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

Introduction:

LEA: Gilroy Unified School District   Contact (Name, Title, Email, Phone Number): Dr. Deborah Flores, Superintendent   LCAP Year: 2015-16

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 agencies̶; 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 2014-15 LCAP goals. This collection of data resulted in a formal Mid-Year Review presentation delivered to the Board of Education on February 5, 2015. 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 Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Exceptional Kids Gilroy (EKG)/Angeles Sin Fronteras, Principal's meeting, and Superintendent/Parent Advisory Committee (SPAC). (See Timeline) The Mid Year Review PowerPoint presentation prepared for the Board of Education was delivered to each stakeholder group. This presentation not only provided each participant a status report highlighting progress toward each of the eight priorities, but more importantly was used as a springboard for discussion to address other specific needs that emerged. In addition to this information, at a subsequent meeting, 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 were revised into five major areas of focus by Ed Services. (Equitable Support for All Learners, Professional Development and Implementation, School Culture and Engagement, Facilities, High Quality Teachers) At each of our sites, principals delivered the same presentations to School Site Council members/ELAC groups, providing an additional vehicle for input. All input and feedback received, aligned with state and local priorities, was utilized in the development of the goals and actions represented in the revised plan. In addition, 90 high school students responded to a questionnaire designed for input.	The District's overarching goal of increasing achievement for all students is reflected in the LCAP actions. Given the instructional shifts and increased rigor required by Common Core, it is essential to provide staff with knowledge and skills to implement Common Core Standards, the Next Generation Science Standards and the ELD standards. All actions support the goal of preparing all of our students to be college and career-ready. A comprehensive instructional program for the 21st century provides students with opportunities for real- world learning, connections to career pathways, and a broad course of study. The draft LCAP will be posted on the District's website in order to provide opportunities for comments and additional feedback from all stakeholders following the April 2015 presentation. Responses to the draft LCAP and updates to the 2015-2016 budget from the May Revise will be instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the local Board of Education for approval on June 18, 2015.
<mark>Annual Update</mark> The Mid-Year Review, presented at each stakeholder meeting, provided data and information specifically addressing each of the Gilroy Unified School District's 2014-	<mark>Annual Update</mark> During each stakeholder meeting, participants were asked to provide feedback regarding progress towards achieving

2015 LCAP goals and the progress made towards achieving each of those identified areas. The structure of each meeting allowed participants time to review data, analyze our growth, and discuss additional needs as a collaborative group. 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 progress and determine which goals and actions to refine in the revised plan.	current goals. This feedback was collected in a variety of formats which included post-it notes on priority charts posted, hand written notations, participants verbal statements documented in meeting notes, and email correspondence. This information was gathered and synthesized in order to accurately reflect the district's progress in the annual update as well as being used to expand and alter future district goals and actions steps.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Provide Equitable Support for All Learners • Effective interventions at all levels to increase student achievement • Equitable Student Access • PLC Implementation and Progress Monitoring • Support for Students to Complete A-G Requirements • Implementation of ELD Standards and Support for English Learners	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	• GUSD 2011-13 3 year API – 803 • 2013-14 10th Grade CAHSEE data for ELs - 32% Passed ELA; 55% Passed Math (All 10th graders – 83% passed ELA; 86% passed Math) • 35.6% of Seniors met A-G requirements (2013-14) • 2014 EAP (% of Juniors Ready & Conditionally Ready) – 43% in English, 56% in Math • 2013-14 AMAO 1 – 59.1 % (Met); AMAO 2 – 27.6% and 47.4% (Did not Meet) • LTEL data –October 2014 – 26.7% of ELs are Long Term EL (More than 6 years as EL) • 14% of ELs and 10.2% of SED at the Urgent Intervention level on mid-year STAR Reading/Early Lit (7.4% of all GUSD) • K-5 and Intervention 6-8 students do not all receive consistent instruction Science/Social Studies • 30% of high school students enrolled as CTE Concentrator/Completor

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

LCAP Year 1: 2015-16

Expected 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 sub-groups) - 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/Completor courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP

Provide Effective Interventions at all levels to increase student achievement
 	
ELEMENTARY
A. K-2nd continue to build strong early-literacy foundation
  1. Assess all K/1 students in reading (F and P)
  2. Assess 2nd-5th students performing below level 2-3 times/year.
  3. Support classroom teachers in using data and developing action steps to address 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
B. Review and evaluate after school interventions
  1. Target students and collect data to monitor progress
C. Establish SPSA goal for "at risk" of LTEL and LTEL
  1. Provide additional language and academic supports
	All Schools	_X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other
			Literacy training (Included in SCCOE MOU) Goal 2 CC PD

MIDDLE SCHOOL
D. Identify and implement new pilot interventions within the school day. (Spring 2015-Fall 2015)
    • Research and observe schools that have established successful interventions. Areas of focus; student identification and monitoring, regrouping, and small group instruction.
 	
E. Collect/analyze data related to student progress. (Fall 2015)
    1. Identify consistent criteria to place students (entry/exit criteria)
    2. Routinely identify students at-risk and connect students to interventions.
    3. Begin implementing a cross-school monitoring tool to gauge -- student academic growth, behavior, family communication, and interventions being received.
 	
DISTRICT OFFICE
F. Hire TOSA for Assessment support
	All Schools	_X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other
			D. $ 150,000
			3- (.5 FTE)
			Title I

Equitable Student Access A. Ensure all K-5 students and 6-8 students enrolled in intervention classes have access to Science and Social Studies. • Principals monitor student schedules, specifically those that receive interventions, and ensure minutes allocated to science and social studies instruction. B. Provide expanded learning (After School and Summer) program that includes blended academic and enrichment services C. Provide Seasonal intervention classes to support mobile migrant students. D. Exploring funding available to add a CTE class at Mt. Madonna Continuation High School during the 2015-2016 school year/Purchase consumable materials for CTE classes at CHS/GHS	All Schools B. ADB, Eliot, El Roble, Glen View, Las Animas, Rod Kelley, Rucker, SVMS C. ADB, Eliot, El Roble, Glen View, Rucker, Rod Kelley, ASMS, South Valley	_X_ ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other	D. $60,000 (20,000 - CHS $40,000 - GHS)

	All Schools		
E. Provide Supplemental Education Service (SES) F. Provide Tutoring Support for Foster and Homeless Youth G. ELL students will have additional time and support after school and during summer to increase language proficiency. H. Provide transportation to extra-curricular activities for Foster Youth I. Expand after school choir at two middle school sites to 4 days a week.		_X_ ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other	G. $10,000
Support Students to Complete A-G Requirements **(High School)** A. Expand Summer School 2015 for 9th Grade by three courses (5 sections) B. Increase 0 Period and 7th period options for at risk incoming 10th grade students at the HS level C. Continue offering Credit Recovery during school year D. Increase and monitor student family contact (# of letters, calls, personal contact) E. Provide CAHSEE support at three sites F. Administer PSAT to all 10th grade students G. Provide alternative programs - Advance Path	All Schools	_X_ ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)__	A. $59,931 B. $80,000 C. $50,000 F. $ 11,892 G. $100,000
PLC Implementation and Progress Monitoring A. All sites will conduct PLCs at least monthly - Principals will monitor and support PLCs	All Schools		

1. Ed Services will collect and review monthly logs
B. Principals and team leads will receive ongoing coaching and training (Differentiated by level). Focus on common formative assessments
C. Common assessments
  1. Establish growth targets for common and interim assessments (sub groups)
  2. **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)
  3. **High schoo**l 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
		_X_ALL
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups:(Specify)__
			B. $30,000

Implementation of ELD Standards and Support for English Learners
 	
A. 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)
  1. Literacy facilitators, TOSAs and admin participate in series of three professional development sessions facilitated by SCCOE multilingual specialist.
  2. Title III plan revisions address professional development focus areas, support provided to sites, goals for English learner progress
    o Plan revised and reviewed with admin spring 2015
B. Support staff in increasing accountable student talk, academic conversations and meaningful collaboration in all classrooms
  • Professional development focus area: Included in professional development sessions and modules
C. Admin trained on observable classroom practices to support collaborative talk
D. SCCOE multilingual specialist to provide professional development to all three middle schools
E. Support implementation of SEAL at two elementary sites
	All Schools	_X__ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		__Redesignated fluent English proficient
		__ Other Subgroups:(Specify)__
			B/D. $25,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Set Measurable Outcomes based on review of 15-16 data		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP*

Provide Effective Interventions at all levels
 	
ELEMENTARY
A. K-2nd continue to build strong early-literacy foundation
    1. Review effectiveness of diagnostic assessments and evaluate teaching support needed for effective implementation
    2. Design PD to respond to needs
    3. Lit facilitators will support/guide teachers in implementation of FandP/literacy assessment and instruction
    4. Principals will monitor student progress of Interventions
 	
B. Review results of data; include data analysis in SPSA, adjust site goals/actions in response to analysis
C. Determine unit structure and implement
D. Collect/analyze data, evaluate
	All Schools	_X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups:(Specify)__	

MIDDLE
 	
E. Identify and implement new pilot interventions within the school day. (Spring 2015-Fall 2015)
 	
    1. Implement, within the school day, the new pilot interventions. (Fall 2015-Spring 2016)
    2. Collect and analyze the data in regards to the three areas of focus; profiles/monitoring, regrouping, and small group instruction. Use the analysis to and revise the initial structures and strategies incorporated.
    3. Publish, based on analysis, the revised intervention plan. (2017 Late Spring)
	All Schools		E. $ 150,000
			3- (.5 FTE)
			Title I

F. Collect/analyze data related to student progress.
   1. Continue to implement consistent criteria to place students (entry/exit criteria)
   2. Routinely identify students at-risk and connect students to interventions.
   3. Use the identified cross-school monitoring tool to gauge; student academic growth, behavior, family communication, and interventions being received.
   4. Identify, through data analysis, best practices and methods for instructing   students and engaging families in interventions.
   5. Publish revised monitoring tool based on the identified effective approaches.
		_X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups:(Specify)__

Equitable Student Access
 	
A. Ensure all K-5 students and 6-8 students enrolled in intervention classes have access to Science and Social Studies.
   1. Principals supply report to district office indicating student instructional minutes received in science and social studies.
B. Evaluate enrollment and attendance of students participating at each site.
   1. Identify the student profile of those participating.
   2. Determine whether additional resources are needed for equity of access (transportation, etc…) based on student profiles.
   3. Determine if structure, enrollment, attendance, and student profiles suggest a continued need or if a potential re-evaluation of the model used to serve middle school is necessary.
C. Provide expanded learning (After School and Summer) program that includes blended academic and enrichment services
D. Provide Seasonal intervention classes to support mobile migrant students.
E. Provide Supplemental Education Service (SES)
F. Provide Tutoring Support for Foster and Homeless Youth
G. EL students will have additional time and support after school and during summer to increase language proficiency
	All Schools	G. $10,000

Action: Support Students to Complete A-G Requirements
   A. Assess # of students on track for A-G result of Summer 2015
      1. Identify appropriate intervention for not A-G
      2. Evaluate effectiveness of summer expansion 9th grade by Winter 2017.
   B. Assess ratio of students either meeting A-G or broadening course of study as a result of 0 and 7th period courses for at risk students
   C. District analyze results of site monitoring for best practices
   D. Provide CAHSEE support at three HS sites
 	
PLC Implementation and Progress Monitoring
 	
   A. All sites will conduct PLCs at least twice monthly
      • Ed Services will collect, review, and offer feedback on monthly PLC logs
   B. Identify exemplars and target sites needing additional support
   C. Reflect and refine Common Assessments and adjust growth targets based on analysis
   D. Examine and evaluate structures for data review and analysis
   E. Based on 2015-16 data adjust growth targets
 	
Implementation of ELD Standards and Support for English Learners
 	
   A. Team attends year 2 cohort follow-up sessions
   B. On-going professional development provided to administrators, TOSAs, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD, Making meaning and effective expression
   C. Observation tool used to review data
   D. Analysis of EL data
	All Schools
	
	A-C: CHS, GHS, GECA
	
	D: (CHS, GHS, Mt. Madonna)
	
	All Schools
	
	All Schools
		__X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups:(Specify)__
			A. $59,931
			
			B. $80,000
			
			$50,000
			
			B. $30,000
			
			B. $25,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Set Measurable Outcomes based on review of 16-17 data		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP*

Provide effective interventions at all levels
 	
ELEMENTARY
 	
  A. K-2nd continue to build strong early-literacy foundation
  B. Evaluate structures and models Data analysis part of SPSA
  C. Based on evaluation results, adjust structure, model
  D. Collect/analyze data, evaluate
	All Schools	X_ALL
		
		AND/OR:
		
		___Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups:(Specify)	

MIDDLE
  E. Implement, within the school day, the revised pilot interventions. (Fall 2017-Spring 2018)
      1. Collect and analyze the data in regards to the three areas of focus; profiles/monitoring, regrouping, and small group instruction. Use the analysis to review and revise the initial structures and strategies incorporated.
      2. Publish, based on analysis, the revised intervention plan. (2018 Late Spring)
      3. Combine and analyze the two years of data during implementation. Research additional resources from exemplar schools demonstrating successful intervention programs.
 	
  F. Use the previously identified cross-school measuring tool to collect/analyze data related to student progress. (Fall 2017 and Spring 2018)
      1. Identify students at-risk and connect students to interventions.
      2. Use the identified cross-school monitoring tool to gauge; student academic growth, behavior, family communication,
	All Schools		E. $ 150,000
			3- (.5 FTE)
			Title I

and interventions being received. 3. Review the results of the best practices and methods for instructing students and engaging families in interventions. 4. Based on the data review revise and re-evaluate the interventions in place. **Equitable Student Access** A. Principals supply report to district office indicating student instructional minutes received in science and social studies. B. Review data on middle school choir. Determine next steps for possible expanded enrichment offerings. C. Provide expanded learning (After School and Summer) program that includes blended academic and enrichment services D. Provide Seasonal intervention classes to support mobile migrant students. E. Provide Supplemental Education Service (SES) F. Provide Tutoring Support for Foster and Homeless Youth G. EL students will have additional time and support after school and during summer to increase language proficiency	All Schools	X_ALL AND/OR: ___Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify)	G. $10,000
Action: Support Students to Complete A-G Requirements A. Implement identified interventions. • Evaluate (Spring 2018) implemented interventions. • Based on data from 2016-2018 identify the best combination of services to support students reaching A-G B. Based on data from ratio assessment identify courses to increase and those to decrease. C. Implement identified Best Practices for student family engagement in A-G. D. Provide CAHSEE support at three HS sites	All Schools	_X_ALL AND/OR: ___Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify)	A. $59,931 B. $80,000 $50,000

PLC Implementation and Progress Monitoring A. All sites will conduct PLCs at least twice monthly • Ed Services will collect and review monthly logs within PLC structure B. Required data analysis is embedded in all Ed Services' district leadership meetings (ILA/Curriculum and Instruction) C. Based on 2016-17 data adjust growth targets	All Schools	_X_ALL - - - - - - - - - - - - - - - AND/OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)	B. $30,000
Implementation of ELD Standards and Support for English Learners A. On-going professional development for teachers, administrators, TOSAs and literacy facilitators: Integrated/Designated ELD B. Review and analysis of EL student data- ELPAC and CAASSP C. Refining practices	All Schools		A. $25,000

GOAL:	**2. Professional Development and Implementation (Common Core/EL/Technology/NGSS)**
	
	• Staff will be provided with quality professional development, including EL, Technology, and the 4C's, in order to implement Common Core Standards instruction.
	    o Common Core PD (CCSS, EL, NGSS, Tech)
	    o CCSS Materials
	    o NGSS Implementation
	    o Increase Use of Technology
		Related State and/or Local Priorities:
		
		1_X_ 2_X_ 3__ 4__
		5__ 6__ 7__ 8__
		
		COE only: 9__ 10__
		
		Local : Specify
		_____

Identified Need :	• 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
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16	

Expected Annual Measurable Outcomes:	• 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 *unless otherwise stated, all amounts are funded by LCAP

Common Core PD (CCSS, EL, Tech, NGSS)
 	
A. 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)
 	
    1. TOSA training and Principal awareness (summer 2015)
    2. Implementation of Plan. (August 2015-June 2016) training /implementation in classroom.
    3. Evaluate effectiveness of PD – structure, time, modalities, topics, presenters and transference by Spring 2016
        • Staff surveys and Admin walk-through tool
	All Schools	__X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			A1-A3:
			$55,000 (LCAP)
			$55,000 (Title II)

B. Support Personnel
    1. 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
    2. SCCOE Consultants: EL/Math/Science/Literacy as indicated in PD Plan.
    3. Outside Consultants
    4. Outside District Training (i.e. Conferences, Workshops)
	All schools	__X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			B1. $1,215,000 (LCAP)
			
			$75,000 Assessment TOSA (Title I)
			
			$50,000 Elementary TOSA (Title III)
			
			$10,000 .17 Science TOSA (General Fund)
			
			B1. $5,000 (Title II)
			
			B3.$15,000 (LCAP)/ $10,000 (Title II)

CCSS Materials
 	
A. Purchase instructional materials aligned with CCSS based on need, as materials become available.
    1. Identify and prioritize grade levels/department needs based on state guidelines and Ed Services research
    2. Pilot materials as determined based on prioritization
	All Schools	_X_ ALL
		AND/OR:
		__ Low Income pupils
		__ English Learners
		__ Foster Youth
		____ Redesignated fluent English proficient
		__ Other Subgroups (Specify)
			$567,320 IMF (Instructional Materials Fund)

NGSS Implementation A. Attend NGSS State Symposium B. Provide training on NGSS Standards shifts for awareness C. Research models and review state recommendation for NGSS Courses in grades 6 – 12 D. Cross-articulation (MS/HS) on model and recommendations to board E. Purchase instructional materials aligned with NGSS	All Schools	_X_ ALL AND/OR: __ Low Income pupils __ English Learners __ Foster Youth ____ Redesignated fluent English proficient __ Other Subgroups (Specify)	$5,000 Title II-PD E. $10,000- LCAP
Increase Use of Technology A. Implement district Technology Plan B. Provide training to staff in the integration of technology in the instructional program. (As identified in the PD section of the Tech Plan) C. Expand Wi-Fi to three middle schools	All Schools	_X_ ALL AND/OR: __ Low Income pupils __ English Learners __ Foster Youth ____ Redesignated fluent English proficient __ Other Subgroups (Specify)	$13,000

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Common Core PD-Measurable Outcomes • Publish revised District PD Plan (June 2016) • District teachers and Ed Services to establish curriculum to be used for NGSS based on Board approved model • Evaluate transference of Professional Development and indicate next steps for growth or depth • Evaluate the TOSA support model and adjust as necessary based on data collection			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP LCFF
Common Core PD (CCSS, EL, Tech, NGSS) A. Publish revised plan by June 2016 based on the analysis 2015-2016 (Based on staff development committee input, evaluations and Observation data) 　1. TOSAs and Principal awareness of the revised plan. Implement training to support updated plan. (Summer 2016) 　2. Implement revised plan and evaluate. Use previous tool established and Admin walkthrough tool data.		All Schools	_X_ ALL AND/OR: ___Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	A1-A3: $55,000 (LCAP) $55,000 (Title II)

B. Support Personnel
 	
1. TOSAs / Lit Facilitators:
   a. Re-assess effectiveness of the structure based on teacher feedback, principal input, and goal completion.
   b. Assess additional TOSA coaching/training needs based on teacher feedback, principal input, and goal completion.
   c. Identify content knowledge needed for the revised 2016-2017 PD plan and train TOSAs (Summer 2016)
2. SCCOE Consultants: EL/Math/Science/Literacy as indicated in PD Plan.
3. Outside Consultants
4. Outside District Training (i.e. Conferences, Workshops)
	All Schools		B1. $1,215,000 (LCAP)
			
			$75,000 Assessment TOSA (Title I)
			$50,000 Elementary TOSA (Title III)
			
			$10,000 .17 Science TOSA (General Fund)
			
			B1. $5,000 (Title iI)
			
			B3.$15,000 (LCAP)/ $10,000 (Title II)

CCSS Materials
 	
A. Purchase instructional materials aligned with CCSS based on 15-16 pilots.
   1. Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services research
      • Pilot materials as determined based on prioritization
	All Schools	_X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups (Specify)
			$500,000 IMF (Instructional Materials Fund)

NGSS Implementation With Board approved identify curriculum model A. Identify curriculum materials needs and two replicable instructional strategies to support literacy B. Train materials and strategies C. Collaborate, design, and agree to common assessments (MS/HS) D. Cross-articulation (MS/HS) E. Instructional materials aligned with NGSS	All Schools	_X_ALL AND/OR: ___Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups (Specify)	$5,000 Title II-PD E.$10,000-LCAP

Increase Use of Technology
 	
    A. Continue to implement district Technology Plan
    B. Provide training to staff in the integration of technology in the instructional program. (As identified in the Professional Development Plan)
	All Schools	_X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			<mark>$13,000</mark>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Common Core PD-Measurable Outcomes • Publish revised District PD Plan (June 2017) • Include science in the routine walkthrough tool use to gather baseline of implementation of NGSS • Increase the use of the walkthrough tool by administrators from the 2016 statistics • Evaluate the TOSA support model and adjust based on data collected

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures *unless otherwise stated, all amounts are funded by ~~LCAP~~ LCFF

Common Core PD (CCSS, EL, Tech, NGSS)
 	
A. Publish revised plan by June 2017 based on the analysis 2016-17 (Based on staff development committee input, evaluations and Observation data)
    1. TOSAs and Principal awareness of the revised plan. Implement training to support updated plan. (Summer 2017)
    2. Implement revised plan and evaluate. Use previous tool established and Admin walkthrough tool data.
	All Schools	_X_ ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups (Specify)
			A1-A3:
			$55,000 (~~LCAP~~)
			$55,000 (Title II)

B. Support Personnel
 	
    1. TOSAs / Lit Facilitators:
      a. Re-assess effectiveness of the structure based on teacher feedback, principal input, and goal completion.
      b. Assess additional TOSA coaching/training needs based on teacher feedback, principal input, and goal completion.
      c. Identify content knowledge needed for the revised 2016-2017 PD plan and train TOSAs (Summer 2016)
    2. SCCOE Consultants: EL/Math/Science/Literacy as indicated in PD Plan.
    3. Outside Consultants
    4. Outside District Training (i.e. Conferences, Workshops)
	All Schools	_X_ ALL
		
		AND/OR:
		
		___Low Income pupils
		__English Learners
		__Foster Youth
		___Redesignated fluent English proficient
		__Other Subgroups (Specify)
			B1. $1,215,000 (LCAP)
			
			$75,000 Assessment TOSA (Title I)
			$50,000 Elementary TOSA (Title III)
			
			$10,000 .17 Science TOSA (General Fund)
			
			B1 b. $5,000 (Title II)
			
			B3.$15,000 (LCAP)/ $10,000 (Title II)

CCSS Materials
 	
A. Purchase instructional materials aligned with CCSS based on 16-17 pilots.
    1. Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services research
         • Pilot materials as determined based on prioritization
	All Schools	_X_ALL
		
		AND/OR:
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			$500,000 IMF (Instructional Materials Fund)

NGSS A. Implement agreed upon curriculum components and trained (2) instructional strategies. B. Evaluate curriculum and strategy effective. C. Identify additional (2) to train in. D. Implement common assessments aligned to NGSS and conduct cross-school PLC's E. Cross-articulation (MS/HS) F. Instructional materials aligned with NGSS	All Schools	_X_ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	$5,000 Title II-PD F.$10,000- LCAP
Increase Use of Technology A. Implement district Technology Plan B. Provide training to staff in the integration of technology in the instructional program. (As identified in the Professional Development Plan)	All Schools	_X_ALL AND/OR: _X_Low Income pupils _X_English Learners _X_Foster Youth ____Redesignated fluent English proficient _X_Other Subgroups (Specify)	$13,000

GOAL:	**3. School Culture and Engagement**
	 • Cultivate a positive school culture and system of support for student personal and academic growth
	     • Improve School Climate
	     • Improve Student Attendance
	     • Increase Parent Involvement
		Related State and/or Local Priorities:
		 1__ 2__ 3_X_ 4__ 5_X_
		 6_X_ 7__ 8__
		 COE only: 9__ 10__
		 Local : Specify
		 _____

Identified Need :	• 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

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism by 2% • Reduce Truancy rate by 2% • Reduce Secondary Truancy by 4% • Increase average student attendance rate (ADA) by .5% • 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% • Maintain expulsion rate at/below 0.1% • Increase % of students feeling safe at school by 5% (Healthy Kids Survey) • 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 *unless otherwise stated, all amounts are funded by LCAP

School Climate
A. Establish new administrator to oversee School Climate/Culture programs, Attendance, Placement, Expulsions and SARB
    1. Coordinate resources
    2. Establish and facilitate District School Climate Leadership Team
    3. Establish system for evaluating effectiveness of programs
    4. Evaluate systems and procedures for Placement and Expulsion.
B. Provide counseling services at PEI (Positive Early Intervention) schools – ADB, Eliot, Glen View, GHS and South Valley.
	All schools	_X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			A. $70,000 (LCAP)/ $ 60,000 (General Fund)
			
			$10,000 for PBIS
			$10,500 for Olweus
			
			School Linked Coordinator $50,000 (LCAP)/ $50,000 (matching grant)

Student Engagement (Attendance)
 	
A. New administrator (referenced in School Climate, above)
    1. Continue efforts to maintain high attendance rate- provide regular reporting.
    2. Analyze current status and create plan to reduce truancy and chronic absences;
B. Provide variety of academic supports, including tutoring by teachers in class/after school, other support (i.e. Power School, Cal-SOAP tutoring).
	All Schools
	
	PBIS Schools (6 schools)
	
	Olweus (11 schools)
		_X_ALL	N/A

		AND/OR: ___Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	

Increase Parent Involvement
 	
  A. Provide resources aligned with current education topics to sites to support current parent involvement goals.
  B. Strengthen existing parent committees and education programs.
  C. Provide parent leadership opportunities (Project2Inspire, Los Dichos, ELAC/DELAC).
  D. Increase Migrant parent participation at school sites through Migrant District Service Agreement plan.
	All Schools	_X_ALL
		
		AND/OR:
		
		___Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent
		English proficient
		__Other Subgroups (Specify)
			C. $40,000 Title 1/11

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism • Reduce Truancy rate • Reduce Secondary Truancy • Increase average student attendance rate (ADA) • Maintain middle school dropout rate below • Reduce high school cohort dropout rate • Increase cohort graduation rate • Reduce secondary suspension rate • Maintain expulsion rate • Increase % of students feeling safe at school (Healthy Kids Survey)

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP

School Climate
A. Maintain Administrator to oversee School Climate/Culture programs, Attendance, Placement, Expulsions and SARB
    1. Coordinate resources
    2. Facilitate District School Climate Leadership Team
    3. Continue to evaluate effectiveness of programs
    4. Implement and continue to evaluate systems and procedures for Placement and Expulsion.
	All Schools	_X_ALL
		
		AND/OR:
		
		___Low Income pupils
		__English Learners
		__Foster Youth
			A. $70,000 (LCAP)/
			
			$ 60,000 (General Fund)
			
			PBIS - $10,000
			Olweus - $10,500
			
			School Linked Coordinator
			   $50,000 (LCAP)/
			   $50,000
			     (matching grant)

B. Provide counseling services at PEI (Positive Early Intervention) schools – ADB, Eliot, Glen View, GHS and South Valley.		____Redesignated fluent English proficient __Other Subgroups-Specify	N/A
Student Engagement (Attendance)	All Schools	_X_ALL	N/A

		AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	

A. Maintain administrator (referenced in School Climate, above)
  1. Continue efforts to maintain high attendance rate- provide regular reporting.
  2. Analyze current status and revise plan to reduce truancy and chronic absences;
B. Provide variety of academic supports, including tutoring by teachers in class/after school, other support (i.e. Power School, Cal-SOAP tutoring).			

Increase Parent Involvement A. Provide resources aligned with current education topics to sites to support current parent involvement goals. B. Strengthen existing parent committees and education programs. C. Provide parent leadership opportunities (Project2Inspire, Los Dichos, ELAC/DELAC). D. Increase Migrant parent participation at school sites through Migrant District Service Agreement plan.	All Schools	_X_ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	C. $40,000 Title I/III

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• Reduce chronic absenteeism • Reduce Truancy rate • Reduce Secondary Truancy • Increase average student attendance rate (ADA) • Maintain middle school dropout rate below • Reduce high school cohort dropout rate • Increase cohort graduation rate • Reduce secondary suspension rate • Maintain expulsion rate • Increase % of students feeling safe at school (Healthy Kids Survey)

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP
School Climate A. Maintain Administrator to oversee School Climate/Culture programs, Attendance, Placement, Expulsions and SARB	All Schools	_X_ALL	A. $70,000

1. Coordinate resources 2. Facilitate District School Climate Leadership Team 3. Continue to evaluate effectiveness of programs 4. Implement and continue to evaluate systems and procedures for Placement and Expulsion. B. Provide counseling services at PEI (Positive Early Intervention) schools – ADB, Eliot, Glen View, GHS and South Valley.		AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	(LCAP)/ $ 60,000 (General Fund) PBIS - $10,000 Olweus - $10,500 School Linked Coordinator $50,000 (LCAP)/ $50,000 (matching grant)

Student Engagement (Attendance)
 	
A. Maintain administrator (referenced in School Climate, above)
    1. Continue efforts to maintain high attendance rate- provide regular reporting.
    2. Analyze current status and revise plan to reduce truancy and chronic absences;
B. Provide variety of academic supports, including tutoring by teachers in class/after school, other support (i.e. Power School, Cal-SOAP tutoring).
	All Schools	_X_ALL
		
		AND/OR:
		
		__Low Income pupils
		__English Learners
		__Foster Youth
		____Redesignated fluent English proficient
		__Other Subgroups (Specify)
			N/A

Increase Parent Involvement A. Provide resources aligned with current education topics to sites to support current parent involvement goals. B. Strengthen existing parent committees and education programs. C. Provide parent leadership opportunities (Project2Inspire, Los Dichos, ELAC/DELAC). D. Increase Migrant parent participation at school sites through Migrant District Service Agreement plan.	All Schools	_X_ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups (Specify)	C. $40,000 Title I/III

GOAL:	**4. High Quality Teachers**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• Outdated teacher evaluation instrument • Less than 100% of teachers are appropriately credentialed	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students	

LCAP Year 1: 2015-16

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 *unless otherwise stated, all amounts are funded by LCAP
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	All Schools	_X_ ALL - AND/OR: ___Low Income pupils __English Learners __Foster Youth ___ Redesignated fluent English proficient __Other Subgroups:(Specify)	$20,000 (Gen Fund)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	New teacher evaluation instrument shall be implemented for all teachers on the evaluation cycle for 16/17		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	**Budgeted Expenditures** *unless otherwise stated, all amounts are funded by LCAP*
1. Implement new teacher evaluation instrument 2. Provide ongoing training to the primary evaluators of teachers 3. Monitor quarterly the implementation of the new instrument 4. Revise the recruitment plan for the hard-to-fill special education teaching positions as needed 5. Revise the new teacher support system for the newly hired special education teachers as needed 6. Revise the ongoing professional development for all special education teaching staff and paraprofessionals as needed	All Schools	_X_ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify) AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify)	$20,000 (Gen Fund)

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Ensure that new teacher evaluation instrument has been implemented		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	**Budgeted Expenditures** *unless otherwise stated, all amounts are funded by LCAP*
Revise the instrument based upon previous reviews as needed Continue to provide training to supervisors and primary evaluators	All	_X_ALL	

		Schools	AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify)	N/A
Implement and monitor the special education recruitment plan Implement revised plan for new teacher support Implement revised professional development as needed		All Schools	_X_ALL AND/OR: __Low Income pupils __English Learners __Foster Youth ____Redesignated fluent English proficient __Other Subgroups:(Specify)	$20,000 (Gen Fund)

GOAL :	5. Ensure equitable and well maintained facilities		Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :		All facilities should provide equitable learning environment for all students.	
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2015-16			
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 *unless otherwise stated, all amounts are funded by LCAP
A. Maintain 3% match for Routine Restricted Maintenance (RRM) B. Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. C. Evaluate staffing needs annually D. Increase Deferred Maintenance Match based on District needs E. Evaluate work order system for improved efficiency.	All Schools	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	The RRM match is ~ $3 million. Funds M&O department which supports all schools.
Maintain appropriate budget for Deferred Maintenance 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	All Schools	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	$480,000 Priority given to health & safety related items, i.e., fire & alarm systems

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Ensure equitable and well maintained facilities**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP
		__X__ALL	The RRM match is ~ $3

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Maintain 3% match for RRM B. Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. C. Evaluate staff needs annually D. Increase match based on District needs	All Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	million. Funds M&O department which supports all schools.
Maintain appropriate budget for Deferred Maintenance 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. Complete the Facilities Master Plan	All Schools	**_X_ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	$480,000 Priority given to health & safety related items, i.e., fire & alarm systems

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Ensure equitable and well maintained facilities**		
	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures *unless otherwise stated, all amounts are funded by LCAP*
1. Maintain 3% match for RRM 2. Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 3. Evaluate staff needs annually 4. Increase match based on District needs	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Approx. $3 million. Funds the Maintenance Department which supports all schools.
Maintain appropriate budget for Deferred Maintenance	All Schools	_X_ALL	$480,000

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 to implement key elements of Master Plan		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Priority given to health & safety related items, i.e., fire & alarm systems

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	**Provide effective interventions at all levels (elementary, middle, high) to increase student achievement**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	EL, SED, SWD, and other "at-risk" students based on student achievement results		

2014-15 Expected Annual Measurable Outcomes:	1. Decrease in number of students needing intervention based on District Benchmarks and State tests (CAASPP) 2. Increase in number of students exiting Intervention and re-entering Core/Grade Level classes at the middle school level 3. Reduction in number of students categorized as Long Term EL- 4. Site SPSA goal developed to address needs of long term ELs	2014-15 Actual Annual Measurable Outcomes:	STAR Reading Fall to Spring decrease in Urgent Intervention K-8 from 23.5% to 17.5% Fall 2014 LTEL 26.7% (Pending receipt of 14-15 CELDT data) Site goals describe support given to long term or at risk of becoming long-term ELs. · Within PLC process, English Learner data is analyzed. · TOSAs deliver professional development to staff at sites with EL strategies embedded. · EL TOSA responsibilities include monitoring progress of all ELs, including reclassified students at HS level.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Embed strategies to support English learners in all professional development related to planning and instructional delivery	$1,000 (Title III) $6,000 (Title III)	PD incorporates Kinsella vocabulary instruction (MS, HS) PD provided by SCCOE and other trainers provides specific support for ELs (Middle School)	$1,000 (Title III) $5000- (Title III)
b. Explore intervention support at HS level (credit recovery, support classes, freshmen support, newcomer support)	$10,000	2015 Summer School expenses to include 5 additional sections for current 9th grade students totaling at least one class (English I, Math I, Science)	$15,000

c. Evaluate current models of intervention K-5 and provide principals and designated site personnel with professional development related to characteristics of effective intervention, systems for tracking student progress, resources for instruction and assessment	$9,000	Principals and literacy facilitator training- Guided Reading, Fountas and Pinnell (Feb 2015), using diagnostic assessments, essential components of literacy block (Feb 2015)	
1. Academic coaches to incorporate EL strategies in professional development		1. PD focus areas: elem – literacy- foundational literacy (54 participants) Fountas and Pinnell (K/1), writing (K-5), TOSA training in F and P (elementary), ELA/ELD, EL strategies (K-12) Middle- ERWC, literacy strategies, EL support, math	$9,000
2. Expand credit recovery options	$20,000	2. HS- EL support, math, ed technology, differentiated instruction 7th period intensive courses in ELA and Math - Saturday workshops in ELA and Math - Embedded intensive CAHSEE instruction in all 10th grade English classes in the second semester prior to the CAHSEE exam	No expenditures associated
		CHS integrated the following this year - All SPED students were placed in a special guided studies class where they use "Shmoop" for intensive CAHSEE training "Shmoop" added to EL pathway along with Read 180 - Incorporated "Shmoop into all Guided Studies classes for students whom have yet to take the CAHSEE exam	No expenditures associated
3. Outside consultants and training for TOSAs	$6500	3. Fountas and Pinnell training and assessment – - All K/1 teachers trained - All K/1 students assessed · Bi-monthly training for elementary TOSAs and Lit Facilitators	Fountas & Pinnell training costs = $6,500

4. All first grade students will be assessed in fall and spring. Action plans for intervention developed for students identified as at risk in reading	N/A	4. Reading assessment conducted and analyzed; intervention and monitoring at sites	N/A
5. Review of MS Models	N/A	5. Middle school: review of models Middle School intervention meetings conducted with Principal and Ed Services staff (spring 2015): Review of models, structures, and focus for 2015-16	N/A
6. Academic coaches to incorporate strategies for differentiation into professional development	N/A		
		6. High school- PD series on differentiation	N/A

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Analysis and disaggregation of data at sites Will review of Intervention data at district level- administrative PLC

Original GOAL from prior year LCAP:	**Implement Professional Learning Communities at all sites**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	1. Increase student performance on site common assessments based on essential learning targets for content areas 2. Increase level of PLC implementation district-wide	Actual Annual Measurable Outcomes:	Common assessment implementation and analysis in progress at MS and HS level 100 % of sites conduct monthly PLCs

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Provide training/coaching /support for administrators and department chairs/teacher leaders	$47,000	a. PLC professional development provided in August 2014 -Coaching and training provided to principals November 2014 and Feb, 2015 (observation of PLCs in action) Additional professional development to be provided June 2015	$26,000
b. Align secondary early release days to allow for cross-school collaboration	N/A	b. Common early release- cross school collaboration for middle school during 3 days HS math- cross school collaboration during early release	N/A
c. Provide time/schedule for PLCs, admin collaborative review of logs	N/A	c. PLCs conducted at a minimum once a month.	N/A
d. Align Common Core work with PLCs- analysis of common assessments.	N/A	d. Sites beginning to analyze common assessments during PLCs ~ writing tasks, grade level/department developed assessments, performance tasks	N/A
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	

| OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Differentiated PLC training by level Increased accountability for PLCs- principal collaborative analysis, district review of logs

Original GOAL from prior year LCAP:	**Support teacher implementation of Common Core State Standards and ELD Standards**	Related State and/or Local Priorities: 1__ 2__X 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	1. Principal and APS Observation to measure increase in use of CC instructional strategies 2. Increase student achievement as measured by CAASPP and local measures 3. Increase reclassification rate	Actual Annual Measurable Outcomes:	1. New electronic instrument developed Fall 2014- identifies CC instructional strategies 2. In progress: On-going review of benchmark data by grade level K-8 % At/Above on STAR Benchmark <u>Fall to Spring from 40% to 51%</u> CAASPP= baseline data available after June 2015 3. In progress: 20% Reclassification rate, compared to 12.5% in 2013-14

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

a. Build internal structures to support on-going professional development, coaching and teacher collaboration for implementation of Common Core State Standards and ELD standards to improve instructional delivery District TOSAs , Administrator on Special Assignment (secondary) • HS Instructional Specialists- math, literacy, EL, tech support • MS specialists (CC/EL support) • Elem TOSAs and lit facilitator • Training and support for TOSAs • Support for teacher release b. CC PD	$760,000	a. TOSAs provide professional development during staff meetings, model strategies in classrooms and provide resources TOSA support provided: Elem- Guided Reading, Daily Five, Close Reading, EL support Middle school- literacy strategies for ELA and science HS- Common Core literacy with EL support, math professional development and coaching b. 2% (one time salary bonus, off schedule)	$760,000
c. On-going CC Professional Development • District Professional Dev Committee to determine	N/A	c. Staff Development Committee meetings: October 2014 and April 2015. Staff development focus areas and structure reviewed and approved by committee. Continued to revise during 2014-15 school year	N/A
d. Develop curricular maps, pacing, and other resources- elem, middle, high - summer 2014	$75,000	d. Curriculum map revisions on going- Elem ELA and Math developed summer 2014 MS –ELA and Math- developed during 2014-15 school year HS-Math I, I+ and II are developed.	$75,000
e. Utilize outside resources for PROFESSIONAL DEVELOPMENT support MOUs with SCCOE or other outside resources/consultants	$65,000	e. SCCOE MOU for professional development – all levels, MathLinks training, Central CA Writing Project	$51,000

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	New TOSA structure with additional TOSAs, part-time TOSAs at Elementary (15-16) New Assessment TOSA K-12 (15-16) New part-time Science TOSAs middle/high school (15-16)

Original GOAL from prior year LCAP:	**Provide instructional materials aligned with CCSS**	Related State and/or Local Priorities: 1__X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	CCSS aligned math materials gr. 8,9	Actual Annual Measurable Outcomes:	Purchased Math Links for Grade 6-8 math, Math I text for high schools

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Purchase/provide new materials or bridge materials, especially for HS math 1, Grade 8 math	$541,765 (CC funds)	Purchase of CC aligned math materials- elem, middle and high school Supplementary ELA materials-middle school i.e. Springboard, Mathlinks	High school math - $39,000 (CC) Middle school math - $92,000(CC)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	· Continue to purchase supplementary materials aligned with Common Core · Purchase High School adopted math materials for new courses

Original GOAL from prior year LCAP:	**Increase technology at all sites for teacher and student use to improve teaching and learning**	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Implement Technology Plan Year 1	Actual Annual Measurable Outcomes:	Administered Bright Bytes Survey to determine and assess proficiency levels of students and teachers

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Develop and Implement district Technology Plan in alignment with Board goals to include:
 	
a. District Infrastructure improvements:
   - Increase current speed of connectivity from 10 mps to 1 gig.
   • Contract with Internet Service Provider for increased bandwidth. Deploy separate Google Domain for student use.
   • Hire a 1.0 FTE Lead Systems Analyst to address the network needs
 	
b. Resources/Devices to support state assessment and instruction
	$75,000
	
	$103,600
	
	See below
		- Lead Systems Analyst hired	$75,000
			
			$103,600

c. Provide training to staff in the integration of technology in the instructional program. • Hire a 1.0 FTE position: Education Technology Coordinator. d. Increase Tech Support staff at Sites • Establish a technology budget for each site. Replace one obsolete lab at every school that is running Microsoft Office XP as its operating system	$114,696 $150,000 $503,643	c. All schools received an introduction to Google Docs/Drive. • Google Training Series provided for all grade levels(after school sessions) • Technology Integration workshops provided for High School Staff during three staff development days. • Training opportunities are on-going Employed a full time Ed Tech Coordinator d. Hired part-time tech TOSAs at secondary level • Site allocated $10,000 to expand technology on campus. • Replaced outdated lab at each school	$12,000 (Title II) $114,696 $150,000 $503,643
Scope of service:		**Scope of service:**	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	· Increase professional development of technology integration · Revise technology curriculum scope and sequence · Install Wi-Fi network at all 3 middle schools – summer 2015

Original GOAL from prior year LCAP:	**Develop, implement, and analyze common assessments for secondary content areas**	Related State and/or Local Priorities: 1__ 2__X 3__ 4__ 5__ 6__ 7__ 8__X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Middle/high schools

Expected Annual Measurable Outcomes:	Site common assessments developed and analyzed	Actual Annual Measurable Outcomes:	Common assessments developed for HS -- Math 1, English 1, Biology MS- Math and ELA Sites administered and analyzed common assessment results

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
a. Provide guidance, time and support for teams across secondary schools to develop and analyze assessments aligned with learning targets and CC standards- MS/HS instructional specialists, AOSA	$5,000	Common assessments developed for HS -- Math 1, English 1, Biology MS- Math and ELA	$5,000
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional common assessment developed for core courses at high school		

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	**Provide broad course of study for all students, especially ELs, low income and foster youth**	1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All, with focus on EL, low income and foster youth
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Review of student schedules for intervention students Access to Social Studies and Science content K-8	Actual Annual Measurable Outcomes:	Middle school schedules reviewed Social Studies/Science content embedded in curricular maps

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Review elementary instructional minutes/schedules to determine how to include Science and Social Studies at all grades	N/A	MS principals conducted review of schedule	N/A
b. Review the structure of intervention classes at middle school level to provide consistent Social Studies instruction	N/A		
c. Increase opportunities for students to be involved in hands-on instruction in Science- e.g., Science academies, expanded learning opportunities	N/A		
d. Explore means to expand arts in middle school	N/A	Implement middle school choir at all sites 4 days a week for 2015-16	General Fund
e. Research CTE pathways and similar programs at the middle school level and continuation high school	N/A	Exploring funding available to add a CTE class at Mt. Madonna Continuation High School during the 2015-2016 school year	General Fund

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	· Curriculum map revisions for 2015-16 · Establish agreed upon schedules for middle school intervention courses

Original GOAL from prior year LCAP:	**Increase number of students graduating from high school having met A-G requirements**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Secondary Students	

Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Increase % of 10th graders passing CAHSEE by 2% Expand AP Course offerings		Actual Annual Measurable Outcomes:	CAHSEE – Preliminary data shows an increase in ELA pass rate from 82% to 86.5%. No change in Math at 84.5%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Research and provide safety nets early on for students – summer school, during school year credit recovery, CAHSEE, other support	$10,000	Summer school 2014- provided additional English I repeat course for entering 10th grade Other credit recovery provided during summer included – "Credit Recovery" plus regular SS CAHSEE support offered • 7th period intensive courses in ELA and Math • Saturday workshops in ELA and Math • Embedded intensive CAHSEE instruction in all 10th grade English classes in the second semester prior to the CAHSEE exam CHS integrated the following this year: • All SPED students were placed in a special guided studies class where they use "Shmoop" for intensive CAHSEE training • "Shmoop" added to EL pathway along with Read 180 • Incorporated "Shmoop" into all Guided Studies classes for students whom have yet to take the CAHSEE exam Other HS safety nets- Mustang Express "pilot" at GHS to support at risk 9th grade students CHS English dept online	$15,000 N/A N/A N/A

b. Middle/high schools collaborate to develop and implement embedded study skills , character ed courses to support student success in high school	N/A	b. Review of intervention MS models in progress to implement in 15-16	N/A
c. Regularly monitor progress of ELs and provide intervention	N/A	c. HS EL TOSA/designee monitor EL progress, extra support offered	N/A
d. Research and implement successful models for intervention at MS/HS level	N/A		
e. Increase AP course offerings	N/A	e. AP Psych and AP Comp Science	General Fund

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in 15-16 • Clarifying action steps for HS support for 9th grade progress toward A-G Default • 10th grade expansion of Mustang Express – GHS

Original GOAL from prior year LCAP:	**Increase Student Engagement (Attendance)**		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Decrease Truancy Rate by 2% by School; Decrease Dropout Rate by 2%; Increase Graduation Rate by 2%	Actual Annual Measurable Outcomes:	• Truancy Rate decreased from 28.4% to 27.6% • Grad Rate increased from 83.6% to 84.1% in 2013-14 • Dropout Rate increase from 8.9% to 10.9% in 2013-14
LCAP Year: 2014-15			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
a. Continue efforts to maintain high attendance rate- provide regular reporting b. Provide variety of academic supports, including tutoring by teachers in class/after school, other support		N/A (Site budgets)	Truancy Pilots underway at two elementary sites (Glen View and Eliot) and one high school (Gilroy High School)	N/A
c. Reduce truancy and chronic absences; enable school to have access to accurate student-level data on attendance and chronic absence and to use this data to inform school attendance improvement practices, update behavioral practices, and find better ways to engage parents in the education process; decrease the attendance gap for all at-risk subgroups, including foster youth and English learners.		N/A		N/A
Scope of service:			Scope of service:	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	New Administrator of School Climate and Student Attendance to oversee attendance			

Original GOAL from prior year LCAP:	**Increase opportunities to involve and engage parents**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All

Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase site parent participation aligned with SPSA parent involvement goals	Actual Annual Measurable Outcomes:	All sites included parent involvement goals in SPSA

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Support sites with parent involvement goals- provide resources (i.e. Epstein's 6 key components to Parent Engagement)	N/A		
b. Build upon existing parent education programs- align with current education topics, existing parent involvement plans- using resources such as parent educator	N/A		
c. Research communication system for elementary (i.e. School Loop)	N/A		
d. Provide parent leadership opportunities	$10,000	d. Project2 Inspire provided at 4 sites	$10,000
Scope of service:		Scope of service:	
_X_ ALL		_X_ ALL	
OR:		OR:	
__Low Income pupils __English Learners		__Low Income pupils __English Learners	
__Foster Youth __Redesignated fluent English proficient		__Foster Youth __Redesignated fluent English proficient	
__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Title I Parent Involvement Policy will be reviewed at all Title I schools; input will inform site goals

Original GOAL from prior year LCAP:	**Continue efforts to maintain safe and positive school climate**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Decrease secondary suspension rate by 2% Improved survey results (Healthy Kids)	Actual Annual Measurable Outcomes:	Suspension Rate – Partial year data indicates a decrease in the Suspension Rate from 6.2% to 4.5% Healthy Kids Survey will be administered 2015-16

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Establish district Leadership Team for PBIS Establish positive School Climate Plan- framework to include existing initiatives (Olweus, Character Counts) • Support PBIS training b. Continue to support Olweus and Character Counts implementation c. Research additional resources, such as counseling, for schools- similar to PEI – Positive Early Intervention	$15,000 $16,500	b. Majority of sites hold OLWEUS monthly team meetings and weekly class meetings. • Links to existing CharacterCounts! program c. PBIS training provided for 5 additional schools, 3 elementary and 2 middle in addition to Mt. Madonna High School.	$16,500 $15,000
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	New Administration of School Climate and Student Attendance will oversee school climate programs and goals	· Expansion of Project 2 Inspire – three additional sites

Original	**Ensure that all teachers are highly qualified**	Related State and/or Local Priorities:

GOAL from prior year LCAP:		1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	100% of teachers will be highly qualified	Actual Annual Measurable Outcomes:	96% of all teachers were highly qualified

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Revise teacher evaluation instrument b. Strategically place teachers; ensure that high need students are not placed with less experienced teachers	N/A	· First sub-committee meeting. Revisions planned for 2015 16 school year. · Principals provided support with interview process. (Revised questions)	N/A
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Hired Assistant Superintendent of HR. Recruitment efforts underway for positions difficult to fill, i.e. SPED, Math, Science		

Original GOAL from prior year LCAP:	**Ensure equitable and well maintained facilities**	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__

		Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Applies to all District facilities. Including fields, gym, tracks, etc.

Expected Annual Measurable Outcomes:	The Governing Board will quarterly report on Williams, as well as an annual report on Deferred Maintenance needs. No Williams complaints related to Basic Services.	Actual Annual Measurable Outcomes:	· No Williams complaints · Both goals achieved

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Maximize the use of the 3% contribution to Routine Restricted from the General Fund. • Analyze current equipment and inventory needs. Develop a replacement plan for equipment and vehicles within budgetary constraints. • Add Maintenance and Custodial Staff to accommodate new Facilities • Increase Deferred Maintenance Match Install Safe School Locks at Middle Schools and Elementary Schools (i.e. Same as high schools)	$216,000 $150,000	· The Governing Board has allocated $480,000 out of the General Fund to be used for Deferred Maintenance needs. · ADB MPR repairs are underway. · Playgrounds are being inspected and services · Fire and Alarm systems will be services annually. · No Williams Complaints on facilities. · Provided columbine type locks to GECA · Added staff (custodian and pool technician) to support ongoing needs. · Health and Safety work orders are prioritized and addressed very expeditiously.	• 100% of the budget was expended on improvement & repairs. Priority was given to health & safety items: Fire systems, Alarm Systems, Playground infills, roofs patches, etc.
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 7,296,539

GUSD accounts for EIA, SCE LEP, and the supplemental and concentration funding to be considered "restricted programs" in the same fashion that the "old EIA & SCE-LEP" restrictions had in the past. Separate cost centers have been established to account separately for those to demonstrate the separate and unique focus for this funding source. Additional support services provided to EL, low income students, and Foster Youth students include additional staff throughout K-12 to maintain s maller class sizes to ensure the effectiveness of intervention programs, additional EL tutoring, after school program, opportunities for credit recovery, additional staff focused on school climate and culture – with specific attention to the low income, EL and foster youth.

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.

The list below highlights additional services to the targeted pupils since 2013-14. The annual increase in services for 2015-16 is highlighted in yellow, and it portrays how the Minimum Proportionality Percentage of 8.25% is being met at GUSD.

These budgeted expenditures are a result of feedback obtained from various stakeholder meetings, discussions with the Governing Board, and after evaluating the measurable outcomes of last year's LCAP, the additional expenditures for the targeted pupils are focused on providing additional support to improve instructional program, and additional modeling and coaching to teachers in order to continue to implement Common Core and ELD standards.

GUSD
Local Control Accountability Plan
Projected Expenditures
2015-2016

Elementary Teachers on Special Assignment	$ 460,000	*
(4 full time/8 part time/Eliot and GV Lit. Facilitators/2 Part Time DI)		
1 - (. 5 FTE) Lit Facilitator/Luigi Aprea	$ 50,000	
3 - (1.0 FTE) Middle School (CC/EL Support/Tech TOSAs)	$ 300,000	
3 - (.17 FTE) MS Science TOSAs	$ 20,000	*
1.2 FTE CC High School TOSA	$ 120,000	
1.0 FTE EL support (Title III)		
1.0 FTE Secondary Math Coach	$ 100,000	
.4 Science TOSA	$ 40,000	
.4 Tech TOSA	$ 40,000	
1.0 FTE District Assessment TOSA	$ 25,000	*
1.0 FTE School Linked Service Coordinator	$ 50,000	*
1.0 FTE Program Administrator of School Climate & Attendance	$ 130,000	
1.0 FTE Mustang Express (GHS)	$ 90,000	

Total Personnel costs	**$**	**1,425,000**
Advance Path Annual Contract	$	100,000
Summer School- Additional course offerings	$	53,931
Credit Recovery-regular school year 0 and 7th period	$	80,000
HS Credit Recovery	$	50,000
PSAT Adminstration to all 10th grade students	$	11,892
CTE Consumables (GHS - $40,000/CHS - $20,000)	$	60,000
PLC on-going training/coaching	$	30,000
SCCOE contracts	$	25,000
Teacher release/Summer training/TOSA training	$	55,000
PBIS Training	$	10,000
Olweus Stipends (Site Committees)	$	10,500
Foster Youth Transportation (Extra Curricular Access)	$	10,000
Foster Youth Training and PD	$	1,000
Outside Consultants/Training	$	15,000
In-house training (Tech, Literacy, Science)	$	10,000
Technology Training (after school sessions)	$	13,000
Total Program/Training Costs	**$**	**535,323**
Total	**$**	**1,960,323**

$10,000 allocated for classified training (General Fund)

*See page 2 for additional categorical or general fund contributions

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]