:</b> ALL	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase the number of students participating in AVID by 1% each year from 10% to 11%. Increase the percentage of student meeting AMOA 1 CELDT proficiency by 2% each year from 49.4% to 51.4%. Increase the percentage of students demonstrating proficiency in CCSS ELA and Math as measured by SBAC BY 5%. (Baseline data will be available in August 2015) Increase the EL reclassification rate by 1% each year from 19.4% to 20.4%. Increase the percentage of students completing A-G coursework by 2% each year from 42% to 44%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide AVID training and support through workshops, conferences, institutes, AVID TOSA and consultation.	4 – 12	__ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	\$537,545 or .39% LCFF Supp/Con
Expand Instructional Coaches and professional development for standards implementation including CCSS, NGSS, Instructional Norms, Core program and ELD.	K-12	__ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	\$790,909 or 0.58% LCFF Supp/Con
Provide on-going comprehensive leveled professional development to support the implementation of standards aligned curriculum including CCSS, NGSS and ELD. Targeting strategies including instructional norms and developing the ideal graduate.	K-12	__ALL ----- OR: OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	\$619,012 or 0.45% LCFF Supp/Con



<p>Provide comprehension leveled profession development in the use of technology for instruction and to support the implementation of the 2020 learning initiative.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$213,230 or 0.16% LCFF Supp/Con</p>
<p>Provide behavior intervention training for all staff. Provide training and support to implement positive behavior support (PBIS).</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,808 or 0.03% LCFF Supp/Con</p>
<p>Provide for Pre – AP and Advance Placement training and support at the middle and high schools.</p>	<p>6-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$73,141 or 0.05% LCFF Supp/Con</p>
<p>Expand NGSS training and support for implementation of science standard district-wide.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$26,217 or 0.02% LCFF Supp/Con</p>
<p>Expand VAPA training, services and support including District VAPA TOSA and continuation of special projects and programs. Targeting the needs of low income, EL and Foster Youth.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$198,569 or 0.15% LCFF Supp/Con</p>
<p>Provide training and support for the Linked Learning initiative.</p>	<p>9 – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$21,113 or 0.02% LCFF Supp/Con</p>

<p>Provide support for sites to develop effective professional learning communities (PLC) practices and strategies by providing PLC Cohort Training with a consultant.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$323,253 or 0.24% LCFF Supp/Con</p>
<p>Provide support for site for PLC collaborative time and resources.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,000 or 0.04% LCFF Supp/Con</p>
<p>Provide support for PLC conference attendance to enhance the districts ability to support the development of Professional Learning Communities.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>
<p>Build the capacity of leadership through leadership training. Leadership training through the Flippen Group to focus on development of principal leadership qualities.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000 or 0.07% LCFF Supp/Con</p>
<p>Provide leadership support for principals to develop instructional leadership on their sites.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increase the number of students participating in AVID by 1% each year from 11% to 12%. Increase the percentage of student meeting AMOA 1 CELDT proficiency by 2% each year from 51.4% to 53.4%. Increase the percentage of students demonstrating proficiency in CCSS ELA and Math as measured by SBAC by 5% to monitor growth. 2015-16 data +5% Increase the EL reclassification rate by 1% each year from 20.4% to 21.4%. Increase the percentage of students completing A-G coursework by 2% from 44% to 46%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide AVID training and support through workshops, conferences, institutes, AVID TOSA and consultation.	4 – 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$537,545 or .39% LCFF Supp/Con
Expand Instructional Coaches and professional development for standards implementation including CCSS, NGSS, Instructional Norms, Core program and ELD.	K-12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$790,909 or 0.58% LCFF Supp/Con
Provide on-going comprehensive leveled professional development to support the implementation of standards aligned curriculum including CCSS, NGSS and ELD. Targeting strategies including instructional norms and developing the ideal graduate.	K-12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$619,012 or 0.45% LCFF Supp/Con
Provide comprehension leveled profession development in the use of technology for instruction and to support the implementation of the 2020 learning initiative.	K- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$213,230 or 0.16% LCFF Supp/Con
Provide behavior intervention training for all staff. Provide training and support to implement positive behavior support (PBIS).	K- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$34,808 or 0.03% LCFF Supp/Con

<p>Provide for Pre – AP and Advance Placement training and support at the middle and high schools.</p>	<p>6-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$73,141 or 0.05% LCFF Supp/Con</p>
<p>Expand NGSS training and support for implementation of science standards district-wide.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$26,217 or 0.02% LCFF Supp/Con</p>
<p>Expand VAPA training, services and support including District VAPA TOSA and continuation of special projects and programs. Targeting the needs of low income, EL and Foster Youth.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$198,569 or 0.15% LCFF Supp/Con</p>
<p>Provide training and support for the Linked Learning initiative.</p>	<p>9 – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,113 or 0.02% LCFF Supp/Con</p>
<p>Provide support for sites to develop effective professional learning communities (PLC) practices and strategies by providing PLC Cohort Training with a consultant.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$323,253 or 0.24% LCFF Supp/Con</p>
<p>Provide support for site for PLC collaborative time and resources.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,000 or 0.04% LCFF Supp/Con</p>

<p>Provide support for PLC conference attendance to enhance the districts ability to support the development of Professional Learning Communities.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>
<p>Build the capacity of leadership through leadership training. Leadership training through the Flippen Group to focus on development of principal leadership qualities.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 or 0.07% LCFF Supp/Con</p>
<p>Provide leadership support for principals to develop instructional leadership on their sites.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Increase the number of students participating in AVID by 1% each year from 12% to 13%. Increase the percentage of student meeting AMOA 1 CELDT proficiency by 2% each year from 53.4% to 55.4%. Increase the percentage of students demonstrating proficiency in CCSS ELA and Math as measured by SBAC by 5% to monitor growth. 2016-17 data +5% Increase the EL reclassification rate by 1% each year from 21.4% to 22.4%. Increase the percentage of students completing A-G coursework by 2% each year from 46% to 48%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide AVID training and support through workshops, conferences, institutes, AVID TOSA and consultation.	4 – 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	\$537,545 or .39% LCFF Supp/Con
Expand Instructional Coaches and professional development for standards implementation including CCSS, NGSS, Instructional Norms, Core program and ELD.	K-12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	\$790,909 or 0.58% LCFF Supp/Con
Provide on-going comprehensive leveled professional development to support the implementation of standards aligned curriculum including CCSS, NGSS and ELD. Targeting strategies including instructional norms abd developing the ideal graduate.	K-12	___ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	\$619,012 or 0.45% LCFF Supp/Con
Provide comprehension leveled profession development in the use of technology for instruction and to support the implementation of the 2020 learning initiative.	K- 12	___ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	\$213,230 or 0.16% LCFF Supp/Con

<p>Provide behavior intervention training for all staff. Provide training and support to implement positive behavior support (PBIS).</p>	<p>K- 12</p>	<p>___ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$34,808 or 0.03% LCFF Supp/Con</p>
<p>Provide for Pre – AP and Advance Placement training and support at the middle and high schools</p>	<p>6-12</p>	<p>___ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$73,141 or 0.05% LCFF Supp/Con</p>
<p>Expand NGSS training and support for implementation of science standard districtwide</p>	<p>K – 12</p>	<p>___ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$26,217 or 0.02% LCFF Supp/Con</p>
<p>Expand VAPA training, services and support including District VAPA TOSA and continuation of special projects and programs. Targeting the needs of low income, EL and Foster Youth.</p>	<p>K - 12</p>	<p>___ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$198,569 or 0.15% LCFF Supp/Con</p>
<p>Provide training and support for the Linked Learning initiative.</p>	<p>9 – 12</p>	<p>___ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$21,113 or 0.02% LCFF Supp/Con</p>

<p>Provide support for sites to develop effective professional learning communities (PLC) practices and strategies by providing PLC Cohort Training with a consultant.</p>	<p>K-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$323,253 or 0.24% LCFF Supp/Con</p>
<p>Provide support for site for PLC collaborative time and resources.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 or 0.04% LCFF Supp/Con</p>
<p>Provide support for PLC conference attendance to enhance the districts ability to support the development of Professional Learning Communities.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>
<p>Build the capacity of leadership through leadership training. Leadership training through the Flippen Group to focus on development of principal leadership qualities.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 or 0.07% LCFF Supp/Con</p>
<p>Provide leadership support for principals to develop instructional leadership on their sites.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$10,000 or 0.01% LCFF Supp/Con</p>



<p><b>GOAL:</b></p>	<p><b>Goals Area #4: Parent and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Goal: Create a culture of collaboration and communication that values the input and participation of all stakeholders             <ul style="list-style-type: none"> <li>○ Strategy #1 – Provide and promote increased opportunities for parent and community involvement</li> <li>○ Strategy #2 – Build connections between the community and the schools to foster investment in education</li> <li>○ Strategy #3 – Provide effective communication with all stakeholders</li> <li>○ Strategy #4 – Give parents the tools they need to help their child succeed</li> </ul> </li> </ul>	<p><b>Related State and/or Local Priorities:</b>            1__ 2__ 3_x 4_x 5_x 6_x 7_x            8__            COE only: __ __             Local: Specify <u>Parent Engagement</u></p>	
<p><b>Identified Need:</b></p>	<p>There is a need for all stakeholders to be fully engaged as partners in the education of all NLMUSD students. Through survey results and consultation meetings, the stakeholder identified a need to improve home –school communication, provide for parent workshops on educational and social content and to increase parent involvement.</p>		
<p><b>Goal Applies to:</b></p>	<p>Schools: ALL SCHOOLS            Applicable Pupil Subgroups: ALL</p>		
<p><b>LCAP Year 1: 2015 -16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Increase in the number of parents in attendance at school events by 10% annually by establishing base line data to monitor growth.            Increase in the number of parents participating in parent workshops by 10% annually by establishing base line data to monitor growth.            Increase the number of students placed in internships throughout the school district boundaries by 10% annually by establishing base line data to monitor growth.            Increase the parent’s satisfaction survey results as it relates to technology communication, (Websites, EMAIL, and PowerSchool) by 10% annually by establishing base line data to monitor growth.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Improve home to school relationships by providing personnel to coordinate and enhance home-school communication with a focus on improving home-school relationship and communication to low income, foster youth and at-risk students.</p>	<p>TK - 8</p>	<p>__ALL            -----            OR:            _x_Low Income pupils _x_English Learners            _x_Foster Youth __Redesignated fluent English proficient            __Other Subgroups:(Specify)_____</p>	<p>\$0            LCFF            Supp/Con            (Year 2 of plan)</p>
<p>Provide opportunities for student internships in local businesses.</p>	<p>11- 12</p>	<p>__ALL            -----            OR:            _x_Low Income pupils _x_English Learners            _x_Foster Youth _x_R redesignated fluent English proficient            __Other            Subgroups:(Specify)_____            _____Other            Subgroups:(Specify)_____</p>	<p>\$0            LCFF            Supp/Con            (Year 2 of plan)</p>

<p>Provide a variety of Parent Education Workshop for academic support courses, college and career preparation, use of technology, foster youth, training for use of powerschool and the tools needed to help students succeed.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$123,199 or 0.09% LCFF Supp/Con</p>
<p>Improve communication of all stakeholders by continued use of Powerschool Parent Portal and implementing Schoology for parent access</p>	<p>K -12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Implement effective District/ Site Websites for improved communication.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Implement use of voice/text communication systems to improve stakeholder communication and involvement</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Establish base line data to monitor the number of parents in attendance at school events and parent workshops.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in the number of parents in attendance at school events by 10% annually by using data to monitor growth. 2015-16 data + 10%                  Increase in the number of parents participating in parent workshops by 10% annually by using data to monitor growth. 2015-16 data + 10%                  Increase the number of students placed in internships throughout the school district boundaries by 10% annually by using data to monitor growth. 2015-16 data + 10%                  Increase the parent's satisfaction survey results as it relates to technology communication, (Websites, EMAIL, and PowerSchool) by 10% annually by using data to monitor growth. 2015-16 data + 10%</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Improve home to school relationships by providing personnel to coordinate and enhance home-school communication with a focus on improving home-school relationship and communication to low income, foster youth and at-risk students.</p>	<p>TK - 8</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>Other Subgroups:(Specify)_____</p>	<p>\$250,000                  LCFF                  Supp/Con</p>
<p>Provide opportunities for student internships in local businesses.6</p>	<p>11- 12</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>Other                  Subgroups:(Specify)_____</p>	<p>\$85,000                  LCFF                  Supp/Con</p>
<p>Provide a variety of Parent Education Workshop for academic support courses, college and career preparation, use of technology, foster youth, training for use of powerschool and the tools needed to help students succeed.</p>	<p>K - 12</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>Other                  Subgroups:(Specify)_____</p>	<p>\$123,199                  LCFF                  Supp/Con</p>
<p>Improve communication of all stakeholders by continued use of Powerschool Parent Portal and implementing Schoolology for parent access</p>	<p>K -12</p>	<p><u>  </u>x ALL                  -----                  OR:  <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient  <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$                  LCFF                  Base</p>

<p>Implement effective District/ Site Websites for improved communication.</p>	<p>K-12</p>	<p><u>  </u>x ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Implement use of voice/text communication systems to improve stakeholder communication and involvement</p>	<p>K-12</p>	<p><u>  </u>x ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Increase the number of parents in attendance at school events and parent workshops.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>

**LCAP Year 3: 2017 -18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in the number of parents in attendance at school events by 10% annually by using data to monitor growth. 2016-17 data +10%                  Increase in the number of parents participating in parent workshops by 10% annually by using data to monitor growth. 2016-17 data +10%                  Increase the number of students placed in internships throughout the school district boundaries by 10% annually by using data to monitor growth. 2016-17 data +10%                  Increase the parent's satisfaction survey results as it relates to technology communication, (Websites, EMAIL, and PowerSchool) by 10% annually by using data to monitor growth. 2016-17 data +10%</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Improve home to school relationships by providing personnel to coordinate and enhance home-school communication with a focus on improving home-school relationship and communication to low income, foster youth and at-risk students.</p>	<p>TK - 8</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:(Specify) _____</p>	<p>\$0                  LCFF                  Supp/Con</p>
<p>Provide opportunities for student internships in local businesses.</p>	<p>11- 12</p>	<p><input type="checkbox"/> ALL                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                  Subgroups:(Specify) _____</p>	<p>\$0                  LCFF                  Supp/Con</p>
<p>Provide a variety of Parent Education Workshop for academic support courses, college and career preparation, use of technology, foster youth, training for use of powerschool and the tools needed to help students succeed.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$123,199                  LCFF                  Supp/Con</p>
<p>Improve communication of all stakeholders by continued use of Powerschool Parent Portal and implementing Schoolology for parent access</p>	<p>K -12</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$                  LCFF                  Base</p>

<p>Implement effective District/ Site Websites for improved communication.</p>	<p>K-12</p>	<p><u>  </u>x ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Implement use of voice/text communication systems to improve stakeholder communication and involvement</p>	<p>K-12</p>	<p><u>  </u>x ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Increase the number of parents in attendance at school events and parent workshops.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>

<b>GOAL:</b>	<b>Goal Area #5: Access and Equity</b> <ul style="list-style-type: none"> <li>• Provide all student with equitable access to high quality instruction and tiered academic and behavioral supports             <ul style="list-style-type: none"> <li>○ Strategy #1 – Provide a variety of pro-active learning supports and appropriate interventions</li> <li>○ Strategy #2 – Increase expanded learning opportunities for students</li> <li>○ Strategy #3 – Ensure access to appropriate technology tools, resources, and training</li> </ul> </li> </ul>	<b>Related State and/or Local Priorities:</b> 1__ 2_x 3__ 4_x 5_x 6_x 7__ 8_x COE only:  Local: Specify _____	
<b>Identified Need:</b>	There is a need to provide a variety of pro-active learning supports and appropriate intervention through MTSS. There is a need to increase the learning opportunities for student before school, after school, Saturdays and summer. There is a need to ensure quality access for all students of appropriate technology tools and resources.		
<b>Goal Applies to:</b>	Schools: ALL SCHOOLS Applicable Pupil Subgroups: ALL		
<b>LCAP Year 1: 2015 -16</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase in the percentage of students being proficient in English Language Arts and Mathematics as measured by SBAC by 5% annually. (Baseline Data will be available in August 2015) Increase the percentage of student on-target for graduation in grade 9 – 12 by 5% each year by establishing baseline data to monitor growth. Increase the attendance rate of student by 1% each year from 95.9% to 96.9%. Decrease the number of classroom referrals by 10% each year from 4447 to 4403 or lower. Decrease in the percentage of D/F by 5% each year by establishing baseline data to monitor growth. Increase the Graduation Rate by 1% each year from 93.1% to 94.1%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide specific academic supports to school sites for low income pupils, English learners, foster youth, RFEP's , Special Education and other students at-risk. Provide intervention specialist, District EL Coordinator, and EL TOSA's to support to sites, and reading assessments to fully implement MTSS Academic Intervention.	K- 12	__ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,915,987 or 2.14% LCFF Supp/Con
Provide specific behavior support and training to fully implement MTSS Behavior Intervention including MTSS Training for school teams, Social Emotional Curriculum (SEL), and other behavioral intervention materials, Specific targeted materials for low income pupils, English Learners, Foster Youth, and Special Education.	K - 12	__ALL ----- OR: _x_Low Income pupils x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Education_____	\$192,981 or 0.14% LCFF Supp/Con
Provide intervention support personnel (iTOSA) to elementary schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.	K-5	__ALL ----- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _xOther Subgroups:(Specify) Special Education	\$932,228 or 0.68% LCFF Supp/Con

<p>Provide intervention support personnel (iTOSA) to middle schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$292,848 or 0.21% LCFF Supp/Con</p>
<p>Provide intervention teacher at each of the comprehensive high schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>9 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$400,000 or 0.29% LCFF Supp/Con</p>
<p>Provide Specialize Support Services for Special Education students with IEP with targeted support to low income pupils, English Learners, and Foster Youth.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$13,203,738 LCFF Base  \$3,500,000 or 2.57% LCFF Supp/Con</p>
<p>Provide increased learning opportunities through Summer School at the High Schools with expanded offerings and targeted support for at-risk students for credit recovery included on target for graduation for low income pupils, English Learners, RFEP's, Foster Youth and Special Education.</p>	<p>9 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$476,623 or 0.35% LCFF Supp/Con</p>
<p>Provide a Summer Jumpstart Program for transitioning 8<sup>th</sup> – 9<sup>th</sup> grade student with gaps in their academic and social successes. Targeted offerings for Low income, English Learners, Foster Youth and other at-risk students.</p>	<p>8 - 9</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:(Specify) <u>At-Risk population</u></p>	<p>\$40,749 or 0.03% LCFF Supp/Con</p>
<p>Provide intervention software for Credit Recovery and academic intervention with targeted support to low income pupils, English Learners and Foster Youth.</p>	<p>6-12</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:(Specify) _____</p>	<p>\$13,205 or 0.01% LCFF Supp/Con</p>



<p>Provide support for Special Education Extended School Year to meet targeted needs of low income pupils, English Learners, Foster Youth.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$845,010 or 0.62% LCFF Supp/Con</p>
<p>Provide increased technology devices at the middle schools and high school to enhance the instructional program and to provide access to technology tools and resources</p>	<p>6 – 12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Provide Airwatch license to monitor the technology devices in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$175,000 or 0.013% LCFF Supp/Con</p>
<p>Increase access to technology tools by provide Technology Support Staff at the Middle Schools and High Schools</p>	<p>6 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$460,477 or 0.34% LCFF Supp/Con</p>
<p>Provide license for the district learning management system (Schoology) for a 3year subscription and training.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$303,419 or 0.22% LCFF Supp/Con</p>
<p>Provide Keyboarding software and instruction to increase keyboarding proficiency in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,600 or 0.01% LCFF Supp/Con</p>

<p>Increase Instructional Technology Coaches to support K – 12 instruction and the 2020 Learning Initiative including specific instruction to enhance instructional technology for low income pupils, English Learners, Foster Youth and Special Education students.</p>	<p>K -12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$700,591 or 0.51% LCFF Supp/Con</p>
<p>Pilot a student “Genius” program to support teachers and students with technology supports.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 or 0.11% LCFF Supp/Con</p>
<p>Provide Middle School and High School Instructional Technology Devices to enhance ELD instruction</p>	<p>6 -12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$87,021 or 0.06% LCFF Supp/Con</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in the percentage of students being proficient in English Language Arts and Mathematics as measured by SBAC by 5% annually. Baseline + 5%.                  Increase the percentage of student on-target for graduation in grade 9 – 12 by 5% each year. Baseline + 5%.                  Increase the attendance rate of students by 1% each year from 96.9% to 97.9%.                  Decrease the number of classroom referrals by 10% each year from 4403 to 4359 or lower.                  Decrease in the percentage of D/F by 5% each year. Baseline -5%.                  Increase the Graduation Rate by 1% each year from 94.1% to 95.1%.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Provide specific academic supports to school sites for low income pupils, English learners, foster youth, RFEP's , Special Education and other students at-risk. Provide intervention specialist, District EL Coordinator, and EL TOSA's support to sites, and reading assessments to fully implement MTSS Academic Intervention.</p>	<p>K- 12</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$2,915,987 or 2.14%                  LCFF                  Supp/Con</p>
<p>Provide specific behavior support and training to fully implement MTSS Behavior Intervention including MTSS Training for school teams, Social Emotional Curriculum (SEL), and other behavioral intervention materials, Specific targeted materials for low income pupils, English Learners, Foster Youth, and Special Education.</p>	<p>K - 12</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>Other                  Subgroups:(Specify)_____</p>	<p>\$192,981 or 0.14%                  LCFF                  Supp/Con</p>
<p>Provide intervention support personnel (iTOSA) to elementary schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>K-5</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>xOther Subgroups:(Specify) Special Education</p>	<p>\$932,228 or 0.68%                  LCFF                  Supp/Con</p>
<p>Provide intervention support personnel (iTOSA) to middle schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>6-8</p>	<p><u>  </u>ALL                  -----                  OR:  <u>  </u>x Low Income pupils <u>  </u>x English Learners  <u>  </u>x Foster Youth <u>  </u>x Redesignated fluent English proficient  <u>  </u>x Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$292,848 or 0.21%                  LCFF                  Supp/Con</p>

<p>Provide intervention teacher at each of the comprehensive high schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>9 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Special Education</p>	<p>\$400,000 or 0.29% LCFF Supp/Con</p>
<p>Provide Specialize Support Services for Special Education students with IEP with targeted support to low income pupils, English Learners, and Foster Youth.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$13,203,738 LCFF Base  \$3,500,000 or 2.57% LCFF Supp/Con</p>
<p>Provide increased learning opportunities through Summer School at the High Schools with expanded offerings and targeted support for at-risk students for credit recovery included on target for graduation for low income pupils, English Learners, RFEP's, Foster Youth and Special Education.</p>	<p>9 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$476,623 or 0.35% LCFF Supp/Con</p>
<p>Provide a Summer Jumpstart Program for transitioning 8<sup>th</sup> – 9<sup>th</sup> grade student with gaps in their academic and social successes. Targeted offerings for Low income, English Learners, Foster Youth and other at-risk students.</p>	<p>8 - 9</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:(Specify) <u>At-Risk population</u></p>	<p>\$40,749 or 0.03% LCFF Supp/Con</p>
<p>Provide intervention software for Credit Recovery and academic intervention with targeted support to low income pupils, English Learners and Foster Youth.</p>	<p>6-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$13,205 or 0.01% LCFF Supp/Con</p>
<p>Provide support for Special Education Extended School Year to meet targeted needs of low income pupils, English Learners, Foster Youth.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$845,010 or 0.62% LCFF Supp/Con</p>

<p>Provide increased technology devices at the middle schools and high school to enhance the instructional program and to provide access to technology tools and resources</p>	<p>6 – 12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Provide Airwatch license to monitor the technology devices in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$175,000 or 0.013% LCFF Supp/Con</p>
<p>Increase access to technology tools by provide Technology Support Staff at the Middle Schools and High Schools</p>	<p>6 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$460,477 or 0.34% LCFF Supp/Con</p>
<p>Provide license for the district learning management system (Schoology) for a 3year subscription and training.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$303,419 or 0.22% LCFF Supp/Con</p>
<p>Provide Keyboarding software and instruction to increase keyboarding proficiency in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,600 or 0.01% LCFF Supp/Con</p>
<p>Increase Instructional Technology Coaches to support K – 12 instruction and the 2020 Learning Initiative including specific instruction to enhance instructional technology for low income pupils, English Learners, Foster Youth and Special Education students.</p>	<p>K -12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$700,591 or 0.51% LCFF Supp/Con</p>

<p>Pilot a student "Genius" program to support teachers and students with technology supports.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 or 0.11% LCFF Supp/Con</p>
<p>Provide Middle School and High School Instructional Technology Devices to enhance ELD instruction</p>	<p>6 -12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$87,021 or 0.06% LCFF Supp/Con</p>

**LCAP Year 3: 2017 - 18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in the percentage of students being proficient in English Language Arts and Mathematics as measured by SBAC by 5% annually. 2016-17 Data +5%.                  Increase the percentage of student on-target for graduation in grade 9 – 12 by 5% each year. 2016-17 Data +5%.                  Increase the attendance rate of students by 1% each year from 97.9% to 98.9%.                  Decrease the number of classroom referrals by 10% each year from 4359 to 4315 or lower.                  Decrease in the percentage of D/F by 5% each year. 2016-17 Data -5%.                  Increase the Graduation Rate by 1% each year from 95.1% to 96.1%.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide specific academic supports to school sites for low income pupils, English learners, foster youth, RFEP's , Special Education and other students at-risk. Provide intervention specialist, District EL Coordinator, and EL TOSA's support to sites, and reading assessments to fully implement MTSS Academic Intervention.</p>	<p>K- 12</p>	<p><u>  </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:(Specify)_____</p>	<p>\$2,915,987 or 2.14%                  LCFF                  Supp/Con</p>
<p>Provide specific behavior support and training to fully implement MTSS Behavior Intervention including MTSS Training for school teams, Social Emotional Curriculum (SEL), and other behavioral intervention materials, Specific targeted materials for low income pupils, English Learners, Foster Youth, and Special Education.</p>	<p>K - 12</p>	<p><u>  </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:(Specify)_____Special Education</p>	<p>\$192,981 or 0.14%                  LCFF                  Supp/Con</p>
<p>Provide intervention support personnel (iTOSA) to elementary schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>K-5</p>	<p><u>  </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:(Specify) Special Education</p>	<p>\$932,228 or 0.68%                  LCFF                  Supp/Con</p>
<p>Provide intervention support personnel (iTOSA) to middle schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>6-8</p>	<p><u>  </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:(Specify) Special Education</p>	<p>\$292,848 or 0.21%                  LCFF                  Supp/Con</p>
<p>Provide intervention teacher at each of the comprehensive high schools with targeted support to low income pupils, English Learners, Foster Youth, Special Education, RFEPs and other at-risk students.</p>	<p>9 - 12</p>	<p><u>  </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:(Specify) Special Education</p>	<p>\$400,000 or 0.29%                  LCFF                  Supp/Con</p>

<p>Provide Specialize Support Services for Special Education students with IEP with targeted support to low income pupils, English Learners, and Foster Youth.</p>	<p>K- 12</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:(Specify)_____</p>	<p>\$13,203,738 LCFF Base  \$3,500,000 or 2.57% LCFF Supp/Con</p>
<p>Provide increased learning opportunities through Summer School at the High Schools with expanded offerings and targeted support for at-risk students for credit recovery included on target for graduation for low income pupils, English Learners, RFEP's, Foster Youth and Special Education.</p>	<p>9 - 12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$476,623 or 0.35% LCFF Supp/Con</p>
<p>Provide a Summer Jumpstart Program for transitioning 8<sup>th</sup> – 9<sup>th</sup> grade student with gaps in their academic and social successes. Targeted offerings for Low income, English Learners, Foster Youth and other at-risk students.</p>	<p>8 - 9</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:(Specify) <u>At-Risk population</u></p>	<p>\$40,749 or 0.03% LCFF Supp/Con</p>
<p>Provide intervention software for Credit Recovery and academic intervention with targeted support to low income pupils, English Learners and Foster Youth.</p>	<p>6-12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,205 or 0.01% LCFF Supp/Con</p>
<p>Provide support for Special Education Extended School Year to meet targeted needs of low income pupils, English Learners, Foster Youth.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$845,010 or 0.62% LCFF Supp/Con</p>
<p>Provide increased technology devices at the middle schools and high school to enhance the instructional program and to provide access to technology tools and resources</p>	<p>6 – 12</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ LCFF Base</p>
<p>Provide Airwatch license to monitor the technology devices in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$175,000 or 0.013% LCFF Supp/Con</p>



<p>Increase access to technology tools by provide Technology Support Staff at the Middle Schools and High Schools</p>	<p>6 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$460,477 or 0.34% LCFF Supp/Con</p>
<p>Provide license for the district learning management system (Schoology) for a 3 year subscription and training.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$303,419 or 0.22% LCFF Supp/Con</p>
<p>Provide Keyboarding software and instruction to increase keyboarding proficiency in the district</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,600 or 0.01% LCFF Supp/Con</p>
<p>Increase Instructional Technology Coaches to support K – 12 instruction and the 2020 Learning Initiative including specific instruction to enhance instructional technology for low income pupils, English Learners, Foster Youth and Special Education students.</p>	<p>K - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ Special Education _____</p>	<p>\$700,591 or 0.51% LCFF Supp/Con</p>
<p>Pilot a student “Genius” program to support teachers and students with technology supports.</p>	<p>K- 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 or 0.11% LCFF Supp/Con</p>
<p>Provide Middle School and High School Instructional Technology Devices to enhance ELD instruction</p>	<p>6 - 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$87,021 or 0.06% LCFF Supp/Con</p>

<b>GOAL:</b>	<b>Goal Area #6: Infrastructure and Operational Excellence</b> <ul style="list-style-type: none"> <li>• Provide learning environments that promote high performance within the school community             <ul style="list-style-type: none"> <li>○ Strategy #1 – Ensure safe, welcoming, and aesthetically pleasing environments</li> <li>○ Strategy #2 – Provide all students with standards-aligned textbooks and instructional materials</li> <li>○ Strategy #3 – Recruit, hire, and retain the best staff</li> </ul> </li> </ul>	<b>Related State and/or Local Priorities:</b> 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: Local: Specify <u>Infrastructure and Operational Excellence</u>	
<b>Identified Need:</b>	There is a need to provide a safe, clean and healthy learning environment for all students and staff. There is a need that all students will be provided standards aligned textbooks and materials and that all teaching staff will have appropriate credentials		
<b>Goal Applies to:</b>	<b>Schools:</b>	ALL SCHOOLS	
	<b>Applicable Pupil Subgroups:</b>	ALL	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	100% of the schools will be maintained in good or exemplary repair. 100% of the schools will report textbook sufficiency. 100% of teachers will be appropriately credentialed and assigned in their subject of study 100% of the time. At least a 10% annual decrease in suspensions from 829 to 746, and expulsions from 13 to 12. Increase the percentage of students school connectedness by 5% each year in grades 7, 9 and 11 (Health Kids Survey) <ul style="list-style-type: none"> <li>• Grade 7 – 57% to 62%</li> <li>• Grade 9 – 42% to 47%</li> <li>• Grade 11 – 40% to 45%</li> </ul> Increase the percentage of students school perceived as very safe or safe by 5% each year in grades 7, 9 11 (Healthy Kids Survey) <ul style="list-style-type: none"> <li>• Grade 7 – 66% to 71%</li> <li>• Grade 9 – 62% to 67%</li> <li>• Grade 11 – 64% to 69%</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide well-maintained facilities with appropriate personnel to ensure student learning environments are clean, safe and well maintained.	District-wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,185,842 LCFF Base  \$769,887 or 0.56% LCFF Supp/Con
Provide capital outlay expenditures to support school and District operations	District-wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,722,513 LCFF Base

<p>Purchase Standards-Aligned textbooks and materials including specific textbooks to address the needs of English Learners to meet the needs of all students and all courses in the district.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,130,027 or 1.56% LCFF Supp/Con</p>
<p>Purchase instructional materials and supplies to support all students and staff in the district</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,965,624 LCFF Base</p>
<p>District will recruit, hire and retain the best certificated staff through competitive salary and appropriate class size standards to create a personalized learning environment for all students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$60,753,317 LCFF Base</p>
<p>District will recruit, hire and retain the best classified staff through competitive salary and appropriate staff-ratio to improve the quality of service.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,235,052 LCFF Base</p>
<p>District will seek competitive rates for employee benefits. Pay an appropriate portion for classified and certificated benefits.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$24,764,373 LCFF Base</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of the schools will be maintained in good or exemplary repair.          100% of the schools will report textbook sufficiency.          100% of teachers will be appropriately credentialed and assigned in their subject of study 100% of the time.          At least a 10% annual decrease in suspensions from 746 to 671, and expulsions from 12 to 11.          Increase the percentage of students school connectedness by 5% each year in grades 7, 9 and 11 (Health Kids Survey)</p> <ul style="list-style-type: none"> <li>• Grade 7 – 62% to 67%</li> <li>• Grade 9 – 47% to 52%</li> <li>• Grade 11 – 45% to 50%</li> </ul> <p>Increase the percentage of students school perceived as very safe or safe by 5% each year in grades 7, 9 11 (Healthy Kids Survey)</p> <ul style="list-style-type: none"> <li>• Grade 7 – 71% to 76%</li> <li>• Grade 9 – 67% to 72%</li> <li>• Grade 11 – 69% to 74%</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide well maintained facilities with appropriate personnel to ensure student learning environments are clean, safe and well maintained.</p>	<p>District-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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4,185,842          LCFF Base           \$769,887 or          0.56%          LCFF          Supp/Con</p>
<p>Provide capital outlay expenditures to support school and District operations</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL          -----          OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,722,513          LCFF Base</p>
<p>Purchase Standards-Aligned textbooks and materials including specific textbooks to address the needs of English Learners to meet the needs of all students and all courses in the district.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,130,027 or          1.56%          LCFF          Supp/Con</p>
<p>Purchase instructional materials and supplies to support all students and staff in the district</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL          -----          OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,965,624          LCFF Base</p>

<p>District will recruit, hire and retain the best certificated staff through competitive salary and appropriate class size standards to create a personalized learning environment for all students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$60,753,317 LCFF Base</p>
<p>District will recruit, hire and retain the best classified staff through competitive salary and appropriate staff-ratio to improve the quality of service.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,235,052 LCFF Base</p>
<p>District will seek competitive rates for employee benefits. Pay an appropriate portion for classified and certificated benefits.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$24,764,373 LCFF Base</p>

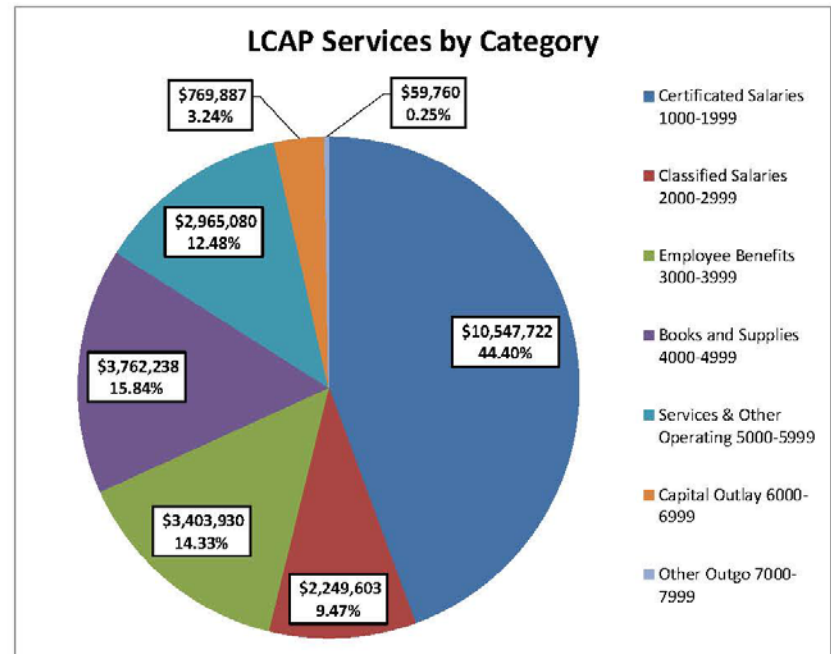
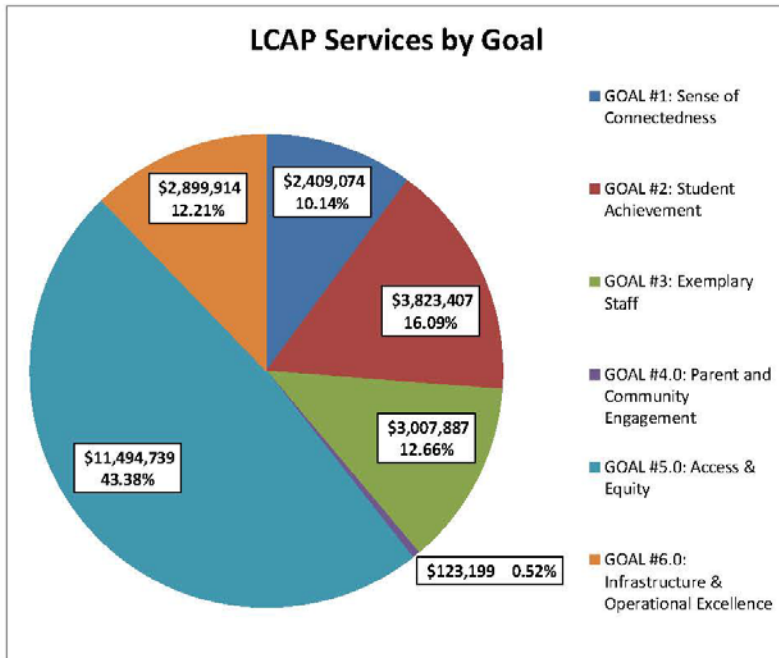
**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of the schools will be maintained in good or exemplary repair.                  100% of the schools will report textbook sufficiency.                  100% of teachers will be appropriately credentialed and assigned in their subject of study 100% of the time.                  At least a 10% annual decrease in suspensions from 671 to 604, and expulsions from 11 to 10.                  Increase the percentage of students school connectedness by 5% each year in grades 7, 9 and 11 (Health Kids Survey)</p> <ul style="list-style-type: none"> <li>• Grade 7 – 67% to 72%</li> <li>• Grade 9 – 52% to 57%</li> <li>• Grade 11 – 50% to 55%</li> </ul> <p>Increase the percentage of students school perceived as very safe or safe by 5% each year in grades 7, 9 11 (Healthy Kids Survey)</p> <ul style="list-style-type: none"> <li>• Grade 7 – 76% to 81%</li> <li>• Grade 9 – 72% to 77%</li> <li>• Grade 11 – 74% to 79%</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide well maintained facilities with appropriate personnel to ensure student learning environments are clean, safe and well maintained.</p>	<p>District-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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,185,842                  LCFF Base                   \$769,887 or                  0.56%                  LCFF                  Supp/Con</p>
<p>Provide capital outlay expenditures to support school and District operations</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,722,513                  LCFF Base</p>
<p>Purchase Standards-Aligned textbooks and materials including specific textbooks to address the needs of English Learners to meet the needs of all students and all courses in the district.</p>	<p>K – 12</p>	<p><input type="checkbox"/> ALL                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,130,027 or                  1.56%                  LCFF                  Supp/Con</p>
<p>Purchase instructional materials and supplies to support all students and staff in the district</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,965,624                  LCFF Base</p>

<p>District will recruit, hire and retain the best certificated staff through competitive salary and appropriate class size standards to create a personalized learning environment for all students.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$60,753,317 LCFF Base</p>
<p>District will recruit, hire and retain the best classified staff through competitive salary and appropriate staff-ratio to improve the quality of service.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,235,052 LCFF Base</p>
<p>District will seek competitive rates for employee benefits. Pay an appropriate portion for classified and certificated benefits.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$24,764,373 LCFF Base</p>

**2015-2016 LCAP  
Supplemental/Concentration Activities**

District LCAP Goals	Certificated Salaries 1000-1999	Classified Salaries 2000-2999	Employee Benefits 3000-3999	Books and Supplies 4000-4999	Services & Other Operating 5000-5999	Capital Outlay 6000-6999	Other Outgo 7000-7999	LCAP Goal Totals:
GOAL #1: Sense of Connectedness	\$ 966,609	\$ 380,380	\$ 434,469	\$ 76,454	\$ 551,162	\$ -	\$ -	\$ 2,409,074
GOAL #2: Student Achievement	2,024,708	162,446	658,560	636,669	341,024	-	-	\$ 3,823,407
GOAL #3: Exemplary Staff	1,738,330	-	347,908	7,420	914,229	-	-	\$ 3,007,887
GOAL #4.0: Parent and Community Engagement	-	9,917	3,712	59,570	50,000	-	-	\$ 123,199
GOAL #5.0: Access & Equity	5,818,075	1,696,860	1,959,281	852,098	1,108,665	-	59,760	\$ 11,494,739
GOAL #6.0: Infrastructure & Operational Excellence	-	-	-	2,130,027	-	769,887	-	\$ 2,899,914
<b>Object Code Totals:</b>	<b>\$10,547,722</b>	<b>\$2,249,603</b>	<b>\$3,403,930</b>	<b>\$3,762,238</b>	<b>\$ 2,965,080</b>	<b>\$ 769,887</b>	<b>\$ 59,760</b>	<b>\$ 23,758,220</b>





## Annual Update

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:		<b>Goal #1.0 Counseling and support services will be increased in all secondary schools to support the academic and social needs of students at risk academically and to help students become college and career ready.</b>		Related State and/or Local Priorities: 4, 5, 6, 7 COE only: 9__ 10__ Local : Specify 1, 3		
Goal Applies to:		Schools: All high schools	Applicable Pupil Subgroups: All students including ELs, FY, low SES			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increase graduation rate by 1% district-wide from 93% to 94%.</li> <li>Increase the 10<sup>TH</sup> grade CAHSEE passing rates from 82% to 84%</li> <li>Increase the EL reclassification rate from 14% to 15%</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>2013-2014 - Graduation rate: 93.1%</li> <li>CAHSEE Pass Rate = 84%</li> <li>EL reclassification rate = 19.4%</li> </ul>		
<b>LCAP Year: 2014-2015</b>						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
A. Hire Four high school Career/At-risk Counselors to support ELL and Low SEs and Foster Youth pupils and their families in their academic and social settings and work with families.		\$430,686 (LCFF Supplemental)	Four high school Intervention Counselors were hired to support and guide ELL, low SES, and Foster Youth pupils.		\$398,612	
Scope of service:	High School		Scope of service:	High School		
X ALL			X ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue with planned actions and services in Goal 1. Additional funds will be allocated to increase counseling support at the middle school level and to hire College/Career Counselors at the high school level.				

Original GOAL from prior year LCAP:	<b>Goal #1.1 Socio-emotional counseling, resources and support will be provided to identified TK-12 students (especially struggling students and long term English Learners) to ensure student success in school and beyond.</b>		Related State and/or Local Priorities: 4, 5, 6, 7 COE only: 9__ 10__ Local : Specify 1, 4		
Goal Applies to:	Schools: Elementary	Applicable Pupil Subgroups: All Students, ELs, FY, low SES			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Decrease in annual discipline referrals from 10% to 9%.</li> <li>Decrease in annual suspension rate from 5.7% to 4.7%.</li> <li>Increase in attendance rate from 95% to 96%.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Number of discipline referrals: 2013-14: 4,211 referrals, 2014-15: 4,447 referrals. There was a 2.1 increase in referrals for 2014-15 school year.</li> <li>Number of suspension rate: 3.6%</li> <li>Attendance rate: 95.9%</li> </ul>		
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
A. Hire 17 Mental Health Marriage & Family Masters degree -level interns for elementary schools for 18 hours per week		\$213,846 (LCFF Supplemental)	Hired 5 Elementary Student Support Specialists for elementary schools for 17.5 hours per week		\$48,522
Scope of service:	Elementary School		Scope of service:	Elementary School	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
B. Playworks Program-Hire 4 full-time additional direct service coaches and 2 "Team Up" coaches per the Playworks Model to support all elementary schools.		\$330,000 (LCFF Supplemental)	Contracted with Playworks Program for 9 full-time direct service coaches for 9 elementary schools and 2 "Team Up" coaches for 8 elementary schools.		\$360,000
Scope of service:	Elementary School		Scope of service:	Elementary School	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>C. Hire a District Level Social Worker-certificated will be hired to coordinate the mental health program to support pupils and their families with social and academic issues.</p>	<p>\$80,000 (LCFF Supplemental)</p>	<p>One District Student and Family Services Specialist with PPS credential hired to coordinate the mental health program to support pupils and their families with social and academic issues.</p>	<p>\$92,861</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>
<p>X ALL</p>		<p>X ALL</p>	
<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient          ___Other Subgroups:(Specify)_____</p>		<p>OR:          ___Low Income pupils ___English Learners          ___Foster Youth ___Redesignated fluent English proficient          ___Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue planned actions and services in Goal 1.1. The remaining 12 Mental-Health Interns will be hired to take the total to 17. Funding for Playworks and the District Student and Family Services Specialist will continue.</p>		

Original GOAL from prior year LCAP:	Goal #2.0 All students will graduate prepared for college and career and life having participated in rigorous standards- aligned courses, and linked learning career pathways and by demonstrating mastery of all content standards through having access to a variety of courses, and being provided with opportunities to develop interests, talents, and marketable skills.	Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local: Specify 5
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Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All students, ELs, FY, low SES
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Expected Annual Measurable Outcomes:	<p>Increase in percent of students taking A-G courses from 40% to 42%.</p> <p>Increase the number of ELL (43%)and low SES students (55%) that have access to CTE pathways, and VAPA (8% -ELLs and 9% Low SES) classes by 10% annually.</p>	Actual Annual Measurable Outcomes:	<p>A. Survey results yielded the following percentages “effective” or “partially effective” in goal #2.0</p> <ul style="list-style-type: none"> <li>• Middle School Magnet Fair: 49%</li> <li>• CAHSEE Intervention: 34%</li> <li>• Dual Immersion Program: 27%</li> <li>• Elementary ELL Bridge Materials: 28%</li> <li>• Elementary/Middle School VAPA: 57%</li> </ul> <p>B. Percentage of student performance</p> <ul style="list-style-type: none"> <li>• Graduation: 93.9% 2013 to 94% 2014</li> <li>• CAHSEE ELA Passing: 82% 2013 to 84% 2014</li> <li>• CAHSEE Math Passion: 83% 2013 to 87% 2014</li> <li>• AMAO 1 at 56.3% in 2013 to 49.4% 2014</li> </ul>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide support to schools to develop College & Career centers.	\$5,310 = Sup/Conc	Each high school has a college and career center available to all students and parents with information about colleges and careers.	\$5310
Scope of service: High Schools		Scope of service: High Schools	
<u>_x_ ALL</u>		<u>_x_ ALL</u>	
OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient __ Other Subgroups:(Specify): Hispanic		OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient __ Other Subgroups:(Specify): Hispanic	
Hire 1 AVID TOSA to support AVID implementation in all middle and high schools.	\$100,000=Sup/ Conc	AVID TOSA was hired and provided AVID support and training at all secondary schools.	92,167
Scope of service: Grades 6-12		Scope of service: Grades 6-12	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		
Provide AVID Excel Program at all MS schools.		\$54,246= Sup/Conc	Began AVID Excel implementation for ELs.		54,246
Scope of service:	Grades 6-12		Scope of service:	Grades 6-12	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		
Provide Magnet Fair support + STEAM Exhibition.		\$4,114 = Sup/Conc	Expanded Magnet programs by implementing Project Lead the Way and conducted a middle school Magnet Fair. High Schools implemented Linked Learning Pathways and expanded its pathway offerings.		\$4,114
Scope of service:	Grade K-8		Scope of service:	Grades K-8	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		
Provide CAHSEE Boot Camp and other Intervention programs for ELL, Low SES and Foster Youth students who are at risk of not passing the CAHSEE.		\$211,513= Sup/Conc	Provided CAHSEE Intensive Instruction Support to the High Schools.		\$62,606
Scope of service:	High School		Scope of service:	High School	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		
Teachers, bilingual materials and training will be provided to support the Dual Immersion programs at Dolland Elementary, Edmondson Elementary and Los Alisos Middle School.		\$491,090 and \$383,208= Sup/Conc	Teachers, bilingual materials and training were provided to support the Dual Immersion programs at Dolland Elementary, Edmondson Elementary and Los Alisos Middle School.		1,081,168

Scope of service: TK-8		Scope of service: TK-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
Purchase ELL Bridge Materials for all elementary classrooms to ensure that ELD instruction aligns with the new Common Core Standards.	\$365,932= Sup/Conc	Purchased ELL Bridge Materials for all elementary classrooms to ensure that ELD instruction aligns with the new Common Core Standards.	477,542
Scope of service: TK-8		Scope of service: TK-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
Expand the current VAPA program to include guitar classes at all middle schools and music classes at all elementary schools.	\$362,743= Sup/Conc	All middle schools included guitar classes during the curricular day. K-5 music curriculum was implemented at all elementary schools.	362,743
Scope of service: TK-8		Scope of service: TK-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	

Original GOAL from prior year LCAP:	<b>Goal # 2.1 All students and their parents will be provided with opportunities to learn about college entrance requirements and access AP and pre-AP classes, especially ELs, Foster Youth and Low SES students.</b>	Related State and/or Local Priorities: 1 ___ 2_x_ 3_x_ 4_x_ 5_x_ 6___ 7_x_ 8_x_ COE only: 9___ 10___ Local: Specify _5_____
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Goal Applies to:	Schools: Middle and High School	Applicable Pupil Subgroups: All students, Els, FY, low SES including
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Expected Annual Measurable Outcomes:	Increase in percent of students taking AP and pre- AP classes by from 19% to 22% and an increase in the number of students passing AP exams with a 3 or higher from 41% to 42%.	Actual Annual Measurable Outcomes:	A. Survey results yielded the following percentages “effective” or “partially effective” in goal 2.1 <ul style="list-style-type: none"> <li>• Annual College Expo: 52%</li> <li>• Middle/High School Pre AP and AP Courses: 58%</li> <li>• PSAT/SAT Prep and Exam Fees for 8<sup>th</sup> - 12<sup>th</sup> Grades: 43%</li> <li>• Seminar for Success High School Course: 32%</li> <li>• Project Lead the Way Elementary/Middle/High Schools: 45%</li> <li>• Link Crew/Web Transition Program: 50%</li> <li>• ALD High School: 38%.</li> </ul>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<i>The District will provide a College Night and college and career counseling in order for students to be prepared for college and career.</i>		District provided a College Expo for all students and parents. College and career counseling is on-going at all secondary schools. Implemented K-16 Bridge program with Cerritos College.	
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups:(Specify):		OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups:(Specify):	
Provide pre-AP and AP classes for all students for college and beyond.	<b>\$20,325= Sup/Conc</b>	High schools expanded AP classes. Pre-AP classes in grade 6, 7, 8 and expanded to grade 9 and 10.	20,325



Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):	
Provide and PSAT and SAT prep and exam fees for all 8 <sup>th</sup> -12 <sup>th</sup> grade students.	<b>\$85,567= Sup/Conc</b>	All 8 <sup>th</sup> through 12 <sup>th</sup> grade students participated in the PSAT and SAT exams. District provided funding for all exams.	91,504
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):	
Provide Seminar for Success Classes including Career Choices Training and materials.	<b>\$3,600= Sup/Conc</b>	High school instructors received training and implemented the Seminar for Success courses.	4,431
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):	
Provide training and support for Career Tech Ed Pathways and Project Lead the Way	<b>\$43,498= Sup/Conc</b>	All high schools implemented various PLTW pathways. Secondary instructors received training/certification for PLTW. High school expanded CTE courses.	43,874
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify):	
Provide Link Crew and WEB program to support student transition from Middle School to High School and Elementary to Middle School.	<b>\$5,400= Sup/Conc</b>	Middle schools implemented WEB and high schools implemented Link Crew.	5,400
Scope of service: High School		High School	
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Specialized Classes in Academic Language Development to assist Long Term Ells with reclassifying out of the English Learner program.	\$61,200= Sup/Conc	Some sites provided specialized ALD classes (Norwalk High School and John Glenn High School).	58,868
Scope of service: High School		Scope of service: High School	
_x_ ALL		_x_ ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue and expand (where applicable) the planned actions and services in Goal 2 to prepare students to be college and career ready.		

Original GOAL from prior year LCAP:	<b>Goal # 3.0 Ensure all teachers are prepared to help all students (including newcomer and long-term ELs, and Foster Youth) to master all content standards necessary for students' successful high school completion and preparation for college and career</b>	Related State and/or Local Priorities: 2,3,4,5,7,8 COE only: 9__ 10__ Local: Specify 2,5
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students – ELL, Foster Youth, Low SES – including Hispanic subgroup
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increase opportunities for collaboration, training and planning time for CCSS, new math and EL adoption materials and technology use for SBAC and instruction as measured by 5% survey data</li> <li>Increase the Percentage of ELs Meeting AMAO 1) CELDT from 56.3% to 58.0%.</li> </ul>	Actual Annual Measurable Outcomes:	<p>a. Survey results yielded the following percentages of respondents who marked “effective” or “partially effective” for the actions in Goal #3.0:</p> <ul style="list-style-type: none"> <li>Avid training/support: 50%</li> <li>Transitional Kindergarten instructional aides: 37%</li> <li>District Instructional Coaches: 50%</li> <li>Professional Learning Communities Training: 46%</li> <li>Common Core Professional Development: 47%</li> </ul> <p>b. The percentage of students meeting AMAO #1 went from 56.3% in 2012-2013 to 49.4% in 2013-2014.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Lesson Study, AVID, SIOP Professional Development.	Funding found in other areas of the LCAP (see actual actions and services)	Lesson study was not part of the professional development plan for 2014-2015. AVID support is found in LCAP Goal #3.0, Section B. SIOP support is found in LCAP Goal #3.0, Section E.	\$0.00
Scope of service: District-wide		Scope of service: District-wide	
X ALL		X ALL	
OR: __ Low Income Pupils __ English Learners __ Foster Youth __Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic		OR: __ Low Income Pupils __ English Learners __ Foster Youth __Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic	
A. Provide AVID training support and coordination district-wide, including hiring an AVID/EL TOSA.	\$42,315 (Rest. Lottery) \$133,775	All actions and services were implemented for section A. A District AVID TOSA was hired and provided support and training at all middle and high schools.	\$141,608

	(LCFF Supplemental)		
Scope of service: District-wide		Scope of service: District-wide	
X ALL		X ALL	
OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic		OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic	
B. Provide cost of PLC Conference support for all schools.	\$55,000 (LCFF Supplemental)	All actions and services were implemented for section B. More than 75 teachers and administrators from all schools attended the PLC at Work training in September 2015.	\$65,272
Scope of service: District-wide		Scope of service: District-wide	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
C. Hire one Science Common Core Coach for two years to support rollout of NGSS and provide professional development support.	\$100,000 (LCFF Supplemental)	All actions and services were implemented for section C. A District Science Common Core Coach was hired and provided multiple days of professional development for secondary science teachers.	\$107,639
Scope of service: District-wide		Scope of service: District-wide	
X ALL		X ALL	
OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic		OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated Fluent English Proficient __ Other Subgroups:(Specify): Hispanic	
D. District EL TOSAS provide Common Core training and support for teachers.	\$300,00 (Title I and Title III)	All actions and services were implemented for section D. Three EL TOSAS provided site based and district based training on ELD adopted materials and the implementation of the SIOP model.	\$319,075(Title I and III)
Scope of service: District-wide		Scope of service: District-wide	
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) Hispanic			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify) Hispanic		
E. Focus the work of Common Core, technology, VAPA, and Assessment Coaches to provide data, training, and instructional support for ELL, low SES and Foster Youth students.		\$594,340 (LCFF Supplemental)	All actions and services were implemented for section E. District level coaches provide support for teachers and administrators through professional development, curriculum development, and planning and coaching support. Efforts continue to expand training to meet the needs of Foster Youth students.		See Goal 3.1 (b)
Scope of service:	District-wide		Scope of service:	District-wide	
X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
F. Provide instructional materials, curriculum, and part-time paraprofessionals for ten TK classrooms.		\$120,000 Supp/Conc	All actions and services were implemented for section F. Instructional materials were purchased for students. Ten part-time paraprofessionals were hired to support teachers in the Transitional Kindergarten program.		\$128,834
Scope of service:	Transitional Kindergarten		Scope of service:	Transitional Kindergarten	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)		
G. Provide ongoing training, support and articulation for early learning.		Funding found in other areas of the LCAP (see actual actions and services)	Support for the Transitional Kindergarten is found in LCAP Goal #3.0, Section G.		
Scope of service:	Transitional Kindergarten		Scope of service:	Transitional Kindergarten	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify)		

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

The district will continue planned actions and services in Goal 3.0 and additional plans will be made to increase site level support through the hiring of additional coaches. AVID will be expanded to the elementary level. Professional Learning Community training will move to the sites as teams of teachers and administrators begin to the implementation process. Common Core professional development will continue at high levels and be increased for Special Education staff, parent, and classified staff.

Original GOAL from prior year LCAP:	<b>Goal # 3.1 Teachers and administrators will receive training on the new math, EL and other standards aligned materials in order to meet student needs.</b>		Related State and/or Local Priorities: 2, 4 COE only: 9__ 10__ Local: Specify 2	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Students – ELL, Foster Youth, Low SES		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students will demonstrate proficiency in CCSS ELA and Math SBAC interim and state assessments – no baseline data</li> <li>Increase the EL reclassification rate from 14% to 15%</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Student results from the SBAC summative assessments will be reviewed and analyzed during the summer of 2015. Administration of the SBAC interim assessments will begin in the fall of 2015.</li> <li>The EL reclassification rate increased to 16%.</li> </ul>
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A. Hire one additional math TOSA for one year to assist with training.	\$100,000 (LCFF Supplemental)	All actions and services were implemented for section A. A District Math TOSA was hired and provided support and training on newly adopted math curriculum.	\$107,639	
Scope of service:	District-wide	Scope of service:	District-wide	
X ALL		X ALL		
OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic		OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient X Other Subgroups:(Specify): Hispanic		
B. Common Core professional development will be provided for teachers.	\$715,975 (LCFF Supplemental)	All actions and services were implemented for section B. Teachers attended 919 training sessions during the 2014-2015 school year.	\$988,190	
Scope of service:	District-wide	Scope of service:	District-wide	
X ALL		X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		
What changes in actions, services, and The district will continue to hire TOSAs to support math implementation. Common Core professional				

expenditures will be made as a result of reviewing past progress and/or changes to goals?

development will continue to be provided to all ELA, math, science, social studies, ELD, and CTE teachers. The district will increase professional development opportunities at the site planning by supporting the PLC process and incorporating training on lesson design and implementation.



Original GOAL from prior year LCAP:	<b>Goal #4.0 Stakeholders will have increased opportunities to participate in District/Site activities that increase their skills as partners in the education of NLMUSD students.</b>	Related State and/or Local Priorities: 3, 4, 5, 6, 7 COE only: 9__ 10__ Local : Specify 3
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: All, including Hispanic Subgroup
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Utilize Parent Community Liaisons serving elementary and middle school students in order to improve outreach to families as evidenced by sign in sheets- no District baseline data</li> <li>District-wide dropout rate rates decrease from 3.8% to 3.5%</li> <li>Increase ongoing communication with stakeholders as measured by sign in sheets and Blackboard connect phone calls –no baseline</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>HS dropout rates decreased to 3.5%</li> <li>MS dropout rate maintain at 0%</li> <li>Sign In Sheets</li> <li>Connect Ed. phone calls increased by 11% from April 2014-April 2015</li> <li>Power school has 9,864 parent portal accounts (for parents in grades 6-12 and two 5<sup>th</sup> grade classes- only one account is needed for multiple children households)</li> </ul>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Provide opportunities for all stakeholders to meet, plan, evaluate and develop programs	\$20,282 (LCFF Base)	Provided opportunities for stakeholders to meet, plan and develop programs across the district <ul style="list-style-type: none"> <li>Action Teams</li> <li>District Site Leadership Team (DSLTL)</li> <li>Superintendent’s Cabinet</li> <li>CC/SBAC Teams /Professional Development</li> <li>Parent Education Support (Translator, child care)</li> <li>Web/Link Crew Planning</li> <li>College Expo Planning</li> <li>Tech Planning</li> <li>School Site Council (SSC)</li> <li>Principal Advisory Committee (PAC)</li> <li>AVID Planning</li> <li>MS Sports</li> <li>VAPA Planning</li> </ul>	\$20,282
Scope of service:	District-wide	Scope of service:	District-wide
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B. Powerschool, Blackboard Connect, District and Site Websites will be used to provide ongoing communication with all stakeholders.	\$223,024 (LCFF Base)	Promoted ongoing and open communication among stakeholders through the use of the following: <ul style="list-style-type: none"> <li>• School News Articles</li> <li>• Magnet Postcards</li> <li>• Blackboard Connect</li> <li>• Power School</li> <li>• Updated District/School Websites</li> <li>• Twitter</li> <li>• Email access</li> <li>• Translation</li> <li>• Electronic Superintendent's Message</li> <li>• Fliers</li> </ul>	\$199,565
Scope of service: District-wide		Scope of service: District-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to fund these activities to increase ongoing communication and opportunities for stakeholders to meet and develop programs across the district.		

Original GOAL from prior year LCAP:	<b>Goal # 4.1 Parents and staff will be trained annually on NLMUSD academic initiatives (CCSS, I-Ready, College and Career Prep, Linked Learning, SIOP, Technology Integration w/ Schoology, Google etc.)</b>		Related State and/or Local Priorities: 3, 4, 5, 6, 7 COE only: 9__ 10__ Local: Specify 3	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase the number of parents and staff trained on NLMUSD academic initiatives by 10% annually as measured by sign-in sheets (no baseline data).	Actual Annual Measurable Outcomes:	Survey results yielded the following percentages of respondents who marked “effective” or “partially effective” for the actions in Goal # 4: <ul style="list-style-type: none"> <li>• PowerSchool 78%</li> <li>• District/Site Websites 69%</li> <li>• Parent Education Workshops 44%</li> <li>• Blackboard Connect (voice) 34%</li> </ul>	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A. Provide support for materials, childcare and translation.	\$123,199 (LCFF Supplemental)	The actual actions and services were implemented and additional outreach efforts are planned. The district and school sites provided at least two bilingual workshops, two on CCSS and two on SBAC. School sites have held additional parents meetings based on site needs. Other parent workshops that took place through DELAC (childcare was provided) and at school sites: Community Based English Tutoring, College and Career Preparation, Linked Learning.	\$68,551	
Scope of service:	District-wide	Scope of service:	District-wide	
X ALL		X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue the planned actions and services in Goal 4.1. Additional expenditures will be allocated to increase parent involvement at district meetings and training opportunities.			

Original GOAL from prior year LCAP:	Goal # 5.0 Provide a variety of learning supports including differentiated instruction and academic and social-emotional tiered interventions as needed.		Related State and/or Local Priorities: 2,4,5,6,8 COE only: 9__ 10__ Local : Specify 4	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students, ELs, FY, Low SES		
Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient state assessments in ELA from 56% to 57%.	Actual Annual Measurable Outcomes:	I-Ready data for 2013-14 demonstrated proficiency in ELA at 50.55% for grades K-8. About half of K-8 students have tested so far, with 45.3% testing proficient. We will be able to measure growth on i-Ready diagnostic and state assessments later this summer as SBAC data becomes available.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide training, support and release time for teachers to meet collaboratively in professional learning communities in order to analyze data, review student work and identify interventions.		Release time was site specific		
Scope of service:	TK-6 and High Schools	Scope of service:	TK-6 and High Schools	
<u> X ALL</u>		<u> X ALL</u>		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Hire Elementary and High School Intervention teacher to support EL, Low SES and Foster Youth students.	\$1,077,160 = Sup/Conc	Hired 10 intervention TOSAs for elementary and High schools to support EL, Low SES and Foster Youth students.	\$1,124,702	
Scope of service:	TK-6 and High Schools	Scope of service:	TK-6 and High Schools	
<u> X ALL</u>		<u> X ALL</u>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide licenses for digital intervention programs such as I-Ready and Read 180 to diagnose and monitor students' proficiency levels in ELA and Math and address achievement gaps.	\$400,000= Rest. Lottery	I-Ready license provided Read 180 license – site funded	I-Ready (paid in 13-14) Read 180 = \$5,400
Scope of service: TK - 12		Scope of service: TK - 12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
Provide Licenses for Blended AND virtual Learning to provide additional access to course and Credit recovery for students behind in credits.	Site Funds + \$2,309 IMF Funds	Sites provided Edgenuity Credit Recovery	\$0
Scope of service: Middle and High Schools		Scope of service: Middle and High Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
Maintain EL, Low SES, and Foster Youth support through targeted activities and programs established at site level through SPSA.	\$2,435,532= Sup/Conc	Sites used their supplemental/concentration grants to support ELL, Low SES, and Foster youth as per their SPSA.	\$2,603,813
Scope of service: TK - 12		Scope of service: TK - 12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic		OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups:(Specify): Hispanic	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue planned actions and services in Goal 5. Plans will be made to increase site level support for Middle schools by the hiring of additional intervention TOSAs. Sites will be provided with support and training in the writing of their SPSA.		

Original GOAL from prior year LCAP:	Goal 5.1 Increase expanded learning opportunities such as before school, after school, Saturdays and during summer.	Related State and/or Local Priorities: 2, 4, 5, 6, 8 COE only: 9__ 10__ Local : Specify 4	
Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students, ELs, FY, Low SES, including Hispanic subgroup	
Expected Annual Measurable Outcomes:	Increase the A-G course participation rate from 41% to 43%.  Decrease in the achievement gap in all significant subgroups by 5% as measured by SBAC Assessments- no baseline data.	Actual Annual Measurable Outcomes:	The number of students completing all courses required for UC and/or CSU entrance requirements increased from 34.0 to 34.29 from 2012-13 to 2013-14.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Summer Jumpstart Program for struggling entering 9th grade students in order to ensure their success.	<b>\$41,572= Sup/Conc.</b>	Provided Summer Jumpstart Program for struggling entering 9th grade students. Support included Math, Language Arts, and counseling/high school transition skills.	\$34,171
Scope of service: Incoming 9 <sup>th</sup> Grade students		Scope of service: Incoming 9 <sup>th</sup> Grade students	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
High School Summer school classes including the El Camino Summer program for credit recovery will be provided for students who are behind in credits.	<b>\$324,512= Sup/Conc.</b>	Provided summer school for high school students in need of credit recovery.	\$384,811
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide Summer School for Low SES, ELL and Foster Youth Special Education students for intervention and common core standards mastery.	<b>\$1,046,964= Sup/Conc.</b>	Summer School was provided in 2014 for Low SES, ELL and Foster Youth Special Education students for intervention and common core standards mastery.	\$810,279
Scope of service: TK-12		Scope of service: TK-12	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide Saturday Academies for At-Risk Low SES, ELL and Foster Youth students to support them with mastering the math standards.	<b>\$71,398 = Sup/Conc.</b>	Saturday Math Academies for At-risk high school pupils was transportation was not offered.	\$0
Scope of service: High School		Scope of service: High School	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue planned actions and services in Goal 5.1, including summer school and before and after school opportunities. The district will look at providing additional opportunities for access through online resources and services available beyond the school day.		

Original GOAL from prior year LCAP:	Goal 5.2 Ensure access to appropriate technology tools and resources and training so students and staff can demonstrate mastery of 21st century technology skills	Related State and/or Local Priorities: 2, 4, 5, 6, 8 COE only: __ Local : Specify 4 _____
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Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students, ELs, FY, Low SES, including Hispanic subgroup
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Expected Annual Measurable Outcomes:	Increase in Graduation rate by 1% Students show 40% proficiency on the NLMUSD Technology Skills matrix – no baseline	Actual Annual Measurable Outcomes:	I-Ready data for 2013-14 demonstrated proficiency in ELA at 50.55% for grades K-8. About half of K-8 students have tested so far, with 45.3% testing proficient. We will be able to measure growth on i-Ready diagnostic and state assessments later this summer as SBAC data becomes available.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire two additional technology coach to help provide teacher Professional Development in technology.	200,000 = Sup/Conc	Hired two additional technology coach to help provide teacher Professional Development and in-class coaching in technology integration and blended learning design.	\$226,701
Scope of service: TK-12		Scope of service: TK-12	
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase Schoology District-wide Licenses to support teacher and student collaboration.	26,000= Base/LCFF-7700 and 109,560 = Sup/Conc	Provided Schoology and Google accounts to all students to allow participation in blended instructional strategies. Provided training for teachers to create blended instruction lessons and units in Schoology.	\$112,410
Scope of service: TK-12		Scope of service: TK-12	
<u> X </u> ALL		<u> X </u> ALL	



OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase IPADS for eligible MS and HS students to enhance their learning and mastery of standards.		425,000 Microsoft Voucher Funds	Purchased IPADS for eligible MS and HS students to enhance their learning and mastery of standards. Provided training to teachers and students in the areas of device care, online safety, and productivity apps.		425,000 (Microsoft Voucher Funds)
Scope of service:	6-12		Scope of service:	6-12	
X ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hire 7 classified technology support positions – 3 for comprehensive high schools, 4 middle schools & ECHS (elementary to be supported by district IT staff)		484,787= Sup/Conc	Hired 6 classified technology support positions for comprehensive high schools, middle schools & El Camino HS.		102,970
Scope of service:	TK-12		Scope of service:	TK-12	
X ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide Professional Development in technology to support teachers and students with digital learning resources.		25,223 = Title II	Provided Professional Development in technology to support teachers and students with digital learning resources.		Title II
Scope of service:	TK-12		Scope of service:	TK - 12	
x ALL			x ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Provide ongoing Professional Development in technology.</p>	<p>14,329 = Title II and 97,992 = Sup / Conc.</p>	<p>Provided ongoing and leveled Professional Development in technology for model technology classroom teachers, and any teacher who asked for support.</p>	<p>\$72,457 Sup/Conc Grant</p>
<p>Scope of service: TK-12</p>		<p>Scope of service: TK-12</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Purchase Keyboarding licenses to support students with Keyboarding skills mastery while using IPADS</p>	<p>\$0</p>	<p>Purchased Keyboarding licenses through Typing Agent to support students with Keyboarding skills needed for the SBAC.</p>	<p>\$8,136 (Paid in 13-14)</p>
<p>Scope of service: LEA Wide</p>			
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue planned actions and services in Goal 5 to provide equity of access to all students and staff. Additional leveled training for teachers, staff, students, and parents will be developed and provided in preparation for the roll out of the 2020 Learning Initiative in 2016-17.</p>		

Original GOAL from prior year LCAP:	Goal #6.0 Students will be provided with clean, safe, and well-maintained learning environments.		Related State and/or Local Priorities: 1, 4, 5, 6 COE only: Local: Specify 6	
Goal Applies to:		Schools:	All Schools	
		Applicable Pupil Subgroups:	All students, EL, FY, Low SES	
Expected Annual Measurable Outcomes:	98% of schools will be maintained in good or exemplary repair (Currently 89% good and 7% in exemplary condition)	Actual Annual Measurable Outcomes:	Survey results yielded the following results: <ul style="list-style-type: none"> <li>• 56.04% stated the goal was effective</li> <li>• 18.3% stated partially effective</li> <li>• 11.7% stated mildly effective</li> <li>• 8.41% stated not effective</li> <li>• 5.41 % no opinion</li> </ul>	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
The District will maintain high standards of cleanliness and repair at all campuses.		\$569,887=Sup p/Conc and \$4,185,842=Base/LCFF	The District maintained high standards of cleanliness and repair at all campuses.  \$361,599	
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Provide capital outlay expenditures as needed to support school and District operations		\$7,722,513 =(LCFF Base)	District provided capital outlay expenditures as needed to support school and District operations  LCFF Base	
Scope of service:	LEA Wide		Scope of service:	LEA Wide
X ALL			X ALL	

<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue planned actions in Goal 6.0 and additional plans will be made to match actions in the revised LCAP for 2015-2016. These will include analyzing staff ratios to ensure all school campuses are clean, safe, and well maintained.</p>		

Original GOAL from prior year LCAP:	<b>Goal # 6.1 All schools will become safer, more culturally competent environments where students learn social and emotional skill to increase their engagement in learning.</b>	Related State and/or Local Priorities: 1, 4, 5, 6 COE only:  Local : Specify 6
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All students, EL, FY, Low SES
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Decrease in students who miss 16 days of school per year by 10% (chronic absenteeism = 9.5%)</li> <li>At least a 10% annual decrease in discipline referrals (10%), suspensions (5.7%) expulsions (.07%)</li> <li>At least 10% annual decrease in the percent of students scoring disagree or strongly disagree to feeling safe at school on the Healthy Kids Survey (12.3%)</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Annual Attendance Rate (as of 4/17/15) 95.9%</li> <li>Discipline referral rate stayed at 2%</li> <li>Suspensions decreased 5.7% to 3.6%</li> <li>Expulsions increased from 10 student to 13 students</li> <li>Healthy Kids Survey data will be available in 2015-16.</li> </ul>
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**LCAP Year: 2014-2015**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Provide PBS and MTSS training and support to site teams through Professional Development Materials and meeting costs (\$28,417=Mental Health Grant)	\$28,417 (Mental Health Grant)	<ul style="list-style-type: none"> <li>Provided 7 sessions of MTSS Action Team training.</li> <li>Provided MTSS training (25 sessions) for intervention TOSA's.</li> <li>MTSS Action Team attendance to MTSS workshop.</li> <li>Site intervention TOSA provided at elementary and High schools</li> <li>District Intervention Specialists (Elementary &amp; Secondary) provided support to sites to support MTSS work.</li> </ul>	See Goal 1.0
Scope of service:	LEA Wide	Scope of service:	LEA Wide
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B. Provide specialized support services to Special Education Students per their IEP's (\$16,703,738=Base/LCFF)	\$16,703,738 (LCFF Base)	Provided specialized support services to Special education Students per their IEP's.	LCFF Base
Scope of service: LEA Wide		Scope of service: LEA Wide	
X ALL		X ALL	LEA Wide Including EL, Low SES, and FY
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In 2015-2016, all school sites will form an MTSS site team to support the implementation of the MTSS Framework. This will include determining academic and behavior supports for all students. Collaboration with the Special Education department to ensure that all student needs are addressed will continue.		

Original GOAL from prior year LCAP:	Goal 6.2 All students will have access to standards-aligned textbooks and highly qualified staff.	Related State and/or Local Priorities: 1, 4, 5, 6 COE only: Local : Specify 6
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All students, EL, FY, Low SES
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Expected Annual Measurable Outcomes:	<p>All schools will report 100% textbook sufficiency (baseline = 100%)</p> <p>All teachers will be assigned to teach classes according to their appropriate credentials and authorizations according to internal monitoring.</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All school were 100% textbook sufficient.</li> <li>All teachers have been internally monitored to teach classes according to their appropriate credentials and authorizations.</li> </ul>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase replacement textbooks in History Social Science and Math	\$605,895=Sup/ Conc	Textbooks for History, Social Science and Math were purchased. Adoption of new Math curriculum (textbook adoption)	\$605,895=Sup/ Conc Grant
Scope of service: LEA Wide		Scope of service: LEA Wide	
<u>  </u> x ALL		<u>  </u> x ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase instructional materials and supplies to support all students and staff.	\$1,965,624= Base/LCFF	Purchased instructional material and supplies to support all students and staff.	Restricted Lottery
Scope of service: LEA Wide		Scope of service: LEA Wide	
<u>  </u> x ALL		<u>  </u> x ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Pay for certificated salaries	\$60,753,317 = Base/LCFF	Paid for certificated salaries	Base/LCFF

Scope of service: LEA Wide		Scope of service: LEA Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Pay for classified salaries	\$18,235,052 = Base/LCFF	Paid for classified salaries	Base/LCFF
Scope of service: LEA Wide		Scope of service: LEA Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
Pay for classified and certificated benefits	\$24,764,373 = Base/LCFF	Paid for classified and certificated benefits	Base/LCFF
Scope of service: LEA Wide		Scope of service: LEA Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Purchase of ELA Curriculum, Science Classroom Equipment and Materials, continue to recruit highly effective teachers, create district-wide program to support teachers to optimize teaching practices to ensure equity and access for all students.		



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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>23,758,220</u>
<p>Norwalk La Mirada Unified School District expended approximately \$11.3 Million in supplemental and concentration funds in the fiscal year 2014- 15, and an additional \$1.13 Million for increased and improved services to English Learners, Foster Youth and low-income students. For the fiscal year 2015 – 16, Norwalk La Mirada Unified must allocate a targeted amount of \$23.7 million in supplemental and concentration funds for continued improved and increased services and supports to principally benefit English Learners, Foster Youth and low – income students. Norwalk La Mirada Unified has an unduplicated percentage that is over 72%, and our student groups with the most persistent achievement gaps and greatest need of support comprise of English Learners, Foster Youth and low-income students, therefore, the district will designate a majority of its actions and services as district-wide services. Given that English Learners, Foster Youth, and low-income students are represented in all of our schools, there is a need to provide systematic, coordinated, and targeted actions and services across the district for the unduplicated student groups and all students.</p> <p>The use of supplemental and concentration grant funds will be used to provide increased and improved services for the principal benefit of our EL, FY, and low-income student populations.</p> <p>District-wide strategies are designed for the principal benefit of EL, FY and low-income students but all students may benefit from the strategies. The district will:</p> <ul style="list-style-type: none"> <li>• Provide increased strategies for improved positive student interaction with peers and staff.</li> <li>• Expand counseling services K -12 to support students with the academic, college and career readiness, and social-emotional needs.</li> <li>• Provide support for strategies related to ensuring a sense of safety and developing positive school cultures.</li> <li>• Provide professional development opportunities related to standards, instruction, and support of English Learners, Special Education, at-risk students.</li> <li>• Provide support in developing and nurturing collaboration through Professional Learning Communities.</li> <li>• Provide instructional support for EL, Common Core, NGSS, and technology through instructional coaching.</li> <li>• Provide enriched and enhanced learning opportunities to equip all students with 21<sup>st</sup> Century learning skills.</li> <li>• Provide support to enrich and expand the Advancement Via Individual Determination (AVID) K-12.</li> </ul>	

- Provide support to enrich and expand the Project Lead the Way (PLTW) K-12.
- Provide support to enrich and expand the Visual and Performing Arts K-12.
- Increase and expand academic and behavior supports across the district.

Focused Strategies are designed the specific benefit of EL, FY and low-income students that are focused on particular grade levels or student groups. They include:

- Support for early learners through expanded TK – K by providing instructional aides, instructional materials, and curriculum.
- Provide for all students access to high-level coursework with support from additional counselors, coordinated services and professional learning.
- Provide instructional support and professional development for English Learners through academic language development, AVID Excel, Dual Language Programs, instructional coaches and coordinated services.
- Provide school-based and district training and support and resources for students for parents and families of English Learners, Foster Youth, low-income students and Special Education.
- Provide increased access to technology devices to enhance the educational settings for English Learners, Foster Youth, low-income students and Special Education students.

School-Level Strategies are designed for the sites benefit to the school's EL, FY and low -income students. They are:

- Provide an allocation to each school site, proportionate to their unduplicated student counts to provide targeted services including interventions, classroom support, and professional development.
- Provide an increase in staffing to assist schools with implementation of MTSS both academically and behaviorally.

Provide additional and coordinated support and services from directors, coaches, counselors, intervention specialists and other support staff.

- 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.

17.42%	%
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The Norwalk La Mirada Unified School District target proportionality percentage for 2015 – 16 is 17.42%. Services and supports focused on unduplicated students will be increased or improved by a least 17.42%, as compared to supports and services provide all students for fiscal year 2015 -16. This represents \$23,758,220 million using quantitative only factors.

The district will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services of approximately \$11 million from the 2014 – 15 supplemental and concentration grant funds (2014-15 – 8.46% - \$11,302.410). In addition, improved services will also be provided for all students to promote achievement of the attributes of the ideal NLMUSD Graduate (Effective Communicator and Collaborator; Critical Thinker and Creative Problem Solver; Responsible, Ethical and Productive Citizen; College and Career Ready Scholar) in all schools in the Norwalk La Mirada Unified School District.

A description and overview of increased and improved services for district-wide, focused, and school based strategies is provided in section 3a.

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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