Introduction:

LEA: Gilroy Unified

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

A first step in the revision of the Local Control Accountability Plan was to engage staff in a thorough review and analysis of progress made towards 2015-16 LCAP goals. This collection of data resulted in a formal Mid-Year Review presentation delivered to the Board of Education on February 11, 2016. To engage stakeholders in this year's revision, meetings were scheduled during the months of February and March for each of the following groups/committees: District English Learner Advisory Committee (DELAC), Angeles Sin Fronteras, Principal meetings, Superintendent/Parent Advisory Committee (SPAC), Gilroy Teacher's Association, California School Employee Association, Gilroy Federation of Paraeducators, and Parent Advisory Council (Migrant)(See Timeline.)	Throughout the stakeholder involvement process, participants were asked to provide feedback regarding the goals and actions of the district's LCAP. This feedback was collected in a variety of formats. Participants gave input during meetings, or completed online surveys. The information from stakeholders was gathered, synthesized and used to reflect the district's progress in the annual update as well as to expand and alter district actions steps. The 2016-17 stakeholder input process enabled the various groups to more fully understand the GUSD goals and actions in the LCAP.
The LCAP Overview Powerpoint presentation was delivered to each stakeholder group and the Mid-Year Review Presentation prepared for the Board of Education was referenced during stakeholder meetings. The LCAP Overview Powerpoint and Mid-Year Review PowerPoint not only provided to each participant a status report highlighting progress toward each of the eight priorities, but more importantly were used as springboards for discussion to address other specific needs that emerged. At subsequent meetings, attendees were provided with suggestions/recommendations for refinement of current goals to reflect needs based on the mid-year data analysis. All stakeholder groups were given the opportunity to provide input and feedback related to the eight state priorities, which are grouped into five major areas of focus by Ed Services (Equitable Support for All Learners, Professional Development and Implementation, School Culture and Engagement, High Quality Teachers, and Facilities). At each of our sites, principals delivered the same presentations to School Site Council members/ELAC groups/Home and School Clubs, providing an additional vehicle for input. In addition to stakeholder group presentations, Ed Services distributed an online survey to staff and to parents, students, and staff. Ed Services gathered over 900 survey responses from parents, community members, students and staff. This process provided members of each committee opportunities to better understand the tools we use for progress monitoring, clarify questions they may have had, and ultimately equipped them with data necessary to provide input into the annual update as well as to assess	Based on the stakeholder input and district data, there were several findings: • Many of the areas that surfaced are already addressed in the goals and actions. However, the 2016-17 LCAP will refine and update actions to better address these needs. • In addition, the process brought to light the specific needs of the different groups (Special Ed parents, CSEA, ELAC). • The input process was more inclusive, as the district made a concerted effort to reach all of the stakeholders. • This input led to refinement of actions, particularly with additional actions in the areas of technology, college readiness, career readiness, English learner support, and professional development for staff.

progress and determine which goals and actions to refine in the revised plan.

The following are major trends from the stakeholder input sessions and surveys:

Survey data points:

- 67% of certificated staff agree that GUSD provides students the knowledge and skills to be college and career ready through a wide variety of academic opportunities.
- 48% of certificated staff agree GUSD is helping English learner students learn English as quickly as possible.
- 64% of certificated staff agree there is an increase in availability of technology and integration of technology in GUSD classrooms.
- 56% of parents agree the Common Core State Standards are being implemented within the district to raise educational standards for all students in all core subjects.
- 77% of parents agree the district effectively addresses attendance and absenteeism.
- 54 % of parents agree GUSD provides safe, attractive, clean, well-equipped learning environments for all students.
- 85% of students agree that GUSD provides students the knowledge and skills to be college and career ready through a wide variety of academic opportunities.
- 76% of students agree there is an increase in availability of technology and integration of technology in GUSD classrooms.

Additional parent/community/student input:

• Need for increased technology for instruction • Need for facilities repairs, improved cleanliness and appearance of schools • Desire for increased academic support for students • Need for increased rigor in instruction • Desire for STEM programs and career-focussed instruction • Need for welcoming environment for all parents • Need for increased bilingual staff Additional GUSD staff input: • Increased salary and benefits • Professional development related to specific content area or particular job category • Need for PD related to ELD and supporting English learners • Desire for broad course of study • Additional support staff- i.e. counselors • Desire for increased technology • Need to continue to develop effective interventions and monitoring at all levels • Need for strong emphasis on literacy in elementary grades • Need to support students in gaining 21st century skills	

Annual Update:	**Annual Update:**
During the Mid Year Review, progress toward goals was shared with the Board of Education as well as stakeholder groups. This included an analysis of a variety of data. In spring, all LCAP goals and actions were again reviewed. The analysis revealed that the district is "on track" with the majority of actions during the 2015-16 school year. Some actions were not able to be completed, in many cases because of the inability to fill positions (for example, middle school TOSAs). It was evident during both the Mid-Year review and the end of the year that school site leaders have a good understanding of the goals of the LCAP and that they have begun to incorporate them into their site work.	The five main goals of the LCAP remain in place; however, some modifications were made to the organization of goals and actions. As mentioned above, stakeholder input informed adjustments to the 2016-17 LCAP. Specific clarifications and revisions to actions have been included in ELD & Support for English Learners, in Professional Development for SEAL and ELs, in school climate support, and in support for students to complete A-G requirements. The revised LCAP includes additional metrics in a variety of areas that serve to measure progress toward goals. When other data becomes available in the fall, it will be included in the data charts.

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 annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

plans; in-depth school level data analysis, etc.)?

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

GOAL:	**Goal 1: Provide Equitable Support for All Learners** 1.1 Provide Effective Interventions at All Levels 1.2 Support for Students to Complete A-G Requirements 1.3 Equitable Student Access 1.4 Utilize Professional Learning Communities (PLC) structure to monitor student progress 1.5 Implementation of ELD Standards and Support for English Learners	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: None stated.

Identified Need:

CAASPP (Grades 3-8,11)

- 2015 CAASPP ELA -- 43% of students scored Met/Exceeded Standard
- 2015 CAASPP Math -- 37% of students scored Met/Exceeded Standard
- GUSD 2011-13 3-year API - 803

UC/CSU A-G

- A-G requirements (2014-15) -- 35.4% of Seniors
- 2015 EAP ELA -- 45% of Juniors Ready/Conditionally Ready
- 2015 EAP Math -- 24% of Juniors Ready/Conditionally Ready
- Math II (High School) -- 74.5% of sophomores passed 1st Semester Math II

Long Term English Learners

- LTEL (Long Term EL) – 16% (413 students) were reclassified in 2015-16

Advanced Placement

- AP (Advanced Placement) Testing -- 26% of 10th-12th graders took at least 1 AP Test
- AP Pass Rate -- 40% of AP testers passed (3 or higher)

Local Measures -- Literacy & Mathematics

- F&P (Fountas & Pinnell) Kinder -- 65% of students met 2015-16 Winter Target (Level C)
- F&P (Fountas & Pinnell) 1st grade -- 54% of students met 2015-16 Winter Target (Level H)
- STAR Reading -- 2nd-5th grade - 43.9% of students scored At/Above grade level
- STAR Reading -- 6th-8th grade - 45.8% of students scored At/Above grade level
- Math Benchmarks 1&2 Grades 1-5 -- 47% of students scored Met/Exceeded Standard
- Math Benchmarks 1&2 Grades 6-8 -- 41.1% of students scored Met/Exceeded Standard
- K-5 and Intervention 6-8 students do not all receive consistent instruction Science/Social Studies

Goal Applies to: **Schools:** all schools

Grades: All

Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	**<u>CAASPP (Grades 3-8,11)</u>** • 2015 CAASPP ELA -- Increase % Meet/Exceeding Standard by 5% • 2015 CAASPP Math -- Increase % Meet/Exceeding Standard by 5% **<u>UC/CSU A-G</u>** • A-G requirements (2014-15) -- Increase % meeting A-G by 2% • 2015 EAP ELA -- Increase % of juniors Ready/Conditionally Ready by 5% • 2015 EAP Math -- Increase % of juniors Ready/Conditionally Ready by 5% • Math II (High School) -- Increase % of sophomores passing Math II 1st Sem by 5% • Long Term English Learners • LTEL (Long Term EL)-- Increase % of students reclassified by 2% **<u>Advanced Placement</u>** • AP (Advanced Placement) Testing -- Increase percent of 10th-12th graders taking at least 1 AP test by 2% • AP Pass Rate -- Increase AP Test pass rate by 5% **<u>Local Measures -- Literacy & Mathematics</u>** • F&P (Fountas & Pinnell) Kinder -- Increase percent of students meeting Winter target by 5% • F&P (Fountas & Pinnell) 1st grade -- Increase percent of students meeting Winter target by 5% • STAR Reading -- 2nd-5th grade - Increase % of students At/Above grade level by 3% • STAR Reading -- 6th-8th grade - Increase % of students At/Above grade level by 3% • Math Benchmarks 1&2 Grades 1-5 -- Increase % of students scoring Met/Exceeded Standard by 5% • Math Benchmarks 1&2 Grades 6-8 -- Increase % of students scoring Met/Exceeded Standard by 5% • Maintain enrollment - CTE Concentrator/Completer courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide Effective Interventions at All Levels <u>ELEMENTARY</u> 1.1.1 Ensure strong literacy foundation for all students • Assess all K/1 students in reading (Fountas and Pinnell) • Assess 2nd-5th grade students performing below	All elementary and middle schools. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilitator training-$1500 Title 1 Intervention - SVMS: $20,000 LCFF/ $20,000 Title I Academic

level 2-3 times/year • Support classroom teachers in using data to effectively meet the needs of students ◦ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction ◦ Provide training/coaching for Literacy Facilitators ◦ Early Literacy Academy for teachers, Literacy Facilitators, and principals--scheduled twice in 2016-2017 • Support Raising a Reader training and materials for pre-school 1.1.2 Routinely review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis • Principals will monitor student progress of Interventions, collectively review of data, and support teachers based on identified needs 1.1.3 All Sites will establish Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" Sites will provide report of progress-shared with staff and district <u>MIDDLE SCHOOL</u> 1.1.4 Implement, within the school day, a consistent intervention/tutorial schedule at least one day per week in ELA and Math • Students will receive intervention based on CFA cycles and will rotate throughout the year. Teachers will use benchmarks to help determine student need and analyze progress • Sites will tag students receiving intervention			Coordinator training on placement, A-G and career readiness $10,000 LCFF SES funds TBD per allocation Coordinator $25,000 LCFF Other funds (Title II,I) $100,000

(ELA/Math) in the Student Information System (SIS) to enable schoolwide monitoring • School site personnel will track: number of students, hours of intervention per quarter, quarterly grades and benchmark data for targeted intervention students 1.1.5. Monitor implementation of pilot instructional programs for targeted students- English 3D, Achieve3000 1.1.6. The counselors will acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning <u>MIGRANT</u> 1.1.7 Increase the percentage of English learner migrant students who are proficient in English language arts and math by: • providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions • offering a six-week academic summer school program for preschool to high school aged students 1.1.8 The district will devise a plan for supplemental services based on new state guidelines. <u>DISTRICT OFFICE</u> 1.1.9 Hire Ed Services Coordinator (Professional Development, Assessment)			
1.2 Support Students to Complete A-G Requirements	All High Schools	X All -- _ Foster Youth _ American Indian or Alaska	Additional Summer School

<u>HIGH SCHOOL</u> 1.2.1 Conduct A-G audit to maximize course offerings and completion rates 1.2.2 Provide expanded summer school (2016) for 10th, 11th grade: • Disaggregate summer school data to provide analysis in order for site leadership teams to: • Identify appropriate intervention for students not on track for A-G • Evaluate effectiveness of summer course expansion by Winter 2017. 1.2.3 Monitor and evaluate current A-G support as well as explore options and/or modify existing support: • 0 & 7th period credit recovery • Targeted course for 8th grade non-promotees (i.e. Mustang Express) • Report the number of students on track for A-G completion. • Visit schools with effective credit recovery programs that are also A-G district. • Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment) 1.2.4 Administer PSAT to all 10th grade students 1.2.5 Review the effectiveness of current alternative programs (i.e. Advance Path, Independent Study, Credit Recovery) 1.2.6 Begin the articulation scope and sequence for each department 6-12. 1.2.7 Provide materials, equipment and performance	Grades: 9th, 10th, 11th, 12th	Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$70,000 LCFF GHS Mustang Express $90,000 CHS Credit Recovery $80,000 HS Credit Recovery $70,000 PSAT Administration $ 12,000 Advanced Path Contract $160,000 VPA materials and performance fees $10,000 Migrant funds- credit recovery teachers (30,000) •

opportunities for students participating in Visual/ Performing Arts courses and programs 1.2.8 Increase the percentage of migrant students who graduate from high school • Offer credit recovery courses during the regular school year • Offer higher education and career readiness support • Offer a six-week summer credit recovery program			
1.3 Equitable Student Access 1.3.1 Provide all administrators with training on equity and cultural proficiency 1.3.2 Integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas 1.3.3 Research models to support a broad course of study for all middle school students 1.3.4 Disaggregate student data in regard to open enrollment policies in all advanced, honors and AP courses 1.3.5 Guarantee all elementary students have access to PE programs for the required instructional minutes. • Supply monthly PE logs (principals) • Train teachers on PE activities that meet the PE standards. 1.3.6 Power School: • Provide expanded learning programs after school daily and 6 weeks during summer	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Admin training costs: 28,000 LCFF AP testing support $10,000 LCFF Foster Youth Tutoring Program $20,000 Title I Funds- 30,000 for transportation

• Train Power School program leaders on strategies used during school day • Implement procedures for ensuring underrepresented students receive priority placement in Power School • Begin implementation of intervention within Power School. 1.3.7 Foster Youth Services: • Implement a tutoring program for foster youth • Build capacity and collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons • Create and implement a process for Foster Youth post-secondary transition • Plan and create a process for mentoring and counseling services for 2017-18 school year 1.3.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center) 1.3.9 Homeless: • Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs • Collaborate with community agencies to identify resources for students and families • Provide transportation services when this becomes a barrier to students education			

1.4 Utilize Professional Learning Communities (PLC) structure to monitor student progress 1.4.1 Conduct PLCs 1-2 times per month at each site 1.4.2 Identify exemplars and provide quarterly reflection on site PLC process • Provide targeted support to sites from Educational Services • Share effective strategies and target professional development to support the PLC structure within departments and sites 1.4.3 Examine and evaluate structures for data review and analysis • Train PLC leads on facilitation around common formative assessments 1.4.4 Common Assessments • Develop, implement or calibrate a minimum of two common formative assessments (CFA) at all levels • Analyze and establish growth targets for common and interim assessments 1.4.5 Train administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation • Provide targeted support for identified sites 1.4.6 Investigate new structures for additional PLC time (i.e. during school day, late start)	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	PLC training $13,000 LCFF
1.5 Implementation of ELD Standards and Support for English Learners	All schools.	_ All -- _ Foster Youth _ American Indian or Alaska	EL Coach-secondary

1.5.1 Implement year 2 of district English Language Arts/English Language Development (ELA/ELD) framework training
 	
• Provide on-going professional development to administrators, TOSAs, facilitators and staff: ELA/ELD framework, including all ELD standards, integrated and designated ELD
 	
• Provide professional development to support teachers to effectively implement ELD standards in tandem with content standards
 	
1.5.2 Focus on accountable student talk, academic discourse and meaningful collaboration in all classrooms.
 	
• Utilize observation tool to collect data and measure growth
 	
• Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all elementary school sites
 	
    ◦ Facilitate grade level collaborative analysis of AVT assessments
 	
    ◦ Monitor and support AVT implementation by site administration
 	
    ◦ Provide academic coaching and support for AVT
 	
• Implement SEAL at 5 elementary sites (2 sites Year 2, 3 sites Year 1)
 	
1.5.3 Support TK-12 teachers in embedding ELD standards in all curricular maps
 	
1.5.4 Conduct regular analysis of English Learner (EL) data.
 	
1.5.5 Provide training on EL achievement data analysis to administrators, EL Designees, Teachers on Special
	Grades: All	Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	50,000 LCFF/ 50,000 Title III

Assignment (TOSAs) and counselors. 1.5.6 Provide secondary English Language Development/Academic Language Development (ELD/ALD) teachers with professional development, facilitated collaboration and monitoring support for ELD 1.5.7 Provide TOSAs and EL designees with training to support designing lessons for designated ELD 1.5.8 Embed academic language instruction/practice in modelled lessons and PD 1.5.9 Hire EL Coach - Support secondary sites to improve academic outcomes for EL students			
LCAP Year 2			

Expected Annual Measurable Outcomes:	**CAASPP (Grades 3-8,11)** • 2015 CAASPP ELA -- Increase % Meet/Exceeding Standard by 5% • 2015 CAASPP Math -- Increase % Meet/Exceeding Standard by 5% **UC/CSU A-G** • A-G requirements (2014-15) -- Increase % meeting A-G by 2% • 2015 EAP ELA -- Increase % of juniors Ready/Conditionally Ready by 5% • 2015 EAP Math -- Increase % of juniors Ready/Conditionally Ready by 5% • Math II (High School) -- Increase % of sophomores passing Math II 1st Sem by 5% • Long Term English Learners • LTEL (Long Term EL)– Increase % of students reclassified by 2% **Advanced Placement** • AP (Advanced Placement) Testing -- Increase percent of 10th-12th graders taking at least 1 AP test by 2% • AP Pass Rate -- Increase AP Test pass rate by 5% **Local Measures -- Literacy & Mathematics** • F&P (Fountas & Pinnell) Kinder -- Increase percent of students meeting Winter target by 5% • F&P (Fountas & Pinnell) 1st grade -- Increase percent of students meeting Winter target by 5% • STAR Reading -- 2nd-5th grade - Increase % of students At/Above grade level by 3% • STAR Reading -- 6th-8th grade - Increase % of students At/Above grade level by 3% • Math Benchmarks 1&2 Grades 1-5 -- Increase % of students scoring Met/Exceeded Standard by 5% • Math Benchmarks 1&2 Grades 6-8 -- Increase % of students scoring Met/Exceeded Standard by 5% • Maintain enrollment - CTE Concentrator/Completer courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide Effective Interventions at All Levels ELEMENTARY 1.1.1 Ensure strong literacy foundation for all students • Assess all K/1 students in reading (Fountas and Pinnell) • Assess 2nd-5th grade students performing below	all schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilitator training-$1500 Title 1 Intervention - SVMS: $20,000 LCFF/ $20,000 Title I Academic

level 2-3 times/year using common measures • Support classroom teachers in using data to effectively meet the needs of students ◦ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction ◦ Provide training/coaching for Literacy Facilitators based on needs ◦ Assess effectiveness and impact of Early Literacy Academy for teachers, Literacy Facilitators, and principals and schedule as needed ◦ Support collaboration between elementary and preschool Sobrato Early Academic Language (SEAL) programs 1.1.2 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis • Principals will monitor student progress of Interventions, collectively review of data, and support teachers based on identified needs 1.1.3 Establish Single Plan for Student Achievement (SPSA) goal for “at risk of and current Long-Term English Learners (LTEL)” at all sites MIDDLE SCHOOL 1.1.4 Review student academic data to evaluate and revise the intervention model within the school day. 1.1.5 Implement instructional programs for targeted students- English 3D, Achieve3000 or pilot other program options 1.1.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and			Coordinator training on placement, A-G and career readiness $10,000 LCFF SES funds TBD per allocation Coordinator $25,000 LCFF Other funds (Title II,I) $100,000

engage them in goal setting and backwards planning MIGRANT: 1.1.7 Increase the percentage of English learner migrant students who are proficient in English language arts and math by: • providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions • offering a six-week academic summer school program for preschool to high school aged students 1.1.8 Implement district plan for supplemental services based on new state guidelines			
1.2 Support Students to Complete A-G Requirements HIGH SCHOOL 1.2.1 Conduct annual A-G audit to maximize course offerings and completion rates. • Identify barriers for A-G completion and create a plan to reduce barriers 1.2.2 Adjust summer school program for high school students based on analysis of data 1.2.3 Continue to monitor and evaluate current A-G support as well as explore options and/or modify existing support • 0 & 7th period credit recovery • Targeted course for 8th grade non-promotees (i.e. Mustang Express) • Report the number of students on track for A-G completion.	all schools Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Additional Summer School $70,000 LCFF GHS Mustang Express $90,000 CHS Credit

• Visit schools with effective credit recovery programs that are also A-G district. • Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment) 1.2.4 Continue to administer PSAT to all 10th grade students 1.2.5 Review the effectiveness of current alternative programs (i.e. Advance Path, Independent Study, Credit Recovery) 1.2.6 Continue the articulation scope and sequence for each department 6-12. 1.2.7 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs 1.2.8 Increase the percentage of migrant students who graduate from high school • Offer credit recovery courses during the regular school year • Offer higher education and career readiness support • Offer a six-week summer credit recovery program			Recovery $80,000 HS Credit Recovery $70,000 PSAT Administration $12,000 Advanced Path Contract $160,000 VPA materials and performance fees $10,000

			Migrant funds- credit recovery teachers (30,000)
1.3 Equitable Student Access 1.3.1 Continue training administrators on equity and cultural proficiency. Identify measures for desired outcomes 1.3.2 Continue to integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas 1.3.3 Determine what actions must be taken to provide a comprehensive course of study for all students 1.3.4 Create a plan to reach parity between subgroups at each school site and within the AP program. 1.3.5 Maintain compliance with PE requirements. *Continue to provide training and resources to staff* 1.3.6 Power School: • Continue to provide expanded learning programs after school daily for 1,114 students and 6 weeks during summer for 650 students to support blended social/emotional, enrichment, and academic needs of students. • Train Power School program leaders on strategies that support the academic program. • Refine intervention model within Power School to better meet needs of all students.	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Admin training costs: 28,000 LCFF AP testing support $10,000 LCFF

• Reevaluate enrollment procedures and spaces available to determine need.			
1.3.7 Foster Youth Services:			
• Tutoring: implement and enhance a tutoring program for foster youth			Foster Youth Tutoring Program $20,000
• Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons			
• Post-Secondary Transition: implement a process for Foster Youth post-secondary transition			
• Mentoring/Counseling: implement a process for mentoring and counseling services			
1.3.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)			
1.3.9 Homeless:			
• Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs			
• Collaborate with community agencies to identify resources for students and families			Title I Funds- 30,000 for transportation
• Provide transportation services when this becomes a barrier to students education			

1.4 Utilize Professional Learning Communities (PLC) structure to monitor student progress 1.4.1 Conduct PLCs 1-2 times per month at each site 1.4.2 Determine impact of PLC structures; identify exemplary models within district. Provide quarterly reflection on site PLC process • Provide targeted support to sites from Educational Services • Share effective strategies and target professional development to support the PLC structure within departments and sites 1.4.3 Continue to examine and evaluate structures for data review and analysis • Support PLC leads on facilitation around common formative assessments 1.4.4 Common Assessments • Develop, implement or calibrate a minimum of two common formative assessments (CFA) at all levels • Analyze and establish growth targets for common and interim assessments 1.4.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation • Provide targeted support for identified sites 1.4.6 Implement new structures for additional PLC time (i.e. during school day, late start)	all schools Grades: All	X All ------------------------------------ _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	PLC training $13,000 LCFF
1.5 Implementation of ELD Standards and Support for	all schools	_ All ------------------------------------	None

English Learners 1.5.1 Implement year 3 of district ELA/ELD framework training • On-going professional development provided to administrators, TOSAs, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD. • Provide PD to support teachers to effectively implement ELD standards in tandem with content standards. • Include measures of ELD instruction in observation tool. Collect and analyze data 1.5.2 Focus on accountable student talk, academic discourse and meaningful collaboration in all classrooms. • Elementary--Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all school sites • ◦ Facilitate grade level collaborative analysis of AVT assessments ◦ Principals will monitor and support AVT implementation ◦ Academic Coaches will provide coaching and support for AVT • Continue SEAL implementation- collect student data 1.5.3 Ensure that curriculum maps are shared and used 1.5.4 Conduct regular analysis of English Learner (EL) data. 1.5.5 Provide support on EL achievement data analysis to	Grades: All	_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	EL Coach-secondary 50,000 LCFF/ 50,000 Title III

administrators, EL Designees, Teachers on Special Assignment (TOSAs) and counselors 1.5.6 Provide secondary ELD/ALD teachers with professional development, facilitated collaboration and monitoring support for ELD 1.5.7 Provide TOSAs and EL designees with training to support designing lessons for designated ELD 1.5.8 Embed academic language instruction/practice in modelled lessons and PD 1.5.9 EL Coach, principals and staff routinely analyze EL student data and determine how to intervene with academic support. Continue to support secondary sites to improve academic outcomes for EL students			
LCAP Year 3			

Expected Annual Measurable Outcomes:	
	CAASPP (Grades 3-8,11) • 2015 CAASPP ELA -- Increase % Meet/Exceeding Standard by 5% • 2015 CAASPP Math -- Increase % Meet/Exceeding Standard by 5% **UC/CSU A-G** • A-G requirements (2014-15) -- Increase % meeting A-G by 2% • 2015 EAP ELA -- Increase % of juniors Ready/Conditionally Ready by 5% • 2015 EAP Math -- Increase % of juniors Ready/Conditionally Ready by 5% • Math II (High School) -- Increase % of sophomores passing Math II 1st Sem by 5% • Long Term English Learners • LTEL (Long Term EL)-- Increase % of students reclassified by 2% **Advanced Placement** • AP (Advanced Placement) Testing -- Increase percent of 10th-12th graders taking at least 1 AP test by 2% • AP Pass Rate -- Increase AP Test pass rate by 5% **Local Measures -- Literacy & Mathematics** • F&P (Fountas & Pinnell) Kinder -- Increase percent of students meeting Winter target by 5% • F&P (Fountas & Pinnell) 1st grade -- Increase percent of students meeting Winter target by 5% • STAR Reading -- 2nd-5th grade - Increase % of students At/Above grade level by 3% • STAR Reading -- 6th-8th grade - Increase % of students At/Above grade level by 3% • Math Benchmarks 1&2 Grades 1-5 -- Increase % of students scoring Met/Exceeded Standard by 5% • Math Benchmarks 1&2 Grades 6-8 -- Increase % of students scoring Met/Exceeded Standard by 5% • Maintain enrollment - CTE Concentrator/Completer courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide Effective Interventions at All Levels ELEMENTARY 1.1.1 Ensure strong literacy foundation for all students • Assess all K/1 students in reading ((Fountas and Pinnell) • Assess 2nd-5th grade students performing below	All schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Facilitator training-$1500 Title 1 Intervention - SVMS: $20,000 LCFF/ $20,000 Title I Academic

level 2-3 times/year using common measures
 	
• Support classroom teachers in using data to effectively meet the needs of students
  ◦ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction
  ◦ Provide training/coaching for Literacy Facilitators
  ◦ Assess effectiveness and impact of Early Literacy Academy for teachers, Literacy Facilitators, and principals and schedule as needed
  ◦ Support collaboration between elementary and preschool Sobrato Early Academic Language (SEAL) programs
 	
1.1.2 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis
 	
• Principals will monitor student progress of Interventions, collectively review of data, and support teachers based on identified needs
 	
1.1.3 Establish Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" at all sites
 	
MIDDLE SCHOOL
 	
1.1.4 Review student academic data to evaluate and revise the intervention model within the school day.
 	
1.1.5 Review implementation of instructional programs for targeted students.
 	
1.1.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning
		Coordinator training on placement, A-G and career readiness $10,000 LCFF
		
		SES funds TBD per allocation
		
		Coordinator $25,000 LCFF
		
		Other funds (Title II,I) $100,000

MIGRANT 1.1.7 Increase the percentage of English learner migrant students who are proficient in English language arts and math by: • providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions • offering a six-week academic summer school program for preschool to high school aged students 1.1.8 Implement district plan for supplemental services based on new state guidelines			
1.2 Support Students to Complete A-G Requirements HIGH SCHOOL 1.2.1 Conduct annual A-G audit to maximize course offerings and completion rates. • Identify barriers for A-G completion and create a plan to reduce barriers 1.2.2 Adjust summer school program for high school students based on analysis of data 1.2.3 Continue to monitor and evaluate current A-G support as well as explore options and/or modify existing support • 0 & 7th period credit recovery • Targeted course for 8th grade non-promotees (i.e. Mustang Express)	All High Schools Grades: 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None Additional Summer School $70,000 LCFF GHS Mustang Express $90,000 CHS Credit Recovery $80,000 HS Credit Recovery $70,000 PSAT Administration $12,000

• Report the number of students on track for A-G completion. • Visit schools with effective credit recovery programs that are also A-G district. • Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment) 1.2.4 Continue to administer PSAT to all 10th grade students 1.2.5 Review the effectiveness of current alternative programs (i.e. Advance Path, Independent Study, Credit Recovery) 1.2.6 Continue the articulation scope and sequence for each department 6-12. 1.2.7 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs 1.2.8 Increase the percentage of migrant students who graduate from high school • Offer credit recovery courses during the regular school year • Offer higher education and career readiness support • Offer a six-week summer credit recovery program			Advanced Path Contract $160,000 VPA materials and performance fees $10,000 Migrant funds- credit recovery teachers (30,000)
1.3 Equitable Student Access 1.3.1 Continue training administrators and staff on equity and cultural proficiency • Evaluate a variety of data (student achievement, survey data, etc) to measure impact of training	all Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or	Admin training costs: 28,000 LCFF AP testing support $10,000 LCFF

1.3.2 Continue to integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas 1.3.3 Implement actions necessary to provide a comprehensive course of study for all students 1.3.4 Implement a plan to reach parity between subgroups at each school site and within the AP program. 1.3.5 Maintain compliance with PE requirements. Continue to provide training and resources to staff 1.3.6 Power School: • Continue to provide expanded learning programs after school daily for 1,114 students and 6 weeks during summer for 650 students to support blended social/emotional, enrichment, and academic needs of students. • Continue to include Power School program leaders on trainings that support the academic program. • Continue to refine intervention model. • Continue to reevaluate procedures and spaces available. 1.3.7 Foster Youth Services: • Tutoring: implement and sustain a tutoring program for foster youth • Collaboration: sustain collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons • Post-Secondary Transition: implement and enhance a process for Foster Youth post-		African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Foster Youth Tutoring Program $20,00 0 Title I Funds- 30,000 for transportation

secondary transition • Mentoring/Counseling:implement and enhance a process for mentoring and counseling services 1.3.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center) 1.3.9 Homeless: • Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs • Collaborate with community agencies to identify resources for students and families • Provide transportation services when this becomes a barrier to students education			

1.4 Utilize Professional Learning Communities (PLC) structure to monitor student progress 1.4.1 Conduct PLCs 1-2 times per month at each site 1.4.2 Determine impact of PLC structures; identify exemplary models within district. Provide quarterly reflection on site PLC process • Provide targeted support to sites from Educational Services • Share effective strategies and target professional development to support the PLC structure within departments and sites 1.4.3 Continue to examine and evaluate structures for data review and analysis • Support PLC leads on facilitation around common formative assessments 1.4.4 Common Assessments • Develop, implement or calibrate a minimum of two common formative assessments (CFA) at all levels • Analyze and establish growth targets for common and interim assessments 1.4.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation • Provide targeted support for identified sites 1.4.6 Implement new structures for additional PLC time (i.e. during school day, late start)	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	PLC training $13,000 LCFF
1.5 Implementation of ELD Standards and Support for English Learners	All schools Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More	EL Coach-secondary 50,0 00

1.5.1 Evaluate effectiveness of ELA/ELD Framework training • On-going professional development provided to administrators, TOSAs, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD. • Provide PD to support teachers to effectively implement ELD standards in tandem with content standards. • Include measures of ELD instruction in observation tool. Collect and analyze data. 1.5.2 Focus on accountable student talk, academic discourse and meaningful collaboration in all classrooms. • Elementary--Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all school sites • ◦ Facilitate grade level collaborative analysis of AVT assessments ◦ Principals will monitor and support AVT implementation ◦ Academic Coaches will provide coaching and support for AVT • Continue SEAL implementation- collect student data 1.5.3 Ensure that curriculum maps are shared and used 1.5.4 Conduct regular analysis of English Learner (EL) data. 1.5.5 Provide support on EL achievement data analysis to administrators, EL Designees, Teachers on Special Assignment (TOSAs) and counselors		Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF/ 50,000 Title III

1.5.6 Provide secondary ELD/ALD teachers with professional development, facilitated collaboration and monitoring support for ELD 1.5.7 Provide TOSAs and EL designees with training to support designing lessons for designated ELD 1.5.8 Embed academic language instruction/practice in modelled lessons and PD 1.5.9 EL Coach, principals and staff routinely analyze EL student data and determine how to intervene with academic support. Continue to support secondary sites to improve academic outcomes for EL students			

GOAL:		
	GOAL 2: Ensure College and Career Readiness and 21st Century Skills for All Students 2.1 Professional Development 2.2. Common Core State Standards (CCSS) Materials 2.3 Next Generation Science Standards (NGSS) Implementation 2.4 Career Readiness 2.5 Students will master 21st Century Skills of collaboration, communication , critical thinking, and creativity	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: None

Identified Need:

21st Century Learning (Bright Bytes Survey)

- Bright Bytes Survey 4C's -- 21st Century Learning
  - Communication -- 17% of students in 2015-16 report writing online at least monthly
  - Collaboration -- 46% of students report collaborating online with other students at least monthly
  - Critical Thinking -- 40% of students report solving problems using technology at least monthly

Technology

- Bright Bytes Survey - Professional Learning (between 8-16 hours) 22% of teacher-reported time spent per year participating in school-sponsored PD

Other Local Measures

- Healthy Kids Survey -- 50% of students report that adults in school have high expectations
- All teachers need to be fully equipped to implement the CCSS, NGSS, ELD standards in order to prepare students for college and career readiness.
- Inconsistent use of observation tools to monitor CC and PD implementation
- Partial implementation of district CC standards aligned materials

Goal Applies to: **Schools:** All schools.

Grades: All

Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Bright Bytes Survey 4C's -- 21st Century Learning ◦ Communication -- Increase % of students writing online at least monthly by 3% ◦ Collaboration -- Increase % of students collaborating online with other students at least monthly by 3% ◦ Critical Thinking -- Increase % of students solving problems using technology at least monthly by 3% • Bright Bytes Survey - Professional Learning (between 8-16 hours)--Increase % of teacher-reported time spent per year participating in school-sponsored PD by 5% • Healthy Kids Survey -- Increase % of students reporting that adults in school have high expectations by 3% • Increase in the implementation of CCSS, particularly the transference of CC PD through a district observation tool • Increase walk-throughs and use of common observation tools at the site level • Ensure access of CC materials (adopted and supplementary) and ELD Standards material

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Professional Development 2.1.1 Develop and publish the professional development plan by June 2016 based on the analysis of 2015-2016 data and stakeholder input 2.1.2 Continue use of an observational tool to measure classroom practice 2.1.3 Expand shared website for professional development resources and exemplary practices of district staff 2.1.4 Maintain Support Personnel • Academic Coaches/Instructional Specialists/ Literacy Facilitators: • Hire additional SEAL Coaches for 3 sites • Provide coaching training to Academic Coaches and Instructional Specialists • Register for summer coaching Institute • Provide continued coaching training throughout the	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Elementary Academic Coaches Instructional Specialists: $550,000 Middle School Academic Coaches $280,000 High School Academic Coaches $110,000 Coaches/Summer Training/Teacher Release $30,000 Lit Facilitator/Luigi

year 2.1.5 Provide professional development via Santa Clara County Office of Education (SCCOE) and outside consultants. 2.1.6 Provide training and coaching to SEAL teachers at designated elementary sites • All SEAL teachers participate in module training and unit development • Implement SEAL Summer Bridge for teacher PD 2.1.7 Support Dual Immersion program (two elementary sites, one middle school, one high school)			Aprea(.5 FTE) $50,000 SCCOE consultants included in MOU $20,000 SEAL MOU Cohort 1: $10,000 Title III SEAL Cohort 2: $45,000 LCFF Additional Seal Support $5,000 LCFF Additional SEAL Support $15,000 Title III Elementary PD District Training $10,000 LCFF PD release days for elem- Supplemental materials- $5000 Title III; Assessment $5000 Title III

2.2 Common Core State Standards (CCSS) Materials 2.2.1 Purchase instructional materials aligned with CCSS based on 15-16 pilots -- elem/middle math, high school Math III • Provide teacher training for newly adopted math materials 2.2.2 Conduct adoption pilot for ELA elem/middle • Include training on framework/ELD standards alignment as part of committee process • Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance • Pilot materials as determined based on prioritization	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Math Adoption Release Time $16,000 Outside consultants Training $10,000

2.3 Next Generation Science Standards (NGSS) Implementation 2.3.1 Incorporate NGSS into SEAL units at designated elementary sites 2.3.2 Research, design and implement year 1 of integrated science curriculum at the middle school level 2.3.3 Implement year 1 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level • Train teachers in instructional strategies to support NGSS • Collaborate, design, and agree to a minimum of two common assessments (MS/HS) 2.3.4 Participate in cross-articulation between all three levels	All Schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Middle School Science Instructional Specialists $50, 000 LCFF High School Science Instructional Specialists $40, 000 LCFF STEM design year one $7500 LCFF 2017-18 instructional materials per adoption cycle Science consumables and lab support $20,000 LCFF

2.4 Career Readiness 2.4.1 Review the current career pathways in order to write a three year plan to strengthen and expand career pathways available to students at secondary schools. 2.4.2 Conduct a needs assessment for the Biomedical Academy with a focus on student retention 2.4.3 Research the possibility of implementing a second academy within the district 2.4.4 Provide students access to equipment, supplies and machinery used in the workplace.	all schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$20,000 CTE $20,000 LCFF
2.5 Students will master 21st Century Skills of collaboration, communication, critical thinking, and creativity 2.5.1 Provide Professional Development for all staff on using technology to enhance CCSS instruction. 2.5.2 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology 2.5.3 Update District Technology Plan. Re-convene technology committee. 2.5.4 Students will have regular opportunities to use technology in their learning	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	High School Technology Instructional Specialists $40, 000 Technology Professional Development: $ 13,000 LCFF/ $15,000 (Title II) Secondary District PD $36,000 LCFF
LCAP Year 2			

Expected Annual Measurable Outcomes:	• Bright Bytes Survey 4C's -- 21st Century Learning ◦ Communication -- Increase % of students writing online at least monthly by 3% ◦ Collaboration -- Increase % of students collaborating online with other students at least monthly by 3% ◦ Critical Thinking -- Increase % of students solving problems using technology at least monthly by 3% • Bright Bytes Survey - Professional Learning (between 8-16 hours)--Increase % of teacher-reported time spent per year participating in school-sponsored PD by 5% • Healthy Kids Survey -- Increase % of students reporting that adults in school have high expectations by 3% • Increase in the implementation of CCSS, particularly the transference of CC PD through a district observation tool • Increase walk-throughs and use of common observation tools at the site level • Increase availability and accessibility of CC materials (adopted and supplementary) and ELD Standards material • •

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Professional Development 2.1.1 Develop and publish professional development plan by June 2017 based on the analysis of 2016-2017 data 2.1.2 Continue use of observational tool to measure classroom practice 2.1.3 Update website for resources and exemplary practices of district staff 2.1.4 Support Personnel • Academic Coaches/Instructional Specialists/ Lit Facilitators: • Hire additional SEAL Coaches for 3 sites • Provide coaching training to Academic Coaches and Instructional Specialists • Summer coaching Institute • Follow up coaching training 2.1.5 Provide professional development via SCCOE and outside consultants.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	none Elementary Academic Coaches Instructional Specialists: $550,000 Middle School Academic Coaches $280,000 High School Academic Coaches $110,000 Coaches/Summer Training/Teacher Release $30,000 Lit

2.1.6 Provide training and coaching to SEAL teachers at designated elementary sites • All SEAL teachers participate in module training and unit development • Implement SEAL Summer Bridge for teacher PD 2.1.7 Support Dual Immersion program (two elementary sites, one middle school, one high school)			Facilitator/Luigi Aprea(.5 FTE) $50,000 SCCOE consultants included in MOU $20,000 SEAL MOU Cohort 1: $10,000 Title III SEAL MOU Cohort 2: $45,000 LCFF Additional Seal Support $5,000 LCFF Additional Seal Support $15,000 Title III Elementary PD District Training $10,000 LCFF PD release days for elem- Supplemental materials- $5000 Title III; Assessment $5000 Title III

2.2 Common Core State Standards (CCSS) Materials 2.2.1 Purchase instructional materials aligned with CCSS based on 16-17 pilots • Provide teacher training for newly adopted materials 2.2.2 Conduct adoption pilot for Science • Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance • Pilot materials as determined based on prioritization	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Math Adoption Release Time $16,000 Outside consultants Training $10,000

2.3 NGSS Implementation 2.3.1 Incorporate NGSS into SEAL units at designated elementary sites 2.3.2 Research, design and implement year 1 of integrated science curriculum at the middle school level 2.3.3 Implement year 2 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level • Train teachers in instructional strategies to support NGSS • Collaborate, design, and agree to a minimum of two common assessments (MS/HS) 2.3.4 Participate in cross-articulation between all three levels	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Middle School Science Instructional Specialists $50, 000 LCFF High School Science Instructional Specialists $40, 000 LCFF STEM design year one $7500 LCFF 2017-18 instructional materials per adoption cycle Science consumables and lab support $20,000 LCFF
2.4 Career Readiness 2.4.1 Implement phase one of a three year plan to strengthen and expand career pathways available to students at secondary schools. 2.4.2 Conduct an annual audit of the Biomedical Academy with a focus on the recruiting and retention of students. 2.4.3 Provide professional development for teachers/administrators interested in implementing a new academy in the district.	all schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$20,000 CTE $20,000 LCFF

2.5 Students will master 21st Century Skills of collaboration, communication, critical thinking, and creativity 2.5.1 Continue to provide Professional Development for all staff on using technology to enhance CCSS instruction. 2.5.2 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology 2.5.3 Implement District Technology Plan. With technology committee continue to evaluate implementation and progress of district technology plan. 2.5.4 Students will have regular opportunities to use technology in their learning	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	High School Technology Instructional Specialists $40, 000 Technology Professional Development: $ 13,000 LCFF/ $15,000 (Title II) Secondary District PD $36,000 LCFF

LCAP Year 3

Expected Annual Measurable Outcomes:	• Bright Bytes Survey 4C's -- 21st Century Learning ◦ Communication -- Increase % of students writing online at least monthly by 3% ◦ Collaboration -- Increase % of students collaborating online with other students at least monthly by 3% ◦ Critical Thinking -- Increase % of students solving problems using technology at least monthly by 3% • Bright Bytes Survey - Professional Learning (between 8-16 hours)--Increase % of teacher-reported time spent per year participating in school-sponsored PD by 5% • Healthy Kids Survey -- Increase % of students reporting that adults in school have high expectations by 3% • Increase in the implementation of CCSS, particularly the transference of CC PD through a district observation tool • Increase walk-throughs and use of common observation tools at the site level • Increase availability and accessibility of CC materials (adopted and supplementary) and ELD Standards material • •

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Professional Development 2.1.1 Develop and publish professional development plan by June 2018 based on the analysis of 2017-2018 data	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent	Elementary Aca demic Coaches Instruc tional

2.1.2 Continue use of observational tool to measure classroom practice 2.1.3 Update website for resources and exemplary practices of district staff 2.1.4 Support Personnel • Academic Coaches/Instructional Specialists/ Lit Facilitators: • Hire additional SEAL Coaches for 3 sites • Provide coaching training to Academic Coaches and Instructional Specialists • Summer coaching Institute • Follow up coaching training 2.1.5 Provide professional development via SCCOE and outside consultants. 2.1.6 Provide training and coaching to SEAL teachers at designated elementary sites • All SEAL teachers participate in module training and unit development • Implement SEAL Summer Bridge for teacher PD 2.1.7 Support Dual Immersion program (two elementary sites, one middle school, one high school)		English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Specialists: $550,000 Middle School Academic Coaches $280, 000 High School Academic Coaches $110, 000 Coaches/Summ er Training/Teache r Release $30,00 0 Lit Facilitator/Luigi Aprea(.5 FTE) $50,000 SCCOE consultants included in MOU $20,000 SEAL MOU Cohort 1: $10,000 Title III SEAL MOU Cohort 2: $45,000 LCFF Additional Seal Support $5,000 LCFF Additional Seal Support $15,00

			0 Title III Elementary PD District Training $10,000 LCFF PD release days for elem- Supplemental materials- $5000 Title III; Assessment $5000 Title III
2.2 Common Core State Standards (CCSS) Materials 2.2.1 Purchase instructional materials aligned with CCSS based on 17-18 pilots • Provide teacher training for newly adopted materials 2.2.2 Conduct adoption pilot for Social Studies • Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance • Pilot materials as determined based on prioritization	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Math Adoption Release Time $16,000 Outside consultants Training $10,000

2.3 NGSS Implementation 2.3.1 Incorporate NGSS into SEAL units at designated elementary sites 2.3.2 Research, design and implement year 1 of integrated science curriculum at the middle school level 2.3.3 Implement year 3 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level • Train teachers in instructional strategies to support NGSS • Collaborate, design, and agree to a minimum of two common assessments (MS/HS) 2.3.4 Participate in cross-articulation between all three levels	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Middle School Science Instructional Specialists $50, 000 LCFF High School Science Instructional Specialists $40, 000 LCFF STEM design year one $7500 LCFF 2017-18 instructional materials per adoption cycle Science consumables and lab support $20,000 LCFF
2.4 Career Readiness 2.4.1 Implement phase two of a three year plan to strengthen and expand career pathways available to students at the secondary schools. 2.4.2 Conduct an annual audit of the Biomedical Academy 2.4.3 Begin the implementation phase of a new academy within the district.	All schools. Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• $20,000 CTE • $20,000 LCFF

2.5 Students will master 21st Century Skills of collaboration, communication, critical thinking, and creativity 2.5.1 Continue to provide Professional Development for all staff on using technology to enhance CCSS instruction. 2.5.2 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology 2.5.3 Implement District Technology Plan. With technology committee continue to evaluate implementation and progress of district technology plan. 2.5.4 Students will have regular opportunities to use technology in their learning	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	High School Technology Instructional Specialists $40, 000 Technology Professional Development: $ 13,000 LCFF/ $15,000 (Title II) Secondary District PD $36,000 LCFF

GOAL:

GOAL 3 - School Culture and Engagement

3.1 Postive School Climate

3.2 Student Engagement

3.3 Increase Parent Involvement

Related State and/or Local Priorities:
_1 _2 X 3 _4 X 5 X 6 _7 _8 Local:

None.

Identified Need:

Attendance

- Chronic Absenteeism Rate -- 13.1% in 2014-15
- Truancy Rate -- 30.2% in 2014-15

Graduation & Dropout

- Middle School dropout rate (Gr 7-8) 0.25% (13-14)
- Cohort dropout rate (high school) 10.9% (13-14)
- Cohort graduation rate 84.1% (13-14)

Suspension & Expulsion

- Suspension rate – 4.0% (14-15)
- Secondary rate - 6.1% (14-15)
- Expulsion rate – 0.2% (14-15)

Other Local Measures

- Caring Relationships: Adults in School (High Levels) -- 41% of students report (13-14)
- School Connectedness (High Levels) -- 51% of students report (13-14)
- Inconsistent parent participation at school sites especially from underrepresented groups

Goal Applies to: **Schools:** All schools.

Grades: All

Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism by 1% • Reduce Truancy rate by 3% • Increase average student attendance rate (ADA) by 0.2% • Increase number of schools with 96% or higher ADA to 8 schools • Maintain middle school dropout rate below 0.5% • Reduce high school cohort dropout rate by 2% • Increase cohort graduation rate by 2% • Reduce secondary suspension rate by 1% • Decrease expulsion rate to at/below 0.1% • Caring Relationships: Adults in School (High Levels) -- Increase % of students reporting _____ by 3% • School Connectedness (High Levels) -- Increase % of students report ___ by 3% • Increase opportunities to engage and involve parents Sites will increase efforts to seek parent input and decision making

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

3.1 Positive School Climate 3.1.1 Maintain administrator to oversee School Climate/Cutlure programs, attendance, placement, explusions and School Attendance and Review Board (SARB) 3.1.2 Expand the implementation of research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) 3.1.3 Continue to establish, initiate and implement years 1-3 action plans for PBIS schools 3.1.4 Facilitate meetings with all sites to develop a multi-tiered system of support by coordinating district resources and community-based organizations 3.1.5 Conduct School-Wide Information System (SWIS) readiness survey for each site Student 3.1.6 Establish policy, allocate resources, and plan for sustainability of school climate initiatives 3.1.7 Administer Olweus survey to all participating 5th, 7th, and Mount Madonna High School students	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Program Administrator $ 130,000 LCFF PBIS Training $14,000 LCFF 1 FTE Positive School Climate (PBIS) Coach $80,000 LCFF School Linked Services Coordinator $50,000 LCFF SWIS license per school-$300 (site funded) Olweus (Positive School Climate) stipends $10,500 LCFF

3.2 Student Engagement 3.2.1 Educate parents on attendance laws and the impact of absenteeism on a child's education 3.2.2 Target attendance by subgroups and create action plans to support those subgroups 3.2.3 Create a School Attendance and Review Board (SARB) to support students in grades 4 and 5 3.2.4 Implement a district-wide attendance campaign Strive for Five geared at educating the community about truancy and chronic absenteeism issues/impact on education 3.2.5 Conduct monthly mediation sessions at elementary and secondary levels 3.2.6 Conduct monthly attendance meetings for clerks and liaisons 3.2.7 Provide administrators with school toolkits to reduce absenteeism 3.2.8 Provide all schools with differentiated attendance presentation materials for various meetings Orientation, Back to School, Parent-teacher conferences, English Learner Advisory Committee (ELAC), School Site Council (SSC), etc.	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None

3.3 Increase Parent Involvement 3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals 3.3.2 Strengthen existing parent committees and education programs 3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC) 3.3.4 Increase Migrant parent participation at school sites through Migrant District Service Agreement plan	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parent training $25,000 Title I/Title III

LCAP Year 2

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism by 1% • Reduce Truancy rate by 3% • Increase average student attendance rate (ADA) by 0.2% • Increase number of schools with 96% or higher ADA to 8 schools • Maintain middle school dropout rate below 0.5% • Reduce high school cohort dropout rate by 2% • Increase cohort graduation rate by 2% • Reduce secondary suspension rate by 1% • Decrease expulsion rate to at/below 0.1% • Caring Relationships: Adults in School (High Levels) -- Increase % of students reporting _____ by 3% • School Connectedness (High Levels) -- Increase % of students report ___ by 3% • Increase opportunities to engage and involve parents Sites will increase efforts to seek parent input and decision making

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Positive School Climate 3.1.1 Maintain administrator to oversee School Climate/Cutlure programs, attendance, placement, explusions and School Attendance and Review Board (SARB) 3.1.2 Expand the implementation of research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) 3.1.3 Continue to establish, initiate and implement years 1-3 action plans for PBIS schools 3.1.4 Facilitate meetings with all sites to develop a multi-tiered system of support by coordinating district resources and community-based organizations 3.1.5 Conduct School-Wide Information System (SWIS) readiness survey for each site 3.1.6 Establish policy, allocate resources, and plan for sustainability of school climate initiatives 3.1.7 Administer Olweus survey to all participating 5th, 7th, and Mount Madonna High School students 3.1.8 Use results from the California Healthy Kids data to establish goals for 2017-2018 and align resources to meet the needs of each site.	all schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Program Administrator $ 130,000 LCFF PBIS Training $14,000 LCFF 1 FTE Positive School Climate (PBIS) Coach $80,000 LCFF School Linked Services Coordinator $50 ,000 LCFF SWIS license per school-$300 (site funded) Olweus (Positive School Climate) stipends $10,50 0 LCFF

3.2 Student Engagement 3.2.1 Educate parents on attendance laws and the impact of absenteeism on a child's education 3.2.2 Target attendance by subgroups and create action plans to support those subgroups 3.2.3 Create a School Attendance and Review Board (SARB) to support students in grades 4 and 5 3.3.3 Implement a district-wide attendance campaign Strive for Five geared at educating the community about truancy and chronic absenteeism issues/impact on education 3.3.4 Conduct monthly mediation sessions at elementary and secondary levels 3.3.5 Conduct monthly attendance meetings for clerks and liaisons 3.3.6 Provide administrators with school toolkits to reduce absenteeism 3.3.7 Provide all schools with differentiated attendance presentation materials for various meetings Orientation, Back to School, Parent-teacher conferences, English Learner Advisory Committee (ELAC), School Site Council (SSC), etc.	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None

3.3 Increase Parent Involvement 3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals 3.3.2 Strengthen existing parent committees and education programs 3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC) 3.3.4 Increase Migrant parent participation at school sites through Migrant District Service Agreement pla	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parent training $25,000 Title I/Title III

LCAP Year 3

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism by 1% • Reduce Truancy rate by 3% • Increase average student attendance rate (ADA) by 0.2% • Increase number of schools with 96% or higher ADA to 8 schools • Maintain middle school dropout rate below 0.5% • Reduce high school cohort dropout rate by 2% • Increase cohort graduation rate by 2% • Reduce secondary suspension rate by 1% • Decrease expulsion rate to at/below 0.1% • Caring Relationships: Adults in School (High Levels) -- Increase % of students reporting _____ by 3% • School Connectedness (High Levels) -- Increase % of students report ___ by 3% • Increase opportunities to engage and involve parents Sites will increase efforts to seek parent input and decision making

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Positive School Climate 3.1.1 Maintain administrator to oversee School Climate/Cutlure programs, attendance, placement, explusions and School Attendance and Review Board (SARB) 3.1.2 Expand the implementation of research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) 3.1.3 Continue to establish, initiate and implement years 1-3 action plans for PBIS schools 3.1.4 Facilitate meetings with all sites to develop a multi-tiered system of support by coordinating district resources and community-based organizations 3.1.5 Conduct School-Wide Information System (SWIS) readiness survey for each site 3.1.6 Establish policy, allocate resources, and plan for sustainability of school climate initiatives 3.1.7 Administer Olweus survey to all participating 5th, 7th, and Mount Madonna High School students	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Program Administrator $ 130,000 LCFF PBIS Training $14,000 LCFF 1 FTE Positive School Climate (PBIS) Coach $80,000 LCFF School Linked Services Coordinator $50 ,000 LCFF SWIS license per school-$300 (site funded) Olweus (Positive School Climate) stipends $10,50 0 LCFF

3.2 Student Engagement 3.2.1 Educate parents on attendance laws and the impact of absenteeism on a child's education 3.2.2 Target attendance by subgroups and create action plans to support those subgroups 3.2.3 Create a School Attendance and Review Board (SARB) to support students in grades 4 and 5 3.3.3 Implement a district-wide attendance campaign Strive for Five geared at educating the community about truancy and chronic absenteeism issues/impact on education 3.3.4 Conduct monthly mediation sessions at elementary and secondary levels 3.3.5 Conduct monthly attendance meetings for clerks and liaisons 3.3.6 Provide administrators with school toolkits to reduce absenteeism 3.3.7 Provide all schools with differentiated attendance presentation materials for various meetings Orientation, Back to School, Parent-teacher conferences, English Learner Advisory Committee (ELAC), School Site Council (SSC), etc.	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• None

3.3 Increase Parent Involvement 3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals 3.3.2 Strengthen existing parent committees and education programs 3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC) 3.3.4 Increase Migrant parent participation at school sites through Migrant District Service Agreement plan	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Parent training S25,000 Title I/Title III

GOAL:	GOAL 4 - High Quality Teachers, Paraeducators & Classified Staff		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: None
Identified Need:	• Outdated teacher evaluation instrument • Less than 100% of teachers are appropriately credentialed		
Goal Applies to:	**Schools:** All schools Grades: All		
	Applicable Pupil Subgroups: All		
	LCAP Year 1		
Expected Annual Measurable Outcomes:	• The teacher evaluation instrument shall reflect the knowledge, skills, and abilities for Highly Qualified Teachers • 100% of teachers will be appropriately credentialed		

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

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. 4.2 Implement new certificated staff evaluation form on a pilot basis at the elementary and secondary level. Include in the pilot the evaluation process for non-teaching certificated staff. 4.3 Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators. 4.4 Continue support for AP specific trainings for certificated staff that may include summer conferences and continuing education for AP teachers; consider providing Pre-AP training teachers. 4.5 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. 4.6 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential. 4.7 Continue compliant trainings for both certificated and classified staff. 4.8 Continue with specific legal trainings for both certificated and classified staff.	All schools. Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF • Educator Effectiveness Funds $281,000

LCAP Year 2

Expected Annual Measurable Outcomes:	• The teacher evaluation instrument shall reflect the knowledge, skills, and abilities for Highly Qualified Teachers • 100% of teachers will be appropriately credentialed

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

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. 4.2 Implement new certificated staff evaluation form on a pilot basis at the elementary and secondary level. Include in the pilot the evaluation process for non-teaching certificated staff. 4.3 Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators. 4.4 Continue support for AP specific trainings for certificated staff that may include summer conferences and continuing education for AP teachers; consider providing Pre-AP training teachers. 4.5 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. 4.6 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential. 4.7 Continue compliant trainings for both certificated and classified staff. 4.8 Continue with specific legal trainings for both certificated and classified staff.	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF Educator Effectiveness Funds $281,000

LCAP Year 3			
Expected Annual Measurable Outcomes:	• The teacher evaluation instrument shall reflect the knowledge, skills, and abilities for Highly Qualified Teachers • 100% of teachers will be appropriately credentialed		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. 4.2 Implement new certificated staff evaluation form on a pilot basis at the elementary and secondary level. Include in the pilot the evaluation process for non-teaching certificated staff. 4.3 Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators. 4.4 Continue support for AP specific trainings for certificated staff that may include summer conferences and continuing education for AP teachers; consider providing Pre-AP training teachers. 4.5 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. 4.6 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential. 4.7 Continue compliant trainings for both certificated and classified staff. 4.8 Continue with specific legal trainings for both certificated and classified staff.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF Educator Effectiveness Funds $281,000

GOAL:	GOAL 5: Ensure equitable and well maintained facilities 5.1 Maintain facilities 5.2 Maintian appropriate budget for Deferred Maintenance			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: None.
Identified Need:	All facilities should provide equitable learning environment for all students.			
Goal Applies to:	**Schools:** All schools Grades: All			
	Applicable Pupil Subgroups: All			
LCAP Year 1				
Expected Annual Measurable Outcomes:	Maintain facilities in good repair.			
	Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

5.1 Maintain Facilities 5.1.1 Maintain 3% match for Routine Restricted Maintenance (RRM) 5.1.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.1.3 Evaluate staff needs annually 5.1.4 Increase Deferred Maintenance match based on District needs 5.1.5 Work with Classified Union to Restructure Maintenance & Operations to continue to support District Facilities	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None
5.2 Maintain appropriate budget for Deferred Maintenance 5.2.1 The ongoing contribution towards Deferred Maintenance is $480,000 5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs. 5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters 5.2.4 Complete the Facilities Master Plan	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None

LCAP Year 2

Expected Annual Measurable Outcomes:	Maintain facilities in good repair.

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

5.1 Maintain Facilities 5.1.1 Maintain 3% match for Routine Restricted Maintenance (RRM) 5.1.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.1.3 Evaluate staff needs annually 5.1.4 Increase Deferred Maintenance match based on District needs 5.1.5 Evaluate work order system for improved efficiency.	all schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	none
5.2 Maintain appropriate budget for Deferred Maintenance 5.2.1 The ongoing contribution towards Deferred Maintenance is $480,000 5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding. 5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters 5.2.4 Begin the process to update the Facilities Master Plan	All schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None

LCAP Year 3

Expected Annual Measurable Outcomes:	Maintain facilities in good repair.

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

5.1 Maintain Facilities 5.1.1 Maintain 3% match for Routine Restricted Maintenance (RRM) 5.1.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.1.3 Evaluate staff needs annually	All Schools. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None
5.2 Maintain Deferred Budget 5.2.1 Increase Deferred Maintenance match based on District needs 5.2.2 Evaluate work order system for improved efficiency.	All schools Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	None

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Effective Interventions at all levels to increase student achievement Equitable Student Access PLC Implementation and Progress Monitoring Support Students to Complete A-G Requirements Implementation of ELD Standards and Support for English Learners		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All schools Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	• Increase by 5% the percentage of students scoring at level 3 (Meets Standard) on CAASPP. 3rd-8th, 11th (Disaggregate data and establish goals for significant subgroups) • Increase % of EL 10th graders (metric-current pass rate 2014-15) passing CAHSEE by 5%; Increase pass rate for all students by 2% • Increase % of Seniors meeting A-G requirements by 5% • Increase % of Juniors Ready/Conditionally Ready on EAP by 5% • Decrease number of LTEL students by 3% • Increase AP class /pass rate by 3% for all students (Current AP pass rate = 48.1%) • 100% of Sites will develop PLC calendars to be developed (August 2015) and submit monthly PLC logs • 100% of K-8 students will receive regular instruction in Science and Social Studies • Maintain enrollment - CTE Concentrator/Completer courses		CAASPP (Grades 3-8,11) • 2015 CAASPP ELA -- 43% of students scored Met/Exceeded Standard • 2015 CAASPP Math -- 37% of students scored Met/Exceeded Standard UC/CSU A-G • A-G requirements (2014-15) -- 35.4% of Seniors • 2015 EAP ELA -- 45% of Juniors Ready/Conditionally Ready • 2015 EAP Math -- 24% of Juniors Ready/Conditionally Ready • Math II (High School) -- 74.5% of sophomores passed 1st Semester Math II Long Term English Learners • LTEL (Long Term EL)-- 16% (413 students) were reclassified in 2015-16 Advanced Placement • AP (Advanced Placement) Testing -- 26% of 10th-12th graders took at least 1 AP Test • AP Pass Rate -- 40% of AP testers passed (3 or higher) Local Measures -- Literacy & Mathematics • F&P (Fountas & Pinnell) Kinder -- 65% of students met 2015-16 Winter Target (Level C)

			• F&P (Fountas & Pinnell) 1st grade -- 54% of students met 2015-16 Winter Target (Level H) • STAR Reading -- 2nd-5th grade - 43.9% of students scored At/Above grade level • STAR Reading -- 6th-8th grade - 45.8% of students scored At/Above grade level • Math Benchmarks 1&2 Grades 1-5 -- 47% of students scored Met/Exceeded Standard • Math Benchmarks 1&2 Grades 6-8 -- 41.1% of students scored Met/Exceeded Standard • K-5 and Intervention 6-8 students do not all receive consistent instruction Science/Social Studies

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Effective Interventions- ELEMENTARY 1. K-2nd continue to build strong early-literacy foundation i. Assess all K/1 students in reading (F and P) ii. Assess 2nd-5th students performing below level 2-3 times/year. iii. Support classroom teachers in using data and developing action steps to address	none	All K/1 students assessed. 2nd - 5th grade-all schools assess students below grade level; however, a common measure is not in place Teachers and Literacy Facilitators have indicated a need for increased training.	None

literacy needs a. F and P training (Principals, Lit. facilitators, TOSAs, teachers) b. Early Lit Academy -scheduled twice in the fall c. twice monthly - TOSA/Lit facilitator/principal meetings		The Early Literacy Academy was not held because of the unavailability of the presenter. The Academy is planned for 2016-17.	
2. Review and evaluate after school interventions i. Target students and collect data to monitor progress		All elementary sites provided after school interventions. Beginning in spring 2016, interventions are "tagged" in Aeries to allow sites to monitor progress	
3. Establish SPSA goal for "at risk" of LTEL and LTEL i. Provide additional language and academic supports		All school sites developed goals for LTELs and students who are "at risk" of becoming LTEL	
MIDDLE SCHOOL 1. Identify and implement new pilot interventions within the school day. (Spring 2015-Fall 2015) i. Research and observe schools that have established successful interventions. Areas of focus; student identification and monitoring, regrouping, and small group instruction.		Brownell Middle School and South Valley Middle School piloted interventions within the school day. Due to this pilot, the school administrators are now looking at an intervention model that can be implemented at all three middle schools during the 2016-17 school year.	
2. Collect/analyze data related to student progress. (Fall 2015) i. Identify consistent criteria to place students (entry/exit criteria) ii. Routinely identify students at-risk and connect students to interventions. iii. Begin implementing a cross-school monitoring tool to gauge -- student academic growth, behavior, family		Position not filled because of a lack of qualified candidates. The position has been reconfigured as an administrative position with expanded responsibilities	

communication, and interventions being received. DISTRICT OFFICE F. Hire TOSA for Assessment support			
Scope of service: All schools Grades: All		Scope of service: All schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1. classes have access to Science and Social Studies. 2. Principals monitor student schedules, specifically those that receive interventions, and ensure minutes allocated to science and social studies instruction. 3. Provide expanded learning (After School and Summer) program that includes blended academic and enrichment services 4. Migrant: Provide Seasonal intervention classes to support mobile migrant students. 5. Exploring funding available to add a CTE class at Mt. Madonna Continuation High School during the 2015-2016 school year/	Migrant: Estimated total Migrant Costs: $45,000 CTE materials $40,000 SES: Estimated total Title I costs	Principal monitoring occurred, and there is evidence that Social Studies content is embedded in core instruction. Science instruction is not consistent nor cohesive at the elementary level Power School: 1,445 students across 8 school sites participated in after school program and 725 students participated in Summer 2015. Migrant: Intervention classes held at El Roble, Solorsano, and South Valley. A second session will begin in late April once the migrant students return to GUSD.	Migrant: Estimated total Migrant Costs: $45,000 CTE materials $40,000 SES: Estimated total Title I costs $164,130.00 Foster Youth: Tutoring costs

6. Purchase consumable materials for CTE classes at CHS/GHS 7. SES- Provide Supplemental Education Service 1. Provide Tutoring Support for Foster and Homeless Youth 1. ELL students will have additional time and support after school and during summer to increase language proficiency. 2. Provide transportation to extracurricular activities for Foster Youth 1. Expand after school choir at two middle school sites to 4 days a week.		$164,130.00 Foster Youth: Tutoring costs have been absorbed by the SCCOE during this pilot year.	SES: SES services were provided to targeted students, including homeless students. Homeless: All students qualified under McKinney Vento were contacted and invited to participate in SES tutoring Foster Youth: A pilot tutoring program has been developed for Foster Youth in conjunction with the Santa Clara County Office of Education (SCCOE). ELL students targeted for additional academic support as needed. Foster Youth: Collaboration is being established with the Department of Family and Children Services to share resources and identify students in need stated services. Choir provided 4 days a week for two sites; third site averaged 2 times per week		have been absorbed by the SCCOE during this pilot year.
Scope of service:	All schools Grades: All		Scope of service:	All Schools Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1. All sites will conduct PLCs at least monthly - Principals will monitor and support PLCs i. Ed Services will collect and review monthly logs 2. Principals and team leads will receive ongoing coaching and training (Differentiated by level). 3. Focus on common formative assessments 4. Establish growth targets for common and interim assessments (sub groups) i. Grades 3-8 will administer SBAC Math Interims (3 times/year) and STAR, ELA SBAC interims (or common unit) writing performance tasks (3 times/year) ii. High school sites will devote 2 early release days/year to calibrate and score common assessments a. Math - SBAC interims or 2 common assessments b. English I and II -- 2 district common assessments c. Biology - administer 2-4 district common assessments	PLC training $6500	Sites conducted PLCs monthly. Principals uploaded PLC logs to Ed Services LCAP website. Ed Services reviewed uploaded PLC logs and provided feedback to sites on a regular basis.The analysis indicated a need for additional support for some sites. Site teams received PD on formative assessments. Sites transitioned the focus of PLCs on formative assessments, and away from more summative assessments (benchmarks, unit tests, etc.) Interim CAASPP assessments were administered at all grade levels during the second half of the 15-16 year. Common assessments were discussed but not implemented across all subjects and grade levels.	PLC training $6500

Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

1. Expand Summer School 2015 for 9th Grade by three courses (5 sections) 2. Increase 0 Period and 7th period options for at risk incoming 10th grade students at the HS level 3. Continue offering Credit Recovery during school year 4. Increase and monitor student family contact (# of letters, calls, personal contact) 5. Provide CAHSEE support at three sites 6. Administer PSAT to all 10th grade students 7. Provide alternative programs - Advance Path	HS Core $40,000 Cal-SOAP tutors- $5000 (Title III)	Additional courses offered during 2015 high school summer school to allow students to remain in track for completing A-G requirements Christopher High School offered credit recovery courses both before and after the regular school day. Gilroy High School provided a course during the school day for credit recovery purposes. Academic Coordinators provided outreach. Increased documentation needed All 10th grade students took the PSAT at all comprehensive high schools unless absent on the administration day. Not completed- CAHSEE discontinued	HS Core $40,000 Cal-SOAP tutors- $5000 (Title III)
Scope of service: All high schools. Grades: 9th, 10th, 11th, 12th		Scope of service: All high schools Grades: 9th, 10th, 11th, 12th	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

<table>
<tr>
<td colspan="2">1. Provide training to principals and staff in the ELA/ELD framework. District team attends comprehensive training through SCCOE (and cohort follow-up training 2015-16)

i. Literacy facilitators, TOSAs and admin participate in series of three professional development sessions facilitated by SCCOE multilingual specialist.

ii. Title III plan revisions address professional development focus areas, support provided to sites, goals for English learner progress

a. Plan revised and reviewed with admin spring 2015

2. Support staff in increasing accountable student talk, academic conversations and meaningful collaboration in all classrooms

i. Professional development focus area: Included in professional development sessions and modules

3. Admin trained on observable classroom practices to support collaborative talk

4. SCCOE multilingual specialist to provide professional development to all three middle schools

5. Support implementation of SEAL at two elementary sites</td>
<td>$5000 LCFF

PD $28,000</td>
<td colspan="2">All principals received introductory training in the framework. Year 1 of the district's three year PD plan was implemented.

The SCCOE consultant provided training to administrators, TOSAs and elementary literacy facilitators.

Title III plan revised and implemented.

The elementary professional development throughout the year included the focus on academic language. This focus was also present in PP provided to secondary teachers at the site level.

All administrators received training from Dr. Kate Kinsella. The observation tool was revised to include classroom practices and protocols to support accountable students talk and the use of academic language.</td>
<td>$5000 LCFF

PD $28,000</td>
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<tr>
<td>Scope of service:</td>
<td>All schools.

Grades: All</td>
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_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, services, and expenditures	• Literacy Academy level 2 will be offered for elementary • Increased PD focus on ELD at the secondary level • Secondary EL Coach will be hired • Additional courses offered for 2016 high school summer school to support students in completing A-G requirements • Three additional elementary schools will implement SEAL

Original Goal from prior year LCAP:	Staff will be provided with quality professional development, including EL, Technology, and the 4C's, in order to implement Common Core Standards instruction. • Common Core PD (CCSS, EL, NGSS, Tech) • CCSS Materials • NGSS Implementation • Increase Use of Technology		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Schools Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	• Increase in the implementation of CCSS, particularly the transference of CC PD through a district observation tool • Increase walkthroughs and use of common observation tools at the site level • Increase availability and accessibility of CC materials (adopted and supplementary) and ELD Standards material	Actual Annual Measurable Outcomes:	**21st Century Learning (Bright Bytes Survey)** • **Bright Bytes Survey 4C's -- 21st Century Learning** ◦ **Communication -- 17% of students in 2015-16 report writing online at least monthly** ◦ **Collaboration -- 46% of students report collaborating online with other students at least monthly** ◦ **Critical Thinking -- 40% of students report solving problems using technology at least monthly** **Technology** • **Bright Bytes Survey - Professional Learning (between 8-16 hours) 22% of teacher-reported time spent per year participating in school-sponsored PD** **Other Local Measures** • **Healthy Kids Survey -- 50% of students report that adults in school have high expectations** • **All teachers need to be fully equipped to implement the CCSS, NGSS, ELD standards in order to prepare students for college and career readiness.** • **Inconsistent use of observation tools to monitor CC and PD implementation** • **Partial implementation of district CC standards aligned materials**

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Publish a cohesive district plan which indicates the connections of identified core strategies within the 4Cs structure to include EL strategies, and technology integration (June 2015) i. TOSA training and Principal awareness (summer 2015) ii. Implementation of Plan. (August 2015-June 2016) training /implementation in classroom. iii. Evaluate effectiveness of PD – structure, time, modalities, topics, presenters and transference by Spring 2016 a. Staff surveys and Admin walk-through tool 2. Support Personnel i. TOSAs/Lit. Facilitators: a. Identify TOSA structure based on teacher feedback, principal input, and prior working models. (April 2015) b. Train TOSAs in facilitation and coaching skills. c. Identify content knowledge needed for upcoming PD Plan and TOSA train. (Summer 2015) d. TOSAs will each develop Action Plan with SMART goals ii. SCCOE Consultants:	Math training $16,000 TOSAs $500,000 SCCOE $25,000 Other MOUs $6000	Secondary PD plan revised Teacher surveys conducted and analyzed after each PD session Minimal coaching training provided. Staff has requested additional Training. All TOSAs developed, shared and reviewed SMART goals. SCCOE MOU included PD in key content areas.	Math training $16,000 TOSAs $500,000 SCCOE $25,000 Other MOUs $6000

EL/Math/Science/Literacy as indicated in PD Plan. iii. Outside Consultants iv. Outside District Training (i.e. Conferences, Workshops)					
Scope of service:	All schools Grades: All		Scope of service:	All schools. Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1. Purchase instructional materials aligned with CCSS based on need, as materials become available. i. Identify and prioritize grade levels/department needs based on state guidelines and Ed Services research a. Pilot materials as determined based on prioritization		Materials to be purchased in the 2016-17 school yea	Elementary and middle school adoption committee teachers piloted math materials and made recommendations for adoption		Materials to be purchased in the 2016-17 school year
Scope of service:	all schools Grades: All		Scope of service:	All Schools Grades: All	

X All ------------------------------------ _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ------------------------------------ _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1. **Attend NGSS State Symposium** 2. **Provide training on NGSS Standards shifts for awareness** 3. **Research models and review state recommendation for NGSS Courses in grades 6 – 12** 4. **Cross-articulation (MS/HS) on model and recommendations to board** 5. **Purchase instructional materials aligned with NGSS**	SCCOE $5,000	A. The Teachers on Special Assignment (TOSAs) as well as other lead teachers in grades 6-12 attended the NGSS symposiums held at the Santa Clara County Office of Education. B-D All science teachers received three full days of training to focus on the NGSS shifts as well as to review science pathways. The teachers made recommendations for an integrated pathway in middle school and a traditional Biology/Chemistry/Physics with Earth Science incorporated into all classes. E. Instructional materials were not purchased as there was not adequate time to pilot new materials.	SCCOE $5,000
Scope of service: all schools Grades: All		Scope of service: All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1. Implement district Technology Plan 2. Provide training to staff in the integration of technology in the instructional program. (As identified in the PD section of the Tech Plan) 3. Expand Wi-Fi to three middle schools	Training Series Estimated total cost $10,620 Conference Estimated total cost $2645	A. BrightBytes Survey Conducted in December 2015 determined increase in online, foundational, and multimedia computer skills across 93% of GUSD schools from December 2014. B. Google Training Series provided for all grade levels(after school sessions) • Integrated Tech in Common Core Academies provided for interested teachers. • Leading Edge Certification provided for interested teachers. • Technology Integration workshops provided for High • School Staff during three staff development days. • Training opportunities are on-going provided by technology and common core TOSAs • Elementary Common Core Tech TOSAs attended CUE conference. C. All three middles schools had Wi-Fi installed	Training Series Estimated total cost $10,620 Conference Estimated total cost $2645

Scope of service:	all schools Grades: All		Scope of service:	All Schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	Secondary professional development will include focus on ELD and supporting English learners. Discontinue HS Math coach position (unable to fill)				

Original Goal from prior year LCAP:	Cultivate a positive school culture and system of suppport for student personal and academic growth. • Improve School Climate • Improve Student Attendace • Increase Parent Involvement		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Schools Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

	• Chronic Absenteeism Rate 12.2% (13-14)
	• Truancy Rate 27.6% (13-14)
	  ◦ Secondary Truancy Rate - 37.6%
	• Middle School dropout rate (Gr 7-8) 0.25% (13 -14)
	• Cohort dropout rate (high school) 10.9% (13-14)
	• Cohort graduation rate 84.1% (13-14)
	• Suspension rate – 6.2% (13-14)
	  ◦ Secondary rate - 9.2%
	• Expulsion rate – 0.1% (13-14)
	  ◦ Secondary Rate - 0.2%
	• Healthy Kids survey results
	• Inconsistent parent participation at school sites especially from underrepresented groups
			Attendance
			• Chronic Absenteeism Rate -- 13.1% in 2014-15
			• Truancy Rate -- 30.2% in 2014-15
			Graduation & Dropout
			• Middle School dropout rate (Gr 7-8) 0.25% (13-14)
			• Cohort dropout rate (high school) 10.9% (13-14)
			• Cohort graduation rate 84.1% (13-14)
			Suspension & Expulsion
			• Suspension rate – 4.0% (14-15)
			  ◦ Secondary rate - 6.1% (14-15)
			• Expulsion rate – 0.2% (14-15)
			Other Local Measures
			• Caring Relationships: Adults in School (High Levels) -- 41% of students report (13-14)
			• School Connectedness (High Levels) -- 51% of students report (13-14)
			• Inconsistent parent participation at school sites especially from underrepresented groups

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
1. Establish new administrator to oversee School Climate/Culture programs, Attendance, Placement, Expulsions and SARB i. Coordinate resources ii. Establish and facilitate District School Climate Leadership Team iii. Establish system for evaluating effectiveness of programs iv. Evaluate systems and procedures for Placement and Expulsion. 2. Provide counseling services at PEI (Positive Early Intervention) schools – ADB, Eliot, Glen View, GHS and South Valley.	A.$70,000 LCFF $ 60,000 (General Fund) PBIS - $10,000 LCFF Olweus - $10,500 LCFF School Linked Coordinator 50,000 50,000 grant funded LCFF	New administrator of School Climate and Attendance key actions: 1. Coordination of resources through South County Youth Task Force, monthly district resource share out meetings with SLS & Migrant Ed, Monday Memo with link to resources, PBIS coaches network, Safe and Healthy Schools network meetings 2. Convened District School Climate Leadership Team fall and spring meetings. District PBIS capacity building assessment with SCCOE support in spring 3. The School Evaluation Tool and SWIS Readiness assessments were completed by all Tier 2 schools. SWIS to be used by ADB, Eliot,a dn Rucker. 4. Monthly Placement Committee meetings. Committee led by Human Resources and Secondary C and I. Fall expulsion training and and spring training for administrative hearing panels using a new tool to guide the process	A.$70,000 LCFF $ 60,000 (General Fund) PBIS - $10,000 LCFF Olweus - $10,500 LCFF School Linked Coordinator 50,000 50,000 grant funded LCFF

<table>
<tr><td>Scope of service:</td><td>All schools.

Grades: All</td><td></td><td>Scope of service:</td><td>All Schools

Grades: All</td><td></td></tr>
<tr><td colspan="2">X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other</td><td></td><td colspan="3">X All

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_Other</td></tr>
<tr><td colspan="2">1. New administrator (referenced in School Climate, above)
i. Continue efforts to maintain high attendance rate- provide regular reporting.
ii. Analyze current status and create plan to reduce truancy and chronic absences;
2. Provide variety of academic supports, including tutoring by teachers in class/after school, other support (i.e. Power School, Cal-SOAP tutoring).</td><td>None</td><td colspan="2">New administrator key actions related to attendance:

1. Monthly reports provided to principals with attendance averages and some data analysis. Secondary schools continued to participate in truancy hearings scheduled through the county. Attendance reports and coordination of the hearings were managed through the district office.

2. A three-tiered truancy plan was implemented at all grade levels.

3. Mediation led by the District Attorney and Deputy District Attorney was offered (4) times for elementary and (4) times for secondary.

4. Monthly training was offered at the district office for elementary attendance and once per quarter for secondary attendance liaisons.</td><td>None</td></tr>
<tr><td>Scope of service:</td><td>All schools.

Grades: All</td><td></td><td>Scope of service:</td><td>All schools

Grades: All</td><td></td></tr>
</table>

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1. **Provide resources aligned with current education topics to sites to support current parent involvement goals.** 2. **Strengthen existing parent committees and education programs.** 3. **Provide parent leadership opportunities (Project2Inspire, Los Dichos, ELAC/DELAC).** 4. **Increase Migrant parent participation at school sites through Migrant District Service Agreement plan.**	Approximately $30,000 migrant funds for liaison support and parent training	Project2 Inspire was offered at 5 sites and at DELAC. Some sites were not able to offer the program because of low parent attendance. Los Dichos was provided at three sites. There were six Migrant Parent Advisory Council meetings this year in which parent training was provided and school site event information was shared. The liaison worked closely with schools of high Migrant populations and communicated events/information to parents.	Approximately $30,000 migrant funds for liaison support and parent training
Scope of service: All schools. Grades: All		Scope of service: All schools. Grades: All	

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What changes in actions, services, and expenditures	Assess site needs for parent training for 2016-17 Hire PBIS Coach to support 10 schools Expand attendance campaign

Original Goal from prior year LCAP:	High Quality Teachers	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:

Goal Applies to:	Schools:	All Schools. Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	• The teacher evaluation instrument shall reflect the knowledge, skills, and abilities for Highly Qualified Teachers • 100% of teachers will be appropriately credentialed	Actual Annual Measurable Outcomes:	• Outdated teacher evaluation instrument • Less than 100% of teachers are appropriately credentialed

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Revise teacher evaluation instrument 2. Strategically place teachers; ensure that high need students are not placed with less experienced teachers 3. Develop an effective recruitment plan for hard-to-hire special education positions 4. Develop a new teacher support system for special education 5. Provide professional development that would address the specific needs for special education teachers and their paraprofessionals 6. Maintain efforts for hard-to-hire teaching positions in math, science, and BCLAD areas	None	Committee convened and created new instrument Hiring practices focussed on matching candidates with school needs. Recruitment plan was revised. Outreach to universities for special education positions resulted in increased hiring Expedited timelines for hiring. In progress- Special ed core team was restructured for additional support Have begun initial steps of paraeducator training	$2500 - paraeducator PD $2500- CSEA training Title II

Scope of service:	All Schools Grades: All		Scope of service:	All schools Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	Additional funds will be allocated to support both classified staff and para-educators				

Original Goal from prior year LCAP:	Ensure equitable and well maintained facilties		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Schools Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Maintain facilities in good repair.	Actual Annual Measurable Outcomes:	All facilities should provide equitable learning environment for all students.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
1. Maintain 3% match for Routine Restricted Maintenance (RRM) 2. Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 3. Evaluate staffing needs annually 4. Increase Deferred Maintenance Match based on District needs 5. Evaluate work order system for improved efficiency.	The RRM match is ~ $3 million. Funds M&O department which supports all schools.	The 3% RRM match has allowed the department to continue to address the needs of the District. Key measurables include: Sidewalk repairs, trip hazards, intercom replacements, on-going maintenance of fire and alarm systems, replacing lunch tables, and purchasing a tractor have been a direct result of the ability to fund the RRM account at the equivalent of 3% of total expenditures.	The full $3,294,190 RRM budget is expected to be fully spent by June 30, 2016.
Scope of service: All schools Grades: All		Scope of service: All schools Grades: All	

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1. The ongoing contribution towards Deferred Maintenance is $480,000 2. The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs. 3. Facility Sub Committee reviews and makes recommendations to Board on facility matters 4. Begin the process to update the Facilities Master Plan	$480,000 Priority given to health & safety related items, i.e., fire & alarm systems	A Facility Master Plan and Facility Needs Assessment has been completed. The facilities needs of the District, far exceed its available resources. Roof repairs, termite fumigation, accessibility improvements, underground electrical repairs, pool heater replacement, are just a few examples of how Deferred Maintenance has been spent.	The $480,000 contribution to Deferred Maintenance had already been fully spent by December 2015, funding needed repairs across the District.
Scope of service: All Schools Grades: All		Scope of service: All schools Grades: All	
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What changes in actions, services, and expenditures	continuing		

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:	6971780

The October 2015 GUSD unduplicated percentage of low income, Foster Youth, and English pupils is 60.4%

District -wide and school-wide actions funded within the LCAP are designed to improve the instruction and school environment for all students, with a focus on students who are English learners and low income.

The district will use the supplemental and concentration funding in the following ways:

- Academic Coaches(district level) and instructional Specialists (site level) will support school sites in providing professional development in the implementation of Common Core , ELD standards and the Next Generation Science Standards to ensure that all students, including targeted groups, receive rigorous, relevant , and standards-aligned instruction to enable them to reach high levels of academic proficiency
- Additional training and coaching that support systems for a positive school climate, such as Positive Behavior Intervention and Supports, Olweus, and Restorative Justice which build strong ,caring and supportive communities of learners will be offered. These systems impact students' and parents' connectedness to the schools, and increase the likelihood of academic success.
- Support for high school students to remain on track for meeting A-G requirement by providing additional resources and opportunities for students to recover course credits, receive additional academic assistance and help with planning for their future. The focus on targeted student groups is designed to reduce the achievement gap and improve college and career readiness.
- Technology training for staff to increase students' access and opportunities to use technology regularly in their learning
- Intervention and support services for targeted students
- Instructional materials and equipment to support a comprehensive instructional program

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.

7.49	%

GUSD MPP CALCULATION

DURING TRANSITION, ,	***2016-17 fy,***	NOTES:
1, Target Supp & Concentration	$ 11,287,374	
2, Est. PY Expenditures for Undiplicated Pupils,	4,772,453	$1,026,500, $933,
3, Balance to Target	6,514,921	
4, Portion of balance	3,197,523	***49.08%,*** gap %,
5, Est. Supp. & Conc.	6,971,780	est. from calulator,
6, All other LCFF	$ 93,088,988	total LCFF sources - TIIG, - TRAN
7, MPP	***7.49%,***	

TOTAL New Gap Funding for 2015-16	$ 4,874,986.83
7.49%, Min for EL, FRL, Foster Youth increase	**$ 365,106**

Consistent with the requirements of 5 CCR 15496(a), the district has increased services to the targeted students by the Minimum Proportionality Percentage shown above. The LCAP and related budget for the supplemental/concentration grant meets the MPP requirement.

Key services utilizing the additional increase include:

- Secondary English Learner Coach to support the unique needs of English learners at the middle and high school level
- Increased investment in professional development at all levels to support the academic success of English learner students, including the integration of ELD standards and ELA/ELD framework components
- Expansion of the Sobrato Early Academic Language model to three additional elementary sites and the preschool program
- Services to support foster youth and homeless

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).