

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

### Introduction:

LEA: Morgan Hill Unified School District Contact: Steve Betando, Superintendent, betandos@mhusd.org, (408) 201-6001 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 agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>During the 2013-14 year, MHUSD staff engaged various stakeholder groups in the development of the three-year LCAP. The process included State Priority Work Groups that included different stakeholder groups: site and district staff, representatives from governance committees (DELAC, DAC), union representatives, parents, community members such as president of Chamber of Commerce, Mayor, Chief of Police, parents, and business owners. Three districtwide community meetings were held and parents and community had the opportunity to identify priorities. These were identified as follows:</p> <ul style="list-style-type: none"> <li>• Ensure competitive salary schedule for school employees.</li> <li>• Evaluate technology and instructional materials that reflect Common Core State Standards and 21st Century learning and purchase as needed.</li> <li>• Continue to provide training to teachers to support their successful implementation of the Common Core State Standards.</li> <li>• Provide teachers opportunities to meet together (Collaboration time) to plan their instruction and evaluate their students' progress in meeting the new standards.</li> <li>• Teachers will learn how to use new assessments aligned to the Smarter Balanced Assessment.</li> <li>• Parents will receive information on how to support their children in learning the new standards.</li> <li>• Teachers will receive training and support in addressing the needs of students learning English as a second language (English Learners).</li> <li>• Students will have access to Advanced Placement (AP) classes. There will be a 10% increase in the number of English Learners, students from low socio-economic backgrounds and foster youth in these courses.</li> <li>• Research the benefits of all-day kindergarten, extended school day for primary grades and early education programs.</li> <li>• Provide training to school staff on how to work effectively with parents.</li> <li>• Increase the number of before and after school programs and activities and to provide transportation to offer more access.</li> <li>• Implement and provide staff training for School Wide Positive Behavior Intervention System (SWPBIS).</li> </ul> <p>In April 2014, an online survey, both in English and Spanish, was posted for all</p>	<p>Feedback and input from the eight workgroups, combined with the online surveys from both staff and community and results from the community meetings held last year was used to develop the three-year LCAP that was approved on June 10, 2014. The LCAP has become the District's Strategic Plan and drives all district and site level initiatives as well as providing internal accountability for staff and Executive Cabinet.</p> <p>During the 2014-15 year, DELAC and ELAC parents continue to emphasize the need for interventions to support their students. The District provided CALSOAP tutoring after school, which was well received, but parents continue to stress the importance of receiving support after school for their children including transportation.</p> <p>The LCAP Parent Committee as well as results from the Parent Engagement survey, which was open to all parents in the District, indicates a need to provide more parent education on how to help their children with Common Core math. Every school held parent education sessions at their school sites and still there is a request for more opportunities to help parents understand how the new standards are being taught.</p> <p>Feedback from student focus groups indicate a need to provide more instructional materials, provide teacher training and support for students feeling connected to school which reflects the California Healthy Kids Survey results. All of this input has been woven into the current LCAP.</p>

stakeholders' feedback. The questions were organized around the eight state priorities and were aligned with the actions described during the community meetings. These were the priorities identified by both parents and staff:

- Ensure competitive salary schedule
- Evaluate technology and instructional materials that reflect Common Core State Standards and 21st Century learning and purchase as needed
- Define digital learning and create plan for use of technology as a learning and teaching tool, including use of Library Media Centers at all sites
- Parents will receive information on how to support their children in learning the new standards
- Provide an instructional program for all students that emphasizes literacy skills across all subject areas
- Develop how to measure learning in a variety of ways including student exhibitions and performance assessments where students must demonstrate their knowledge and skills

During the 2014-15 school year, the principals and staff received ongoing updates to the activities being implemented during the school year during the principal meetings. School Plans for Student Achievement (SPSA) template reflected LCAP goals and priorities. Efforts were made to align SPSAs to LCAP and to ensure that all expenditures were aligned to LCAP goals.

The District English Learner Advisory Committee received LCAP updates and had the opportunity to view data during their meetings. A copy of the data/powerpoint is available on the District website.

Each school site had a parent representative from the School Site Councils to participate in the LCAP Parent Advisory Committee. The DELAC received an orientation to LCAP on 3/26/15 as some of the parents were new to LCAP. On 3/19/15 the LCAP Committee also received an orientation which included information on their role.

All parents who have Foster Youth were sent a letter inviting them to participate on the LCAP Parent Advisory Committee. None responded. Our Coordinator of Student Services who oversees Foster Youth services and our Director of State and Federal Programs have participated in the LCAP process

<p>providing input in regard to services and support for Foster Youth.</p> <p>Other opportunities to engage our community were:  Home and School Club Meetings  2/6/15  5/1/15  Morgan Hill City/School Liaison Meeting  2/20/15  4/24/15</p> <p>Two surveys were made available to the LCAP Committee, DELAC and Migrant parent representatives as well as classified staff who attended the LCAP annual update meeting.</p> <p>LCAP Draft (English and Spanish) available on District website 5/29/15 for Public Comment  Public Hearing will be held on 6/9/15  Community Meeting for Public Comment 6/2/15  Board Approval of the LCAP 2015-18 6/23/15</p>	
<p><b>Annual Update:</b>  A series of meetings took place to review the annual update results and discuss needs.</p> <p>Board Meeting Study Session 4/20/15  LCAP Parent Advisory Committee 3/19/15; 4/30/15  DELAC 3/26/15; 4/30/15  Principals 4/2/15; 4/16/15; 4/23/15;  Morgan Hill Federation of Teachers Executive Council 4/16/15  School Employee International Union (Classified Staff) 5/6/15  Assistant Principals and Counselors 5/12/15  High School Focus Groups-May, 2015</p>	<p><b>Annual Update:</b>  As the Annual Update and results were shared with key stakeholder groups, this information was included in the LCAP. Actions that had not started in 2014-15 were noted for stakeholders. We asked parents and staff to prioritize and adjusted the three- year plan accordingly.</p> <p>There was discussion on whether we should abandon the activities that had not started and there was feedback from counselors and assistant principals that there is still a need to provide alternative graduation options as well as transportation so that students are able to attend afterschool activities.</p>

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

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

#### **Guiding Questions:**

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



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

#### **Terminology**

**Low Income is synonymous with Low Socioeconomic Status (Low SES).**

**Redesignated English Learners are former English Learner students who have met the criteria for being "reclassified" or "redesignated" as English Proficient.**

***NOTE: All actions that are italicized are funded by supplemental LCFF funding for district wide services targeted for unduplicated youth.***

GOAL	<b>1. College and Career Readiness</b> With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students	Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ <u>X</u> 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local: Specify _____
Identified Need:	<p>Continue to address the achievement levels of all groups. English Learner and Low Socio-economic students fall behind English Only and Caucasian peers in all state assessments. The district has improved graduation rates and dropout rates for the Latino subgroup; however, a difference persists especially in students meeting A-G requirements. The API results indicate an urgent need to address the academic and linguistic needs of English Learners, students from Low Socio-economic backgrounds and Special Education students. Science CST results indicate a need to implement and expand science education for all students and raise the achievement for all subgroups as we prepare all of our students for 21st Century learning. The increased rigor of the Common Core State Standards requires that we prepare all of our students for college and career readiness.</p> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>• <b>Annual Williams Report</b> will show Properly Assigned Teachers and Materials for every student</li> <li>• <b>Academic Performance Index (API):</b> There was an overall increase in the district base API of 2 points in the last 3 years. Latino students have shown an 8-point increase and Caucasian students have shown a 1-point increase. There is a difference of 141 points between the API score of Caucasian and Latino students for the 2012-13 school year. English Learner students have shown a 14 point increase, Special Education students a 24 point decrease and low socio-economic students a 3 point increase in their base API scores during the past 3 years.</li> <li>• <b>Graduation Rates:</b> There has been a 13.5 percentage point increase in the overall graduation rate in the past three years. There has been a 20.4% increase in the graduation rate for Latino students and a 5.5% increase in the graduation rate for Caucasian students. There is a difference of 7.7% between the percentage of Caucasian and Latino graduates.</li> <li>• <b>Meeting A-G Requirements:</b> There has been a 4.7 percentage point increase in the number of students who have met A-G requirements, with Latino students showing a 9.7 percentage point increase and Caucasian students showing a .6% decrease during the past 2 years. There is a difference of 18.6 percentage points between the percentage of Caucasian and Latino students who met A-G requirements in 2013.</li> <li>• <b>Drop Out Rates:</b> There has been an 11.7 percentage point decrease in the number of dropouts district-wide during the past 3 years; a 16.9 percentage point decrease in the number of Latino students who drop out; and a 5.4 percentage point decrease in the number of Caucasian students who drop out. The Latino dropout rate is 2.2 percentage points higher than the dropout rate for Caucasian students.</li> <li>• <b>California High School Exit Exam (CAHSEE) Passing Rates:</b> The percentage of 10th grade students passing the CAHSEE in the area of English Language Arts has remained consistent at 85% during the past 3 years. The achievement gap exists as evidenced by the fact that the number of Caucasian students who passed the 2012-13 English Language Arts portion of the CAHSEE was 21 percentage points higher than the number of Latino students who passed the test. In the math portion of the test, the number of Caucasian students who passed the test was 19% higher than the number of Latino students who passed the exam. English</li> </ul>	

	<p>Learner students continue to have the lowest percentage of students passing the CAHSEE in English Language Arts and math of all targeted subgroups.</p> <ul style="list-style-type: none"> <li>• <b>Career Technical Education (CTE):</b> The District offers a CTE program. The State Program Grant Management System Report indicates that MHUSD has not reached the State target for CTE students enrolled in a capstone course for 2011 and 2012. [Note; Reports are a year behind the current school year]</li> <li>• <b>Advanced Placement Participation and Passing Rates:</b> Participation rates between 2011 and 2013 (3 years) - the percentage of students taking AP Exams annually has been on average as follows: All students 49%. Latino students 24%. Caucasian students 46%. 2013 Passing Rates: All students 54%. Latino students 41%. Caucasian students 49%.</li> <li>• <b>Science:</b> During the 2012-13 school year, Caucasian students scored 32 percentage points higher in the area of science than Latino students on the Science CST test with Caucasian students scoring 81% proficient while Latino students scored 49% proficient. English Learner students scored 24% proficient and low socio-economic students scored 46% proficient.</li> <li>• <b>California English Learner Development Test (CELDT):</b> AMAO 1 (English Learners advancing one CELDT Level per year). The district -wide target was met for past four years; however in 2012 -13, 7 of our 13 schools met the target. AMAO 2 (English Learners meeting English Proficiency within 5 Years). The district met the target for the past four years. For 2012-13, only 3 schools met AMAO less than five years and 6 schools met AMAO 2 for students identified as English Learner for 5 or more years.</li> <li>• <b>Reclassification:</b> There was a significant increase in English Learners being reclassified in 2013 surpassing the State’s reclassification rate of 12.1%. Need to continue to support EL students in meeting criteria.</li> </ul>		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All Students, English Learners, Low Socio-economic and Special Education students	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p><b>Annual Williams Report</b> will show Properly Assigned Teachers and Materials for every student</p> <p><b>Smarter Balanced:</b> Increase from baseline district-wide 5 percentage points overall and 7 percentage points for Low Socio-economic, English Learner student, Special Education and foster youth using district local assessments based on CCSS and SBAC assessments administered in 2015.</p> <p><b>Local Interim and formative assessments:</b> An increase of a minimum of 10 percentage points in subject areas tested.</p> <p><b>Graduation Rate:</b> Exceed State graduation targets district wide and for each school and increase the percentage of Latino graduates. Develop internal goals for subgroups that are not reported by the State.</p> <p><b>A-G Requirements:</b> Increase the number and percentage of all students meeting A-G requirements preparing them for the UC/CSU system each year including targeted subgroups by 5 percentage points.</p> <p><b>Drop Out Rate:</b> Continue to reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.</p> <p><b>CAHSEE Passing Rate:</b> Increase percentage of students passing CAHSEE by 2 percentage points each year districtwide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5 percentage points each year for EL students and by at least 5 percentage points for Low socio-economic students in ELA and math.</p> <p><b>Career Technical Education (CTE):</b> The District will meet the State level target for the number of CTE concentrators enrolled in capstone course as reported in the State Program Grant System.</p> <p><b>Advanced Placement Participation and Passing Rates:</b> Increase the number and percentage of students participating in AND passing</p>		

AP exams by 5 percentage points for all groups.

**Science:** Begin to implement Next Generation Science Standards at all schools. Increase an overall student achievement on new Science assessments by 5 percentage points including achievement for each targeted subgroup.

**CELDT & Reclassification:** All schools will meet or exceed the AMAO 1 and 2 targets for English Learner students and will meet or exceed the State reclassification rate annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1.1.1 Classroom teachers will provide high quality, standards-based daily instruction.</b> Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.</p> <p><b>Maintain an average class size of 24:1 in grades TK-2 and 29:1 in grades 3-12.</b></p>	LEA-wide	<p><u><input checked="" type="checkbox"/> ALL</u> ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Teachers: \$26,950,000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-1000→3999-XX-XXXX-XXXX-01XXXX-XXX-XXXX</p> <p>Title II \$14,000</p> <p><u>Certificated Salary</u> 060-4035-0-1111-00-1110-1000-403500-000-0000</p>
<p><b>1.1.2 Provide an induction program for new teachers and coaching support for struggling veteran teachers (Teacher Support Network).</b></p>	LEA-wide	<p><u><input checked="" type="checkbox"/> ALL</u> ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$61,000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-X-XXXX-XX-XXXX-2140-021000-</p>

			XXX-XXXX  <u>Contracted Services</u> 010-0000-0-5800-00-1110-2100-021000-000-0000  Title II \$146,080 <u>Certificated Salary &amp; Benefits</u> 060-4035-0-1000→3999-XX-XXXX-2140-XXXXXX-XXX-XXXX
<b>1.1.3 Recruit, hire and retain a diverse group of site support staff and administrators</b> to support vigorous instruction and preparation of all students for college and career readiness.	LEA-wide	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	LCFF Base: \$5,200,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 010-0000-X-XXXX-XX-XXXX-XXXX-027050-XXX-XXXX  Title II Carryover \$15,000

<b>1.1.4 Recruit, hire and retain a diverse group of staff to support central services</b> essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$9,230,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 0XX-XXXX- 1XXX→3999- XX-XXXX- 7000→8999- XXXXXX-XXX- XXXX  <u>Classified Salary &amp; Benefits</u> 070-XXXX-X- 1XXX→3999- XX-XXXX-XXXX- XXXXXX-XXX- XXXX
<b>1.1.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education services</b> for identified students	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	LCFF Base: \$8,690,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 080-XXXX-X- 1XXX→3999- XX-XXXX-XXXX- XXXXXX-XXX- XXXX

<p><b>1.1.6 Provide ongoing professional development to all teachers, classified staff and administrators</b> on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs.</p> <p>Site leaders will continue to receive support in implementing Instructional Rounds and any other needed PD based on a needs assessment.</p>	LEA-wide	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>State One-Time Discretionary Funding \$250,000</p> <p><u>Certified Salary</u> 010-0000-0-1150-00-1110-1000-091061-000-0000</p>
<p><b>1.1.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers.</b></p> <p>Actions include: implementation of universal assessment for primary grades; purchase of materials, providing training and opportunities for cross-school articulation on early literacy instructional program and strategies and designing assessment process for placement of students in Transitional Kindergarten and Kindergarten based on readiness and foundational skills.</p>	Elementary Schools; Grades TK-2	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$10,100</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-3160-031600-000-0000</p>
<p><b>1.1.8 Hire staff to provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in Language Arts, English Language Development, Math and the Next Generation Science Standards.</b></p> <p><i>A minimum of four district Teachers on Special Assignment (TOSAs) will provide resources, coordinate training, develop coaching skills and implement a plan to provide teachers opportunities to collaborate across schools by grade level or by course/subject at the secondary level.</i></p>	LEA-wide	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>State One-Time Discretionary Funding: \$184,000</p> <p>LCFF: Supplemental \$165,000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-</p>

			00-1110-2140-091061-000-0000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-00-1110-2140-301010-000-0000
<b>1.1.9 Implement a districtwide assessment plan</b> that includes formative and interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled district-wide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks.  Identify resources and/or develop formative assessments including new data management system.	LEA-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base: \$85,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3160-031600-000-0000
<b>1.1.10 Implement new Student Information System,</b> including maintaining a Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement a new assessment data management system for on-going and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed	LEA-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base: \$100,000  <u>Contracted Services</u> 010-0000-0-5800-00-0000-7700-077000-000-0000



<p>student, school, and district-wide data as well as anticipated annual data, such as for the LCAP.</p> <p>Implement an additional module or system for on-going and longitudinal student data; provide professional development to teachers, counselors, and other users regarding extracting from or adding to the data system.</p> <p>Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p>			
<p><b>1.1.11 Increase digital literacy in our students and staff</b>  <i>Hire two Instructional Technology Teachers on Special Assignment (TOSAs) to support the development of digital literacy in teachers as part of the district's technology and Common Core State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction (stipends). One to one devices will be made available to students as part of district's Measure G funds; continued training and coaching for staff will be provided.</i></p>	LEA-wide	<p><u>  X  </u> ALL        -----        OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$75,000</p> <p>LCFF Base: \$75,000</p> <p><u>Certificated Salary &amp; Benefits</u>        010-0000-0-1XXX→3999-1110-2490-301010-000-0000</p> <p><u>Certificated Salary &amp; Benefits</u>        010-0000-0-1XXX→3999-1110-2490-</p>

			077000-000-0000
<b>1.1.12 Purchase instructional materials to support implementation of the Common Core State Standards in Language Arts and Math TK-12.</b> Continue to provide consumable and materials based on need.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$500,000  <u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4100-00-1110-1000-715600-000-0000
<b>1.1.13 Purchase instructional materials and support devices to support the implementation of digital literacy</b> and instructional technology into classroom lessons to aid teaching and increase student learning.  <b>NEW ACTION</b>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	State One-Time Discretionary Funding: \$20,000  <u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4340-00-1110-1000-091061-000-0000
<b>1.1.14 Continue to support the identification of Gifted and Talented students and support their educational needs.</b> Based on 2014-15, implement a plan to improve instructional practices for identified GATE students including any changes in identification process.  Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$16,600  State One-Time Discretionary Funding: \$50,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-

			XXXX-XX-XXXX-XXXX-714000-XXX-XXXX  <u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4310-00-1110-1000-091061-000-0000
<b>1.1.15 Support the educational needs the low socio-economic students, English Learners and Foster Youth who are currently identified as Gifted and Talented program eligible and expand the representation of low socio-economic students, foster youth and English Learners in the Gifted and Talented program.</b>  <i>Universal testing of 3<sup>rd</sup> grade students will continue to ensure equitable access for all students to GATE identification. Yearly data evaluation to include ethnic and socio-demographic information will be completed to review representation. All GATE students will be invited to participate in the site's additional GATE activities and the site coordinator will follow up with identified families to encourage participation.</i>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$20,000  <u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4310-00-1110-1000-301010-000-0000
<b>1.1.16 Maintain and expand Career Technical Education</b> by implementing Career Technical Education pathways and courses. Staff will explore pathways and identify community resources.  Expand CTE programs through planning and development at various secondary sites including Bonfante Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$665,000  <u>Certificated &amp; Classified Salary &amp; Benefits - Textbooks &amp; Materials/Supplies</u> 010-0000-0-

<p>and community classroom opportunities for students.</p> <p>Further develop current CTE programs as introduction to work place skills and transition/pathway to additional CTE model programs as they are implemented.</p>			<p>XXXX-XX-XXXX-6000-XXXX-XXXXXX-XXX-XXXX</p> <p>Carl Perkins: \$56,971</p> <p><u>Textbooks &amp; Materials/Supplies</u> 060-3550-0-XXXX-XX-XXXX-XXXX-XXXXXX-XXX-XXXX</p>
<p><b>1.1.17 Maintain counselors at secondary schools to support schools with LCAP actions:</b></p> <ul style="list-style-type: none"> <li>• College and career awareness (including presentations to elementary schools)</li> <li>• Advanced Placement Access</li> <li>• PSAT Assessment</li> <li>• Identification of support services; referrals to socio-emotional services</li> </ul>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$600,0000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-XX-XXXX-3110-031100-XXX-XXXX</p>
<p><b>1.1.18 Ensure access to Advanced Placement courses and expand course offerings driven by student need.</b></p> <p>Live Oak HS will begin planning with Equal Opportunity Schools to identify missing students in AP courses. Sobrato will continue to implement strategies to increase participation in AP courses and exams as they complete their participation with EOS. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.</p>	Live Oak Sobrato	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$25,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-2100-709100-000-0000</p>

<p><b>1.1.19 Increase the number of underrepresented youth (specifically English Learners and low socio-economic) in Advanced Placement (AP) courses at the high school level.</b></p> <p>Implement procedures and practices identified through the Equal Opportunity School (EOS) grant for increasing the number of underrepresented youth in AP courses. Support sites with funding for teachers to attend AP training with the College Board.</p>	Live Oak Sobrato	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$50,000</p> <p><u>Conference</u> 010-0000-0-5220-00-4760-1000-709100-000-0000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-1000-709100-000-0000</p>
<p><b>1.1.20 Administer the PSAT to all grade 8 and grade 10 students at the comprehensive middle and high schools and grade 11 at the continuation high school</b> in order to identify AP Potential students while giving students additional experience before taking the SAT.</p> <p><b>NEW ACTION</b></p>	Britton Murphy Central Sobrato Live Oak	<p><u>  </u> X ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$16,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-3160-031600-000-0000</p>
<p><b>1.1.21 Implement alternative educational options for high school students in meeting graduation requirements.</b></p> <ol style="list-style-type: none"> <li>1. Provide Cyber High to credit-deficient students in our high schools.</li> <li>2. Establish a secondary team to explore best practices in designing a hybrid program that uses technology and teacher-led instruction as an alternative educational option.</li> <li>3. Continue to refine the continuation high school program and programs offered at comprehensive school sites that include Independent Studies.</li> </ol>	High Schools	<p><u>  </u> X ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base \$5,000.</p> <p>LCFF Supplemental \$30,000</p> <p>State One-Time Discretionary Funding: \$100,000</p>

<p>Improve articulation between the continuation high school and the comprehensive high schools.</p> <p>Revised from “implementing digital HS” Action not completed in 2014-15</p>			<p><u>Contracted Services</u> 010-0000-0-5800-00-4760-2100-709100-000-0000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-1000-091061-000-0000</p>
<p><b>1.1.22 In accordance with the District’s English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics.</b></p> <p><i>Review current course offerings, curricula and instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL students.</i></p> <p><i>Purchase materials as needed to support instructional needs.</i></p> <p><i>Identify Site ELD Facilitators to support ELD and Constructing Meaning Implementation.</i></p> <p><i>Provide professional development to staff (Certificated and Classified) that includes new ELD standards, Constructing Meaning training, Continue to refine ELD practices with EL Achieve Systematic ELD program.</i></p> <p><i>Hire a District ELD Facilitator (Teacher on Special Assignment) to support ELD implementation at the</i></p>	LEA-wide	<p><u>__ALL</u> ----- OR: <u>__</u>Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$75,600</p> <p><u>Certificated Salaries and Benefits:</u> 010-000-0-1000→3999-00-4760-2130-709100-000-0000</p> <p>Title III \$84,000</p> <p><u>Contracted Services:</u> 060-4203-0-5800-00-4760-1999-420300-000-0000</p>

<p><i>elementary sites. The Facilitator will be responsible for facilitating professional development with site Elementary Facilitators and site principals.</i></p>			
<p><b>1.1.23 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy and San Martin/Gwinn Environmental Science Academy</b> The District restructured the schools beginning in 2014-15. San Martin/Gwinn Elementary has a science focus with a Spanish Dual Immersion strand and PA Walsh became a STEAM school. Support will continue for the previously restructured school Jackson Academy of Math and Music in the implementation of its music and math focus.</p> <p>Continue to implement the program plan as detailed in each school's plan and provide ongoing professional development to teachers and support staff to assist with implementation. Maintain academy support by continuing to provide site-based Teachers on Special Assignment to support academies specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs.</p>	<p>San Martin/ Gwinn, P.A. Walsh Jackson</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$284,000</p> <p><u>Certificated</u> <u>Salary &amp;</u> <u>Benefits</u> 010-0000-0- 1000→3999- 00-4760-1000- 709100-000- 0000</p>
<p><b>1.1.24 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students.</b> Provide 10 FTE (full-time equivalent) positions at secondary sites to provide intervention courses for students below grade level in Language Arts and math, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate the effectiveness of the Equity</p>	<p>Murphy Britton Sobrato Live Oak Central</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$920,000</p> <p><u>Certificated</u> <u>Salary &amp;</u> <u>Benefits</u> 010-0000-0- 1000→3999- 00-4760-1000- 709100-000- 0000</p> <p><u>Certificated</u></p>

Adjustment and continue to implement based on student population and need. Based on evaluation, make changes based on need.			<u>Salary &amp; Benefits</u> 010-0000-0-1000→3999-00-1110-1000-301010-000-0000
<b>1.1.25 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</b> Continue to support CAL-SOAP counselors and services in the high schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.	Sobrato Live Oak Central	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Base: \$55,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3110-031100-000-0000
<b>1.1.26 Provide academic interventions specifically addressing the academic needs of low socio-economic students, Foster Youth, and English Learners.</b>  <i>Each site will provide academic interventions.</i>  <i>District staff will research and develop a multi-tiered academic support model for the District. This process will include:</i> <ul style="list-style-type: none"> <li>establishing a leadership team to identify current practices in effective in-class academic and socio-emotional interventions for identified students and a data analysis of specific needs</li> <li>a review of existing intervention programs such as the existing Read 180, Math 180, Lexia and other research based programs.</li> <li>research successful Response to Intervention programs.</li> <li>Professional development on tiered systems</li> </ul>	LEA-wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	LCFF Supplemental: \$100,000  LCFF Supplemental: \$700,000 to support site-level specific intervention and support services  <u>Contracted Services</u> 010-0000-0-5800-00-1110-1000-301010-000-0000



<p><i>of support and in creating a system of data collection for interventions</i></p> <ul style="list-style-type: none"> <li>• <i>Professional development in refining the role of Student Study Teams (SST)</i></li> <li>• <i>Professional development in appropriate processes for EL students for identification and placement in Special Education</i></li> <li>• <i>Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</i></li> </ul>			<p>Title I Site Funds \$197,000 (Site Reading Intervention TOSAs)</p> <p><u>Certificated Salaries:</u> 060-3010-0-19XX-XX-XXXX-XXXX-XXXXXX-XXX-XXXX</p>
<p><b>1.1.27 Provide supplemental academic support for struggling students such as after-school tutoring or extended learning opportunities (summer school in partnership with Silicon Valley Foundation Elevate courses).</b></p> <p><b>NEW ACTION</b></p>	<p>Elementary Schools</p> <p>Middle Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental Carryover \$ 90,000</p> <p>Title III \$27,000. (Summer School for ELs)</p> <p><u>Certificated Salaries:</u> 060-4203-0-1111-00-4760-1000-420300-000-0000</p> <p>Title I Part C Migrant Ed \$30,000</p> <p><u>Certificated Salaries:</u> 060-3061-0-1111-00-4850-1000-306100-</p>

			000-0000
<b>1.1.28 Grade Level Configuration</b> To support all students and accommodate choice options within the district, a committee shall be formed to advise on school grade level structures.  Continue with a year to develop a comprehensive plan.	Elementary School and Middle Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$5,000  <u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4310-00-1110-1000-301010-000-0000
<b>1.1.29 To support low socio-economic, Foster Youth, and English Learners, staff will implement an all-day Transitional Kinder and Kindergarten program in order to increase instructional minutes.</b> Evaluate effectiveness and make necessary modifications for improvement.	Elementary Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	State One-Time Discretionary Funding: \$50,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-00-1110-1000-091061-000-0000
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<p><b>Annual Williams Report</b> will show Properly Assigned Teachers and Materials for every student annually.</p> <p><b>Smarter Balanced:</b> Increase from baseline district-wide 5 percentage points overall and 7 percentage points for Low Socio-economic students, English Learner students, Special Education and Foster Youth using district local assessments based on CCSS and SBAC assessments administered in 2015.</p> <p><b>Local Interim and formative assessments:</b> An increase of a minimum of 10 percentage points in subject areas tested.</p> <p><b>Graduation Rate:</b> Exceed State graduation targets district-wide and for each school and increase the percentage of Latino graduates. Develop internal goals for subgroups that are not reported by State.</p> <p><b>A-G Requirements:</b> Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5 percentage points.</p>		

**Drop Out Rate:** Continue to reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.

**CAHSEE Passing Rate:** Increase percentage of students passing CAHSEE by 2 percentage points each year district-wide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5 percentage points each year for EL students and by at least 5 percentage points for Low socio-economic students in ELA and math.

**Career Technical Education (CTE):** The District will meet the State-level target for the number of CTE concentrators enrolled in capstone course as reported in the State Program Grant System.

**Advanced Placement Participation and Passing Rates:** Increase number and percentage of students participating in AND passing AP exams by 5 percentage points for all groups.

**Science:** Implement Next Generation Science Standards at all schools. Increase an overall student achievement on new Science assessments by 5 percentage points including achievement for each targeted subgroup.

**CELDT & Reclassification:** All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1.2.1 Classroom teachers provide high quality, standards-based daily instruction. Recruit, hire and retain a diverse group of highly qualified teachers</b> who are skilled in closing the achievement gap while all students improve. Maintain an average class size of 24:1 in grades TK-3 and 29:1 in grades 4-12.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base Teachers: \$27,500,000  Title II \$14,000
<b>1.2.2 Provide an induction program for new teachers and coaching support for struggling veteran teachers (Teacher Support Network).</b>	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$61,000  Title II \$146,080
<b>1.2.3 Recruit, hire and retain a diverse group of site support staff and administrators</b> to support vigorous instruction and preparation of all students for college and career readiness.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$6,020,000  Title II \$15,000

<b>1.2.4 Recruit, hire and retain a diverse group of staff to support central services</b> essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	LCFF Base: \$9,414,000
<b>1.2.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education</b> services for identified students.	LEA-wide	___ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	LCFF Base: \$8,863,000
<b>1.2.6 Provide ongoing professional development to all teachers, classified staff and administrators</b> on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs.  Site leaders will continue to receive support in implementing Instructional Rounds and any other needed professional development based on a needs assessment.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	LCFF Base: \$200,000
<b>1.2.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers</b> Continue universal assessment for primary grades. Provide training and opportunities for cross-school articulation on early literacy instructional program and strategies. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten.	Elementary Schools	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	LCFF Base: \$10,100
<b>1.2.8 Hire staff to provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in Language Arts, English Language</b>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	LCFF Supplemental: \$165,000

<p><b>Development, Math, and the Next Generation Science Standards.</b></p> <p><i>A minimum of four district Teachers on Special Assignment (TOSAs) will provide resources, coordinate training, develop coaching skills and implement a plan to provide teachers with opportunities to collaborate across schools by grade level or by course/subject at the secondary level.</i></p>		<p>__Other Subgroups:(Specify)_____</p>	
<p><b>1.2.9 Implement a district-wide assessment plan</b> that includes formative and interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled district-wide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks.</p> <p>Implement formative assessments including new data management system.</p>	LEA-wide	<p><u>  X  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	LCFF Base \$85,000
<p><b>1.2.10 Implement new Student Information System,</b> including hiring of Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement a new assessment data management system for on-going and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed student, school, and district-wide data as well as anticipated annual data, such as for the LCAP.</p> <p>Implement additional module or system for on-going and longitudinal student data; provide</p>	LEA-wide	<p><u>  X  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	LCFF Base: \$100,000

<p>professional development to teachers, counselors, and other users regarding extracting from or adding to the data system.</p> <p>Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p>			
<p><b>1.2.11 Increase digital literacy in our students and staff.</b> <i>Maintain a minimum of two Instructional Technology Teachers on Special Assignment (TOSAs) to support the development of digital literacy in teachers as part of the district's technology and State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction One to one devices will be made available to students as part of the District's Measure G funds; continued training and coaching for staff will be provided.</i></p>	LEA-wide	<p><u>  X  </u> ALL ----- OR:  <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient  <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$75,000</p> <p>LCFF Base: \$75,000</p>
<p><b>1.2.12 Purchase instructional materials to support implementation of State Standards including needed materials for the implementation of the Next Generation Science Standards.</b> Within 12 months of State adoption, investigate, pilot and purchase Language Arts materials for 2016-17. Continue to provide consumable and supplemental Language Arts and Math materials based on need.</p>	LEA-wide	<p><u>  X  </u> ALL ----- OR:  <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient  <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$500,000</p> <p>Fund Balance: \$1,000,000</p>

<b>1.2.13 Purchase instructional materials and support devices to support the implementation of digital literacy</b> and instructional technology into classroom lessons to aid teaching and increase student learning.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base \$20,000
<b>1.2.14 Continue to support the identification of Gifted and Talented students and support their educational needs.</b> Based on progress, implement a plan to improve instructional practices for identified GATE students including any changes in identification process. Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ GATE	LCFF Base: \$16,600
<b>1.2.15 Support the educational needs the low socio-economic students and English Learners who are currently identified as Gifted and Talented program eligible and expand the representation of low socio-economic students and English Learners in the Gifted and Talented program.</b> Universal testing of 3 <sup>rd</sup> grade students will continue to ensure equitable access for all students to GATE identification. Yearly data evaluation to include ethnic and socio-demographic information will be completed to review representation. All GATE students will be invited to participate in the site's additional GATE activities and the site coordinator will follow up with identified families to encourage participation.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$20,000
<b>1.2.16 Maintain and expand Career Technical Education</b> Implement new pathway based on planning from previous year. Hire staff and provide professional development and materials.  Evaluate student outcomes and impact on CTE pathways.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$665,000  Carl Perkins: \$54,000

<p>Expand CTE programs through planning and development at various secondary sites including Bonfante Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships and community classroom opportunities for students.</p> <p>Further develop current CTE programs as introduction to work place skills and transition/pathway to additional CTE model programs as they are implemented.</p>			
<p><b>1.2.17 Maintain counselors at secondary schools to support schools with LCAP actions:</b></p> <ul style="list-style-type: none"> <li>• College and career awareness (including presentations to elem schools)</li> <li>• Advanced Placement Access</li> <li>• PSAT Assessment</li> <li>• Identification of support services; referrals to socio-emotional services</li> </ul>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify)_____</p>	LCFF Base: \$600,000
<p><b>1.2.18 Ensure access to Advanced Placement courses and expand course offerings driven by student need.</b> High Schools will continue to work with Equal Opportunity Schools as needed to identify missing students in AP courses. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.</p>	Live Oak Sobrato	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify)_____</p>	LCFF Supplemental: \$25,000
<p><b>1.2.19 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses.</b> Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or provide support to students.</p>	Live Oak Sobrato	<p><u>    </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils <u>  X  </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify)_____</p>	LCFF Supplemental: \$50,000



<p><b>1.2.20 Administer the PSAT to all grade 8 and grade 10 students at the comprehensive middle and high schools and grade 11 at the continuation high school</b> in order to identify AP Potential students while giving students additional experience before taking the SAT.</p> <p><b>NEW ACTION</b></p>	<p>Britton Murphy Central Sobrato Live Oak</p>	<p><u>  X  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$16,000</p>
<p><b>1.2.21 Implement alternative educational options for high school students in meeting graduation requirements</b></p> <p>1. Provide Cyber High to credit-deficient students in our high schools.</p> <p>2. Establish a secondary team to explore best practices in designing a hybrid program that uses technology and teacher-led instruction as an alternative educational option.</p> <p>3. Continue to refine the continuation high school program and programs offered at the comprehensive school sites that include Independent Studies. Improve articulation between the continuation high school and the comprehensive high schools.</p>	<p>High Schools</p>	<p><u>  X  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$75,000</p>
<p><b>1.2.22 In accordance with the District's English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics.</b></p> <p><i>Review current course offerings, curricula and instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL students.</i></p> <p><i>Purchase materials as needed to support instructional needs.</i></p>	<p>LEA-wide</p>	<p><u>  </u> ALL ----- OR: __Low Income pupils <u>  X  </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$75,000</p> <p>Title III \$84,000</p>

<p><i>Identify Site ELD Facilitators to support ELD and Constructing Meaning Implementation.</i></p> <p><i>Provide professional development to staff (Certificated and Classified) that includes new ELD standards and Constructing Meaning training; Continue to refine ELD practices with EL Achieve Systematic ELD program.</i></p> <p><i>Hire a District ELD Facilitator (Teacher on Special Assignment) to support ELD implementation at the elementary sites. The Facilitator will be responsible for facilitating professional development with site Elementary Facilitators and site principals.</i></p>			
<p><b>1.2.23 Allocate .2 FTE (one period) to secondary school sites to support teachers in teaching ELs</b> using Constructing Meaning resources and coaching support. Professional development will be provided to site Constructing Meaning coaches.</p> <p><b>NEW ACTION</b></p>	<p>Middle and High Schools</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  X  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$60,000</p>
<p><b>1.2.24 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy and San Martin/Gwinn Environmental Science Academy</b></p> <p>The district restructured the schools beginning in 2014-15. San Martin/Gwinn Elementary has a science focus with a Spanish Dual Immersion strand and PA Walsh became a STEAM school. Support will continue for the previously restructured school Jackson Academy of Math and Music in the implementation of its music and math focus.</p> <p>Continue to implement the program plan as detailed in each school's plan and provide on-going professional development to teachers and support staff to assist with implementation. Maintain</p>	<p>San Martin Gwinn, PA Walsh, and Jackson Academy</p>	<p><u>  </u>ALL ----- OR: <u>  X  </u>Low Income pupils <u>  X  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$300,000</p>

academy support by continuing to provide site-based Teachers on Special Assignment to support academies specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs.			
<p><b>1.2.25 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students.</b></p> <p>Provide 10 FTE (full time equivalent) positions at secondary sties provide intervention courses for students below grade level in math and science, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate effectiveness of the Equity Adjustment and continue to implement based on student population and need.</p>	Murphy Britton Sobrato Live Oak Central	<p>___ALL -----</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   ___Redesignated fluent English proficient            ___Other Subgroups:(Specify)_____</p>	LCFF Supplemental: \$940,000
<p><b>1.2.26 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</b></p> <p>Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.</p>	Sobrato Live Oak Central	<p>___ALL -----</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners            ___Foster Youth   ___Redesignated fluent English proficient            ___Other Subgroups:(Specify)_____</p>	LCFF Base: \$55,000

<p><b>1.2.27 Provide academic interventions specifically addressing the academic needs of low socio-economic students, Foster Youth, and English Learners.</b></p> <p><i>Each site will provide academic interventions.</i></p> <p><i>District staff will pilot a multi-tiered academic support model for the District. This process will continue the work by:</i></p> <ul style="list-style-type: none"> <li><i>establishing a leadership team to identify current practices in effective in-class academic and socio-emotional interventions for identified students and a data analysis of specific needs</i></li> <li><i>A review of existing intervention programs such as the existing Read 180 schools and schools that are currently using Lexia and Math 180 as well as other research-based programs.</i></li> <li><i>Research successful Response to Intervention programs.</i></li> <li><i>Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</i></li> </ul>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$100,000</p> <p>LCFF Supplemental: \$700,000 to support site-level specific intervention and support services.</p> <p>Title I Site Funds \$197,000 (Site Reading Intervention TOSAs)</p>
<p><b>1.2.28 Provide supplemental academic support for struggling students such as after-school tutoring or extended learning opportunities (summer school in partnership with Silicon Valley Foundation Elevate courses).</b></p>	<p>Elementary Schools</p> <p>Middle Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental \$ 90,000</p> <p>Title III \$27,000 (Summer School for ELs)</p> <p>Title I Part C Migrant Ed \$30,000</p>

<b>1.2.29 Grade Level Configuration</b> Implement recommended changes in grade level configurations.	Elementary School and Middle Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: TBD
<b>1.2.30 To support low socio-economic, Foster Youth, and English Learners, staff will implement an all-day Transitional Kinder and Kindergarten program in order to increase instructional minutes.</b> Continue to evaluate effectiveness and make necessary modifications for improvement.	Elementary Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: TBD
<b>1.2.31 Early Childhood Education/Preschool</b> Collaborate with existing CDC and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs. Explore funding options for expanding preschool opportunities within the District.	Nordstrom, El Toro, Walsh Elementary Schools  Migrant Preschool locations: San Martin Gwinn and Walsh Elementary Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$5,000
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<p><b>Annual Williams Report</b> will show Properly Assigned Teachers and Materials for every student</p> <p><b>Smarter Balanced:</b> Increase from baseline district-wide 5 percentage points overall and 7 percentage points for Low Socio-economic students, English Learner students, Special Education and Foster Youth using district local assessments based on CCSS and SBAC assessments administered in 2016.</p> <p><b>Smarter Balanced:</b> Increase from baseline district-wide 5 percentage points overall and 7 percentage points for Low Socio-economic students, English Learner students, Special Education and Foster Youth using district local assessments based on CCSS and SBAC assessments administered in 2015.</p> <p><b>Local Interim and formative assessments:</b> An increase of a minimum of 10 percentage points in subject areas tested.</p> <p><b>Graduation Rate:</b> Exceed State graduation targets district-wide and for each school and increase the percentage of Latino graduates.</p>		

Develop internal goals for subgroups that are not reported by State.

**A-G Requirements:** Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5 percentage points.

**Drop Out Rate:** Continue to reduce the number and percentage of all students dropping out of school by improving practices and support for identified students.

**CAHSEE Passing Rate:** Increase percentage of students passing CAHSEE by 2 percentage points each year districtwide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5 percentage points each year for EL students and by at least 5 percentage points for Low socio-economic students in ELA and math.

**Career Technical Education (CTE):** The District will meet the State-level target for the number of CTE concentrators enrolled in capstone course as reported in the State Program Grant System.

**Advanced Placement Participation and Passing Rates:** Increase the number and percentage of students participating in AND passing AP exams by 5 percentage points for all groups.

**Science:** Implement the Next Generation Science Standards at all schools. Increase an overall student achievement on new Science assessments by 5 percentage points including achievement for each targeted subgroup.

**CELDT & Reclassification:** All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1.3.1 Classroom teachers provide high quality, standards-based daily instruction: recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve.</b></p> <p>Maintain a class size of 24:1 in grades TK-3 and 29:1 in grades 3-12.</p>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base Teachers: \$28,000,000</p> <p>Title II \$14,000</p>
<p><b>1.3.2 Provide an induction program for new teachers and coaching support for struggling veteran teachers (Teacher Support Network).</b></p>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$61,000</p> <p>Title II: \$146,080</p>

<b>1.3.3 Recruit, hire and retain a diverse group of site support staff and administrators</b> to support vigorous instruction and preparation of all students for college and career readiness.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$6,140,000  Title II \$15,000
<b>1.3.4 Recruit, hire and retain a diverse group of staff to support central services</b> essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$9,600,000
<b>1.3.5 Recruit, hire and retain a diverse group of staff to provide high quality Special Education</b> services for identified students:	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$9,040,000
<b>1.3.6 Provide on-going professional development to all teachers, classified staff and administrators</b> on the implementation of the Common Core State Standards, Literacy, Digital Literacy, ELD Standards and the Next Generation Science Standards in the base program. Training will be based on surveys and identified needs.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$200,000
<b>1.3.7 Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers.</b> Develop strategies to address students who are not progressing toward grade level standards. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten. Monitor assessment plan for Transitional Kindergarten and Kindergarten initial placement and class composition.	Elementary Schools	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	LCFF Base: \$10,100

<p><b>1.3.8 Hire staff to provide on-going professional development to teachers and administrators on the implementation of the Common Core State Standards in English Language Arts, English Language Development, Math and the Next Generation Science Standards.</b>  <i>A minimum of four district Teachers on Special Assignment (TOSAs) will provide resources, coordinate training, develop coaching skills and implement a plan to provide teachers opportunities to collaborate across schools by grade level or by course/subject at the secondary level.</i></p>	LEA-wide	<p><u>  X  </u> ALL  -----  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF  Supplemental:  \$165,000</p>
<p><b>1.3.9 Implement a district-wide assessment plan</b> that includes formative and interim assessments designed to identify student needs in grades TK -12 and inform instructional decisions in the areas of Language Arts and Math. This includes the purchase of assessments or the development of assessments to be scheduled district-wide by level or course. The assessment plan includes professional development in understanding the types and purposes of assessments as per the new State frameworks.  Maintain new data management system as needed.</p>	LEA-wide	<p><u>  X  </u> ALL  -----  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base:  \$85,000</p>
<p><b>1.3.10 Implement new Student Information System,</b> including hiring of Student Information System Coordinator; provide training for all users, use of online parent communication tool access, and view on-going progress information (grades, testing, etc.). Implement a new assessment data management system for ongoing and longitudinal student data and the development of a new student data module that extracts in real-time from our new SIS (Aeries) regularly needed student, school, and district-wide data as well as anticipated annual data, such as for the LCAP.</p>	LEA-wide	<p><u>  X  </u> ALL  -----  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base:  \$100,000</p>



<p>Implement an additional module or system for on-going and longitudinal student data; provide professional development to teachers, counselors, and other users regarding extracting from or adding to the data system.</p> <p>Link or merge teacher class webpages to new SIS system for ease of parent access. Create parent portal in SIS system that provides access for needed student information. Link parent portal to web pages that contain district-wide or school-based intervention programs.</p>			
<p><b>1.3.11 Increase digital literacy in our students and staff.</b> <i>Maintain a minimum of two Instructional Technology Teachers on Special Assignment (TOSAs) to support the development of digital literacy in teachers as part of the District's technology and State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction. One to one devices will be made available to students as part of district's Measure G funds; continue training and coaching for staff will be provided.</i></p>	LEA-wide	<p><u>  X  </u> ALL ----- OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$75,000</p> <p>LCFF Base: \$75,000</p>
<p><b>1.3.12 Purchase instructional materials to support implementation of State Standards including needed materials.</b> Continue to provide consumable and supplemental materials based on need.</p>	LEA-wide	<p><u>  X  </u> ALL ----- OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$500,000</p>

<b>1.3.13 Purchase instructional materials and support devices to implementation of digital literacy</b> and instructional technology into classroom lessons to aid teaching and increase student learning.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base \$20,000
<b>1.3.14 Continue to support the identification of Gifted and Talented students and support their educational needs.</b> Based on progress, implement a plan to improve instructional practices for identified GATE students including any changes in identification process. Each elementary site has a GATE Facilitator to provide support to enrichment opportunities.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$16,600
<b>1.3.15 Support the educational needs the low socio-economic students and English Learners who are currently identified as Gifted and Talented program eligible and expand the representation of low socio-economic students and English Learners in the Gifted and Talented program.</b> Universal testing of 3 <sup>rd</sup> grade students will continue to ensure equitable access for all students to GATE identification. Yearly data evaluation to include ethnic and socio-demographic information will be completed to review representation. All GATE students will be invited to participate in the site's additional GATE activities and the site coordinator will follow-up with identified families to encourage participation.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$20,000

<p><b>1.3.16 Maintain and expand Career Technical Education</b> Implement new pathway based on planning from previous year. Hire staff and provide professional development and materials.</p> <p>Evaluate student outcomes and impact of CTE pathway.</p> <p>Expand CTE programs through planning and development at various secondary sites including Bonfante Johnson and Monterey Road facilities using best practices and proven models. Explore and develop matched CTE business partnerships and community classroom opportunities for students.</p> <p>Further develop current CTE programs as introduction to work place skills and transition/pathway to additional CTE model programs as they are implemented.</p>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$665,000</p> <p>Carl Perkins: \$54,000</p>
<p><b>1.3.17 Maintain counseling support to the secondary schools to support schools with LCAP actions:</b></p> <ul style="list-style-type: none"> <li>• College and career awareness (including presentations to elementary schools)</li> <li>• Advanced Placement Access</li> <li>• PSAT Assessment</li> <li>• Identification of support services; referrals to socio-emotional services</li> </ul>	LEA-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: \$600,000</p>
<p><b>1.3.18 Ensure access to Advanced Placement courses and expand course offerings driven by student need.</b> High Schools will continue to work with Equal Opportunity Schools as needed to identify missing students in AP courses. Staff will monitor student success as measured by class grades and Advanced Placement exam pass rate.</p>	Live Oak Sobrato	<p><u>  X  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$25,000</p>

<b>1.3.19 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses.</b> Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or provide support to students.	Live Oak Sobrato	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$50,000
<b>1.3.20 Administer the PSAT to all grade 8 and grade 10 students at the comprehensive middle and high schools and grade 11 at the continuation high school</b> in order to identify AP Potential students while giving students additional experience before taking the SAT.	Britton Murphy Central Sobrato Live Oak	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$16,000
<b>1.3.21 Implement alternative educational options for high school students in meeting graduation requirements</b> 1. Provide Cyber High to credit-deficient students in our high schools. 2. Establish a secondary team to explore best practices in designing a hybrid program that uses technology and teacher led instruction as an alternative educational option. 3. Continue to refine the continuation high school program and programs offered at the comprehensive school sites that include Independent Studies. Improve articulation between the continuation high school and the comprehensive high schools.	High Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base \$75,000
<b>1.3.22 In accordance with the District's English Learner Master Plan, develop a strong, comprehensive English Language Development Program for English Learners to accelerate English Language acquisition and support academics.</b>  <i>Review current course offerings, curricula and</i>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$75,600  Title III \$84,060

<p><i>instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL students.</i></p> <p><i>Purchase materials as needed to support instructional needs.</i></p> <p><i>Identify Site ELD Facilitators to support ELD and Constructing Meaning Implementation.</i></p> <p><i>Provide professional development to staff (Certificated and Classified) that includes new ELD standards and Constructing Meaning training; continue to refine ELD practices with EL Achieve Systematic ELD program.</i></p> <p><i>Hire a District ELD Facilitator (Teacher on Special Assignment) to support ELD implementation at the elementary sites. The Facilitator will be responsible for facilitating professional Development with site Elementary Facilitators and site principals.</i></p>			
<p><b>1.3.23 Allocate .2 FTE to secondary school sites to support teachers in teaching ELs</b> using Constructing Meaning resources and coaching support. Professional development will be provided to site Constructing Meaning coaches.</p>	<p>Britton Murphy Sobrato HS Live Oak</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$60,000</p>
<p><b>1.3.24 Focused Academies: Jackson Academy of Math and Music, Walsh STEAM Academy and San Martin/Gwinn Environmental Science Academy</b></p> <p>The District restructured the schools beginning in 2014-15. San Martin/Gwinn Elementary has a science focus with a Spanish Dual Immersion strand and PA Walsh became a STEAM school. Support will continue for the previously restructured school Jackson Academy of Math and Music in the implementation of its music and math focus.</p>	<p>San Martin Gwinn, PA Walsh, and Jackson</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$300,000</p>

<p>Continue to implement the program plan as detailed in each schools plan and provide ongoing professional development to teachers and support staff to assist with implementation. Maintain academy support by continuing to provide site-based Teachers on Special Assignment to support academies' specific needs – science, technology, and music. Evaluate student outcomes and effectiveness of programs.</p>			
<p><b>1.3.25 Provide additional staffing allocation to middle and high schools (Equity Adjustment) to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students.</b> Provide 10 FTE (full time equivalent) positions at secondary sites to provide intervention courses for students below grade level in math and science; implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of bilingual or low socio-economic students. Evaluate effectiveness of the Equity Adjustment and continue to implement based on student population and need.</p>	<p>Murphy Britton Sobrato Live Oak Central</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$940,000</p>
<p><b>1.3.26 Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</b> Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.</p>	<p>Sobrato Live Oak Central</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$55,000</p>

<b>1.3.27 Continue to provide technical support and professional development to staff including strategies for working with culturally and linguistically diverse students in Advanced Placement courses.</b> Evaluate effectiveness of practices for Sobrato and Live Oak. Support sites with funding for teachers to attend AP training with the College Board or providing support to students.	Sobrato Live Oak	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$50,000
<b>1.3.28 Provide academic interventions specifically addressing the academic needs of low socio-economic students, Foster Youth, and English Learners.</b>  <i>Each site will provide academic interventions.</i>  <i>District staff will pilot a multi-tiered academic support model for the District. This process will continue the work by:</i> <ul style="list-style-type: none"> <li>• <i>establishing a leadership team to identify current practices in effective in-class academic and socio- emotional interventions for identified students and a data analysis of specific needs</i></li> <li>• <i>A review and analysis of existing intervention</i></li> <li>• <i>Professional development on tiered systems of support and in creating a system of data collection for interventions</i></li> <li>• <i>Participation in professional development that may include the use of consultation services to facilitate the process in designing the plan.</i></li> </ul>	LEA-wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$100,000  LCFF Supplemental: \$700,000 to support site-level specific intervention and support services.  Title I Site Funds \$197,000 (Site Reading Intervention TOSAs)
<b>1.3.29 Provide supplemental academic support for struggling students such as after-school tutoring or extended learning opportunities (summer school in partnership with Silicon Valley Foundation Elevate courses).</b>	Elementary Schools  Middle Schools	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental \$ 90,000  Title III

			\$27,000 (Summer School for ELs)  Title I Part C Migrant Ed \$30,000
<b>1.3.30 Grade Level Configuration</b> Implement recommended changes in grade level configurations.	Elementary School and Middle Schools	__ALL ----- OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base: TBD
<b>1.3.31 To support low socio-economic students, Foster Youth, and English Learners, staff will implement an all-day Transitional Kinder and Kindergarten program in order to increase instructional minutes.</b>	Elementary Schools	__ALL ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base: TBD
<b>1.3.32 Early Childhood Education/Preschools</b> Continue collaboration with existing CDC and Migrant preschool programs to develop articulation between Transitional Kinder and Kinder programs. Explore funding options for expanding preschool opportunities within the district.	Nordstrom, El Toro, Walsh Elementary Schools  Migrant Preschool locations: San Martin Gwinn and Walsh Elementary Schools	__ALL ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Supplemental: \$5,000



GOAL:	<b>2 Parent Engagement</b> All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.	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:	<p>Input from families and staff during the LCAP community meetings indicated an interest in increasing opportunities for authentic engagement for ALL families to support academic and socio-emotional success for students. Parents of English Learner students expressed a need to have more parents participate in school committees and meetings.</p> <p><b>Metrics</b></p> <ul style="list-style-type: none"> <li>• <b>2011 Project Cornerstone survey</b> indicates that 60% of the elementary schools have 60% or more answering that parent involvement is an asset present at their schools; of the secondary schools, one school had a score of 60% or more.</li> <li>• <b>District Attendance Rate</b> was 95.49% in 2012-13; 95.38% for 2013-2014; there has been a decrease in attendance rates in the last two years</li> <li>• <b>Parent Engagement Survey 2014-15 Baseline Data</b></li> </ul> <p><b>Key Findings</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Environment</b>- Respondents appear more satisfied with their children's teachers than with the overall learning environment in their children's schools</li> <li>• <b>School Climate</b>- The majority of respondents agree or strongly agree with each of the survey's positive statements about school climate.</li> <li>• <b>Communication</b>- Respondents are most satisfied with communication regarding their children's progress. In contrast, communication regarding children's non-academic needs and a given school's overall direction represent potential development areas.</li> <li>• <b>Parent Participation</b>- Nearly all respondents refer to special events as a means through which their children's schools engage parents. Other common forms of engagement include volunteering at their children's schools and knowing how to help their children succeed in school. However, opportunities exist for schools to express a greater appreciation for parent involvement, as only two-thirds of respondents perceive their children's schools as valuing parent input. Forty-four percent of respondents report that nothing prevents them from participating in activities at their children's schools. Of those respondents who do confront one or more barriers, however, conflict with work appears the most common. Moreover, 28 percent of respondents whose children are ELs cite their inability to speak English well.</li> <li>• <b>Parent Education Opportunities</b>- Respondents appear most interested in parent education opportunities related to supporting children in learning the Common Core State Standards. Other parent education opportunities that respondents would find helpful include: using online student information systems to monitor students' success; understanding school decision-making processes; and fostering study skills.</li> </ul> <p>For the complete report, see District website for the Parent Engagement Analysis.</p>	
Goal Applies to:	Schools: All schools	

Applicable Pupil Subgroups: All Students, English Learners, Low Socio-economic and Special Education students			
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400). Survey data will show a 10-percentage point increase in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.</li> <li>Attendance Rates for all of our schools and Districtwide will improve by .10 each year (Baseline 2013-14 95.38%)</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>2.1.1 Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.</b> Based on survey results from Hanover Research, baseline data will be reviewed and goals determined to improve involvement and connectedness including parent volunteer/engagement opportunities.  A Parent Engagement plan will be developed based on the State Family Engagement Framework .The District program should be aligned with the seven program dimensions recommended by the state: involvement, governance and administration, funding, standards, assessment and accountability, staffing and professional development, opportunity and equal opportunity access. The plan should reflect the following parent engagement opportunities: leadership, volunteering, accessing community resources, learning opportunities and school.	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	In Kind
<b>2.1.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career.</b> Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as Parent Institute for Quality Education, Learning and Loving	LEA-wide	<u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	Adult Ed \$91,000  <u>Certified Salary</u> 110-0000-0- 1110-12-4110- 1000-639000- 000-0000

<p>Center and Adult Education.</p> <p>Explore the idea of developing a centralized parent center and identify a lead Community Liaison to help coordinate parent education opportunities.</p>			<p>LCFF Supplemental \$20,000</p> <p>Title I \$20,000</p> <p><u>Contracted Services:</u> 060-3010-0-5800-00-1110-1000-301000-000-0000</p> <p>Title III \$1,500.</p> <p>Title I Part C Migrant \$2,000</p>
<p><b>2.1.3 Support two-way communication with families and community members to inform them about and get input on District programs and practices.</b> Maintain bilingual Community Liaisons for each site to engage families and community members in two-way communication on District programs and practices. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p>	LEA-wide	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF Base: \$170,000</p> <p><u>Classified Salary &amp; Benefits</u> 010-0000-0-XXXX-XX-1110-2495-024950-XXX-XXXX</p>

<p><b>2.1.4 Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners.</b> Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$111,000</p> <p><u>Classified Salary &amp; Benefits</u> 010-0000-0-XXXX-00-4760-2490-709100-000-0000</p>
<p><b>2.1.5 Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities and community.</b> Continue partnerships with organizations such as YMCA Project Cornerstone (Los Dichos, ABC Learners, Take it Personally, etc.) to support parent leadership and involvement.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$10,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4160-1000-709100-000-0000</p>
<p><b>2.1.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish speaking English Learners.</b> Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Develop staff recognition program to acknowledge staff that successfully complete the program.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$20,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-1000-709100-000-0000</p>

<b>2.1.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement. Provide professional development to certificated staff and classified staff on working effectively with diverse students and families.</b>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$15,000  <u>Certified Salary</u> 010-0000-0- 1150-00-4760- 1000-709100- 000-0000
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400). Survey data will reflect parents scoring 85% or higher satisfaction in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.</li> <li>Attendance Rates for all of our schools and District-wide will improve by .10 each year (Baseline 2013-14 95.38%)</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>2.2.1 Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.</b> Implement Parent Engagement Plan and increase overall parental involvement and connectedness by 5 percentage points from baseline by providing activities that reflect needs from survey.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	In Kind
<b>2.2.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career.</b> Based on needs survey, offer parent education opportunities that reflect the identified needs in partnership with local resources such as the Parent Institute for Quality Education, Learning and Loving Center and Adult Education.  Develop a plan for a centralized parent center.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Adult Ed \$91,000  LCFF Supplemental \$20,000  Title I \$20,000  Title III \$1,500

			Title I Part C Migrant \$2,000
<b>2.2.3 Support two-way communication with families and community members to inform them about and get input on District programs and practices.</b> Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practices. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$180,000
<b>2.2.4 Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners.</b> Continue to provide additional hours of support for each site. Community Liaisons will be trained and will conduct home visits.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$111,000
<b>2.2.5 Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities.</b> Continue partnerships with organizations such as YMCA Project Cornerstone and Parent Institute for Quality Education to support parent leadership and engagement in creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio-economic students and Foster Youth. Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, Take it Personally. Continue to offer parent leadership and education opportunities.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$10,000

<b>2.2.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish-speaking English Learners.</b> <i>Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Create internal goals for staff participation in program.</i>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$20,000
<b>2.2.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement.</b> <i>Provide professional development to certificated and classified staff on working effectively with diverse students and families.</i>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$15,000

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Using the baseline and targets from Year 2014-15, there will be an increase in the number of parents responding to the survey (from 240 to 400). Survey data will show 95% or higher being satisfied in each of the key areas: Learning Environment, Communication, Parent Participation and Parent Education Opportunities.</li> <li>Attendance Rates for all of our schools and District-wide will improve by .10 each year (Baseline 2013-14 95.38%)</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>2.3.1 Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.</b> <i>Continue implementing, monitoring and revising goals of the Parent Engagement Plan with the goal to increase overall parental involvement and connectedness by 5 percentage points every consecutive year.</i>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	In Kind
<b>2.3.2 Provide parent education opportunities and resources for parents/guardians to support their children's education at home and foster their role in preparing their children for college and career.</b> <i>Based on needs survey, offer parent education opportunities that reflect the identified needs in</i>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Adult Ed \$91,000  LCFF Supplemental \$20,000

<p>partnership with local resources such as Parent Institute for Quality Education, Learning and Loving Center and Adult Education.</p> <p>Implement plan for the developing a centralized parent center.</p>			<p>Title I \$20,000</p> <p>Title III \$1,500</p> <p>Title I Part C Migrant \$2,000</p>
<p><b>2.3.3 Support two-way communication with families and community members to inform them about and get input on district programs and practices.</b> Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practice. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p>	LEA-wide	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LCFF Base: \$180,000
<p><b>2.3.4</b> <i>Provide bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners and low socio-economic families. Continue to provide <b>additional hours</b> of support for each site. Community Liaisons will be trained and will conduct home visits.</i></p>	LEA-wide	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LCFF Supplemental: \$111,000
<p><b>2.3.5</b> <i>Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. Continue partnerships with organizations such as YMCA Project Cornerstone and Parent Institute for Quality Education to support parent leadership and engagement creating vibrant, caring communities of learners, specifically creating an inclusive</i></p>	LEA-wide	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	LCFF Supplemental: \$10,000



community for English Learners, low socio-economic students and foster youth. Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, and Take it Personally. Continue to offer parent leadership and education opportunities.			
<b>2.3.6 Provide Spanish language classes for staff to improve communication between staff and parents of Spanish speaking English Learners.</b> Continue to offer Spanish language classes through Adult Education. Offer additional sequential classes to support staff to become bilingual. Create internal goals for staff participation in program.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$20,000
<b>2.3.7 Improve communication and relationship with parents of English Learners, low socio-economic, and Foster Youth in order to increase parent and student engagement.</b> Provide Professional Development to certificated and classified staff on working effectively with diverse students and families	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$15,000



	Page 33 of 43			
	<p>Percentage of students reporting current (last 30 days) alcohol or drug use: 7<sup>th</sup> grade, 7%; 9<sup>th</sup> grade, 29%; 11<sup>th</sup> grade, 41%; 11<sup>th</sup>/continuation, 68%.</p> <p>Percentage of students reporting feelings of chronic sadness/hopelessness: 7<sup>th</sup> grade, 22%; 9<sup>th</sup> grade, 32%; 11<sup>th</sup> grade, 39%; 11<sup>th</sup>/continuation, 46%</p> <ul style="list-style-type: none"><li>● <b>Suspension Rate</b> 2012 - 2013 5.1% 2013 - 2014 2.9% There is a high representative percentage of Latino students being suspended compared to other students. In 2012-13, 60% of all students who were suspended were Latino; 23% of these students were Caucasian, 17% were from other ethnic/racial backgrounds</li><li>● <b>Expulsion Rate</b> 2012 – 2013 .2% 2013 - 2014 .3% There is a higher percentage of Latino students being expelled. In 2012-13, 70% of the students expelled were Latino. 22% were Caucasian and 8% from other backgrounds.</li><li>● <b>Chronic Absenteeism Rate (includes excused and unexcused absences) 11.2%</b> Number of students that had 10 or more percent absent : 1018 Chronic Absenteeism Rate% = (1018 / 9082) * 100 = 11.21% Most chronic absences are at the secondary level and most chronic absences at the elementary level are at Title I schools. There is a need to reduce absences in school, particularly at secondary level.</li></ul>			
Goal Applies	Schools:	All schools		
	Applicable Pupil Subgroups:	All Students, English Learners, Low Socio-economic and Special Education students		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>Demonstrate increased engagement, connectedness to school, and persistence as measured by</p> <ul style="list-style-type: none"><li>● A 5 percentage point increase in the percent of students reporting on the Healthy Kids Survey that they feel safe and connected in school.</li><li>● An increase for all students, including targeted sub groups, in graduation rates and a decrease dropout rates, suspensions, and expulsions by 10 percentage points.</li></ul>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<b>3.1.1 Provide socio-emotional and academic counseling services.</b> At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$600,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-031100-XXX-XXXX
<b>3.1.2 Provide socio-emotional and academic counseling services at all sites.</b> Under the leadership of the Coordinator of Student Services, monitor and continue to develop partnerships with community-based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15.  <b>Maintain district-level staffing, such as Coordinator of Student Services,</b> to support implementation of all programs that will support students' social-emotional and academic needs and promote student engagement and safety.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$140,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3130-031300-XXX-XXXX
<b>3.1.3 Improve attendance rates and reduce chronic absenteeism</b> Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and develop interventions strategies for working with truant students.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base \$2,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3130-031300-000-0000

<b>3.1.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior.</b> Pilot Positive Behavior Intervention System at designated sites (at least one elementary, middle and high school). Identify site staff to be site leads for Positive Behavior Intervention System. Provide training within each school.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$100,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3130-031300-000-0000
<b>3.1.5 Develop a community service or service-learning component for the school curriculum and add to graduation requirements.</b> Staff will explore how other districts implement community service and/or service learning within their curriculum.  Create proposal and implementation plan for Secondary Curriculum Council, Board of Education, and high school staff. Adopt criteria by June 2016	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$5,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3130-031300-000-0000
<b>3.1.6 To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates</b>  Provide an additional 1.0 FTE of counseling per high school and 1.0 for middle schools.	Live Oak Sobrato Britton Murphy Jackson	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$250,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-301010-XXX-XXXX

<p><b>3.1.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school.</b>  <i>Reduce barriers for participation of low-income youth by expanding transportation services especially at the secondary level to provide for an “activities bus.” Investigate providing early morning activities and/or classes to support students who have after-school jobs.</i></p>	LEA-wide	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  X  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$100,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-3600-709100-000-0000</p>
<p><b>3.1.8 Reduce the number and percentage of Latino students being suspended by school site and expelled district-wide.</b> <i>District staff will revisit and conduct a Root Cause Analysis in order to develop a plan of action districtwide. Under the leadership of Coordinator of Student Services, develop a plan for implementing culturally responsive practices in addressing behavior.</i></p> <p><i>Continue to work with school sites in reviewing current discipline policies and practices. Monitor the number of discipline referrals by school. Each school will include a goal in the SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention.</i></p> <p><i>Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board.</i></p>	LEA-wide	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  X  </u> Other Subgroups:(Specify) <u>  Latino  </u></p>	<p>LCFF Supplemental: \$10,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-2130-709100-000-0000</p>
<p><b>3.1.9 Continue to support college knowledge and career awareness activities</b> <i>to support student engagement with a special focus on under-represented students such as low socio-economic students and Foster Youth. Expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</i></p>	LEA-wide	<p><u>  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils <u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Supplemental: \$40,000</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-</p>

Work with Gavilan College to offer High Step program to all of our high schools where students may take a community college course at one of our campuses.			1000-301010-000-0000
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Demonstrate increased engagement, connectedness to school, and persistence as measured by <ul style="list-style-type: none"> <li>a 5 percentage point increase in percent of students reporting on the California Healthy Kids Survey that they feel safe and connected in school.</li> <li>an increase for all students, including targeted sub groups, in graduation rates and decrease dropout rates, suspensions, and expulsions by 10 percentage points.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>3.2.1 Provide socio-emotional and academic counseling services.</b> At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions.	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF Base: \$612,000
<b>3.2.2 Provide socio-emotional and academic counseling services at all sites.</b> Under the leadership of the Coordinator of Student Services, monitor and continue to develop partnerships with community-based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15.  <b>Hire district-level staffing, such as Coordinator of Student Services</b> to support implementation of all programs that will support student social-emotional and academic needs and promote student engagement and safety.	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF Base: \$140,000

<b>3.2.3 Improve attendance rates and reduce chronic absenteeism</b> Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and have interventions strategies for working with truant students.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$2,000
<b>3.2.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System and a multi-tiered system of support for behavior.</b> Expand Positive Behavior Intervention System to three additional school sites including training and coaching support as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$100,000
<b>3.2.5 Develop a community service or service-learning component for the school curriculum and add to graduation requirements.</b> Staff will implement community service as part of graduation requirements and design a plan for including community service/service learning as part of the elementary and middle schools curriculum. Work with community partners.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$25,000
<b>3.2.6 To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates</b>  Provide an additional 1.0 FTE of counseling per high school and 1.0 for middle schools.	Live Oak Sobrato Britton Murphy Jackson	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$255,000



<p><b>3.2.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school.</b> Evaluate effectiveness of an “activities bus” at increasing student engagement in extra curricular activities.</p>	Secondary Schools	<p><u>  </u> ALL ----- OR: <u>  X  </u> Low Income pupils <u>  </u> English Learners <u>  X  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	LCFF Supplemental: \$100,000
<p><b>3.2.8 Reduce the number and percentage of Latino students being suspended by school site and expelled District-wide.</b> Continue to work with school site in reviewing current discipline policies and practices and expanding culturally responsive practices. Monitor number of discipline referrals by school. Each school will include a goal in SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention.</p> <p>Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board.</p>	LEA-wide	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  X  </u> Other Subgroups:(Specify) <u>  </u> Latino _____</p>	LCFF Supplemental: \$10,000
<p><b>3.2.9 Continue to support college knowledge and career awareness activities</b> to support student engagement with a special focus on under-represented students such as low socio-economic students and foster youth. Continue to expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</p> <p>Work with Gavilan College to offer High Step program to all of our high schools where high school students may take a community college course at one of our campuses.</p>	LEA-wide	<p><u>  </u> ALL ----- OR: <u>  X  </u> Low Income pupils <u>  X  </u> English Learners <u>  X  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	LCFF Supplemental: \$40,000

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Demonstrate increased engagement, connectedness to school, and persistence as measured by <ul style="list-style-type: none"> <li>• A 5 percentage point increase in percent of students reporting on the California Healthy Kids Survey reporting that they feel safe and connected in school.</li> <li>• An increase for all students, including targeted sub groups, in graduation rates and decrease dropout rates, suspensions, and expulsions by 10 percentage points.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>3.3.1 Provide socio-emotional and academic counseling services.</b> At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students with the goal of reducing the number of annual allocations funded by the District in conjunction with reducing the number of expulsions.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- - OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$625,000
<b>3.3.2 Provide socio-emotional and academic counseling services at all sites.</b> Under the leadership of the Coordinator of Student Services, monitor and continue to develop partnerships with community based organizations to provide services, maintain referral and service data, and evaluate parity of referrals and effectiveness of supports using data tool developed in 2014-15.  <b>Hire district-level staffing, such as Coordinator of Student Services,</b> to support implementation of all programs that will support student social-emotional and academic needs and promote student engagement and safety.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- - OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$140,000

<b>3.3.3 Improve attendance rates and reduce chronic absenteeism</b> Provide training and support to school site Community Liaisons and Attendance Clerks. Schools will design plans for improving attendance in School Plans for Student Achievement (SPSA); Staff will continue to refine SARB process and develop interventions strategies for working with truant students.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- - OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$2,000
<b>3.3.4 Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System and a multi-tiered system of support for behavior.</b> Expand Positive Behavior Intervention System to three additional school sites including training and coaching support as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- - OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$100,000
<b>3.3.5 Develop a community service or service-learning component to the school curriculum and add to graduation requirements.</b> Staff will implement community service as part of graduation requirements and a community service/service-learning component at part of the elementary and middle schools curriculum. Work with community partners.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- - OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base: \$25,000
<b>3.3.6 To support Foster Youth and low socio-economic students, provide additional counseling services to support success in school, improve connectedness, and reduce dropout rates</b>  Provide an additional 1.0 FTE of counseling per high school and 1.0 for middle schools.	Live Oak Sobrato Britton Murphy Jackson	<input type="checkbox"/> ALL ----- - OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supplemental: \$260,000

<p><b>3.3.7 Expand opportunities for students of low socio-economic background to participate in extra-curricular activities and enrichment or intervention after school.</b> Continue expanded transportation services. Based on feedback from students on offering activities before school vs. after school adjust schedule accordingly.</p>	LEA-wide	<p><u>  </u>ALL ----- - OR: <u>  X  </u> Low Income pupils <u>  </u>English Learners <u>  X  </u> Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$100,000</p>
<p><b>3.3.8 Reduce the number and percentage of Latino students being suspended by school site and expelled district-wide.</b> Continue to work with school site in reviewing current discipline policies and practices and expanding culturally responsive practices. Monitor number of discipline referrals by school. Each school will include a goal in its SPSA to reduce number of suspensions and include a plan to address improving student engagement and intervention.</p> <p>Monitor number of expulsions district-wide. Include system for collecting information on interventions provided to each student and report to Board.</p>	LEA-wide	<p><u>  </u>ALL ----- - OR: <u>  X  </u> Low Income pupils <u>  X  </u> English Learners <u>  X  </u> Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$10,000</p>
<p><b>3.3.9 Continue to support college knowledge and career awareness activities</b> to support student engagement with a special focus on underrepresented students such as low socio-economic students and foster youth. Continue to expand practices supporting college and career awareness. Focus efforts with under-represented communities and students with the support of community resources.</p> <p>Work with Gavilan College to offer High Step program to all of our high schools where high school students may take a community college course at one of our campuses.</p>	LEA-wide	<p><u>  </u>ALL ----- - OR: <u>  X  </u> Low Income pupils <u>  X  </u> English Learners <u>  X  </u> Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental: \$40,000</p>

## Annual Update

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

### Guiding Questions:

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



**A-G Requirements:** Increase the number and percentage of all students meeting A-G requirements preparing them for UC/CSU system each year including targeted subgroups by 5 percentage points each year.

**Drop Out Rate:** Significantly reduce the number and percentage of all students dropping out of school by identifying students at risk and providing academic support and counseling.

the same graduation rate as the District due to its status as an alternative school.

**A-G Requirements** The District MET its expected outcome for the following:

All students by 7.7 percentage points

Latino students by 5.5 percentage points

Low SES students by 12.8 percentage points

White students by 8.5 percentage points

It did not meet the goal for EL students (growth was 1.8 percentage points)

The District continued to exceed the County and State percentages for all groups except EL students and Caucasian students compared to the County.

Live Oak met the expected outcome for all groups except EL students. Live Oak increased 15.1 percentage points for all students; 10.4 percentage points for Latino students; 18.3 percentage points for Low SES students and 22.1 percentage points for Caucasian students.

Sobrato met the expected outcome for Low SES and Caucasian students.

**Drop Out Rate**

The District continued to have a LOWER drop out rate compared to the State and the County. The district dropout rate was 3.4 percentage points lower than the County and 3.9 percentage points lower than the State. All subgroups except for Caucasian had higher dropout rates in 2013-14 than in 2012-13.

**CAHSEE Passing Rate:** Increase percentage of students passing CAHSEE by 2% each year district-wide and for each high school. Increase percentage of students passing CAHSEE by a minimum of 5% each year for EL students and by at least 5% for low socio-economic students in ELA and math.

**Advanced Placement Participation and Passing Rates:** Increase the number and percentage of students participating in AND passing AP exams by 5 percentage points for all groups.

**Science:** Begin exploration phase of science education district-wide using State Next Generation Science Standards.  
Increase in overall student achievement on new Science assessments by 5% including achievement for each targeted subgroup.

### CAHSEE Passage Rates

#### ELA

The District INCREASED the passing rate by 4% from the prior year. For Caucasian students, the passing rate increased by 2%; for EL students, the passing rate dropped by 7%; for Latino students, the passing rate increased by 3% and for the low socio-economic students the passing rate increased by 6%.

#### Math

The District INCREASED the passing rate by 2% from the prior year. For Caucasian students, the passing rate decreased by 2%; for Latino students the passing rate increased by 4%; for EL students, the passing rate increased by 5% and for low socio-economic students the passing rate increased by 5%.

### Advanced Placement Participation and Passing Rates

The number of AP exams taken decreased from 2013 to 2014. (Note: 2015 results are not available until Summer 2015).

2013: 1,237

2014: 1,222

The number of students taking at least one exam increased by 1.5%

2013: 660

2014: 670

Passing Rates Score of 3+

MET GOAL: Number of students passing an AP exam increased by 5 percentage points from 54.1% to 59.1%

**Science:** All middle and high school teachers participated in professional development and planning using the State Next Generation Standards and Grade 6 teachers received an overview in April 2015.

All students MET the 5% goal except EL students.



			<p><u>Science CST Results</u></p> <p>Percent Proficient</p> <p>All students 66.84%</p> <p>Caucasian 80.61%</p> <p>Latino 48.94%</p> <p>English Learner students 11.76%</p> <p>Low SES 46.20%</p> <p>Special Education 30.22%</p> <p>From 2013, all students increased by 17.3%. Caucasian students increased by 16.12%; Latino increased 17.88% English Learners increased 2.36%; %, Low SES increased by 17.51%; and Special Education increased by 18.46%.</p> <p>During the 2013-14 school year, Caucasian students scored 32% higher than Latino students on the Science CST test with Caucasian students scoring 81% proficient while Latino students scoring 49% proficient. English Learner students scoring 12% proficient and low socio-economic students scoring 46% proficient.</p>
	<p><b>CELDT &amp; Reclassification:</b> All schools will meet or exceed AMAO 1 and 2 targets for English Learner students and will meet or exceed State reclassification rate annually.</p>		<p><b>CELDT &amp; Reclassification:</b> 2014-15 Results-The District did not meet the AMAO 1 State target by 1.1%. The District EXCEEDED the AMAO 2 for students that had been learning English for more than five years by 1.9 percentage points. The District did not meet the AMAO 2 for students that had been learning English for less than five years by 2.6 percentage points.</p> <p>The District EXCEEDED the State reclassification rate by 9.8 percentage points</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p><b>Classroom teachers provide high quality, standards-based daily instruction:</b> recruit, hire and retain a diverse group of highly qualified teachers who are skilled in closing the achievement gap while all students improve. Maintain a class size of 24:1 in grades TK-2 and 29:1 in grades 3-12. Provide an induction program for new teachers and coaching support for struggling veteran teachers (Title II and LCFF Base).</p>	<p>LCFF Base Teachers: \$26,405,000</p> <p>LCFF Base BTSA: \$75,000</p>	<p>The number of NCLB-compliant teachers in the District decreased by 0.45% from the 13-14 school year. The District maintained a class size of 24:1 in 100 % in grades TK-2 and the allocation of staffing 29:1 was implemented for grades 3-12. 56 teachers participated in the induction program for new teachers and seven teachers participated in coaching support for veteran teachers.</p>	<p>LCFF base: \$26,101,000 LCFF Base BTSA: \$44,000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-1000→3999-XX-XXXX-XXXX-01XXXX-XXX-XXXX</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-1000→3999-XX-XXXX-2140-021000-XXX-XXXX</p> <p>Title II \$27,800. (Sign on Bonuses)</p> <p><u>Certificated Salary:</u> 060-4035-0-1111-00-1110-1000-403500-000-0000</p> <p>\$119,321 (New Teacher Induction) <u>Certificated Salary &amp; Benefits</u> <u>060-4035-0-1000→3999-XX-</u></p>
---	---	--	--

			XXXX-2140-XXXXXX-XXX-XXXX
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Recruit, hire and retain a diverse group of site support staff and administrators</b> to support vigorous instruction and preparation of all students for college and career readiness.	LCFF Base: \$5,620,000	The District INCREASED by 8.5% the number of teachers hired and by 13% the number of teachers retained. The District INCREASED by 40% the number of administrators hired from 13-14 school year and INCREASED by 100% the administrators retained from the 13-14 school year. For the 2014-2015 school year, Morgan Hill Educational Leaders Association (MHELA) employees represent 7 different ethnic groups with predominantly 61% Caucasian and 26% Latino. The MHELA gender breakdown is 70% female and 30% male. The Morgan Hill Federation of Teachers (MHFT) employees represent 12 ethnic groups with a predominantly 74% Caucasian and 15% Hispanic. The MHFT gender breakdown is 75% female and 25% male.  Title II funding was used to provide new site administrators with mentors.	LCFF Base: \$5,050,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 010-0000-X-XXXX-XXXX-027050-XXX-XXXX  Title II \$16,950  <u>Contracted Services:</u> 060-4035-0-5806-00-1110-1000-403500-000-0000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Recruit, hire and retain a diverse group of staff to support central services</b> essential to sites such as facilities, maintenance, transportation, technology, human resources, educational services, business services and the Superintendent.		LCFF Base: \$9,000,000	The District continues to recruit, hire and retain a diverse group of staff to support services. The classified staff represents six different ethnic groups with predominately 58% Caucasian and 33% Latino. The classified staff gender breakdown is 77% female and 23% male.		LCFF Base: \$7,530,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-XX-XXXX-7000-8999-XXXXXX-XXX-XXXX  <u>Classified Salary &amp; Benefits</u> 070-XXXX-X-1XXX→3999-XX-XXXX-XXXX-XXXXXX-XXX-XXXX
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Recruit, hire and retain a diverse group of staff to provide high quality Special Education</b> services for identified students.		LCFF Base: \$8,180,000	The District hired 17 new Special Education teachers and 24 paraprofessionals to provide high quality special education services to identified students.		\$8,380,000
Scope of service:	LEA-wide		Scope of service:		<u>Certificated &amp;</u>

<u>  X  </u> ALL		<u>  X  </u> ALL		Classified Salary & Benefits 080-XXXX-X-1XXX→3999-XX-XXXX-XXXX-XXXXXX-XXX-XXXX
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Provide ongoing professional development to teachers and administrators</b> on the implementation of the Common Core State Standards in the base program for English Language Arts, English Language Development and Math as specified in the District's Common Core Implementation Plan.		Common Core Funds: \$400,000	The Educational Services Department provided the following Professional Development opportunities: Common Core instructional materials for elementary teachers in English and Mathematics, content literacy for secondary English teachers, Common Core math (College Preparatory Mathematics) for secondary teachers. Two professional development days were dedicated to supporting the implementation of the Common Core State Standards and included an orientation of the Next Generation Science Standards for middle school teachers. 100% of the teachers attended one or more sessions this year (947 signed up in total). There were two district-wide professional development days, one in August of 2014 and one in April 2014 at which 100% of teachers were in attendance.	Common Core: \$693,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u> 060-7405-0-1XXX→3999-00-XXXX-XXXX-740500-XXX-XXXX
Implement a strong early literacy program to ensure that foundational skills are taught and that students in early grades become proficient readers: Implement universal assessment for primary grades. Provide training and opportunities for cross-school articulation on early literacy instructional program and strategies. Implement assessment process for placement of students in Transitional Kindergarten and Kindergarten		LCFF Base: \$20,000	The Santa Clara County Office of Education (SCCOE) provided a three-day Literacy Boot camp for all K-2 teachers. The professional development sessions were about the Foundational Skills in reading. In addition, three district-wide collaboration sessions were held this year for teachers in grades TK - 6. The training for teachers in grades TK-2 included in-depth training of the Amplify Curriculum that stresses background knowledge and foundational skills. The Early Literacy Task Force recommended the Fountas and Pinnell <i>Benchmark Assessment System</i> for students in grades TK-2.	LCFF Base: \$10,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3160-031600-000-0000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL		

OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<b>Hire staff to provide on-going professional development to teachers and administrators</b> on the implementation of the Common Core State Standards in English Language Arts, English Language Development and Math as specified in the District's Common Core Implementation Plan. Hire a minimum of four district Teachers on Special Assignment (TOSAs) to support the consistent implementation of the Common Core State Standards across all schools. They will provide guidance, professional development, technical assistance, and support the development and availability of curriculum. Develop and implement a plan to provide teachers to collaborate across schools by grade level or by course/subject at the secondary level.	Common Core Funds: \$292,000	Two elementary and one secondary Teachers on Special Assignment (TOSA) were hired to support teachers in the implementation of the Common Core State Standards. The TOSAs have provided guidance, professional development, and technical assistance, as well as support in the development and availability of curriculum. In addition, the TOSA's facilitated five collaboration sessions across schools by grade level at the elementary level and two to three collaboration sessions at the secondary level.  There were two Special Education teacher liaisons that were paid a stipend to support professional development for the Special Education department throughout the year.	Common Core: \$693,000  <u>Certificated &amp; Classified Salary &amp; Benefits</u>  060-7405-0-1XXX→3999-00-XXXX-XXXX-740500-XXX-XXXX
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> X ALL</u>		<u> X ALL</u>	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<b>Implement formative Common Core State Standards aligned assessments</b> for the identification of student needs and instructional planning.	LCFF Base: \$305,000	The aligned Common Core State Standards assessments were the Amplify curriculum in ELA and Eureka Math in grades TK-2, and the Expeditionary Learning mid and end of module assessments in language arts and mathematics in grades 3-6. Middle and high school teachers created local benchmark assessments. The Smarter Balanced Assessment System released Interim Comprehensive assessments to all students in grades 3-8 and 11 in both English language arts and mathematics was used as a practice session for the Summative SBAC assessment. The Early Literacy Task Force recommended the Fountas and	Common Core Fund: \$5,000  <u>Certificated Salary and Benefits</u>  060-7405-0-1XXX→3999-00-XXXX-XXXX-

		Pinnell <i>Benchmark Assessment</i> program as a universal assessment tool to be used next year.	740500-XXX-XXXX
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>A comprehensive data management system accessible to staff, parents, and students to monitor progress of student success.</b> Investigate, purchase, and migrate data to a new Student Information System focused on parent access to online information regarding progress on standards and class grades TK-12. Investigate additional module or system for readily accessible student longitudinal information for all testing (local and state), local interventions, and teacher comments regarding ongoing progress, including Individual Educational Plan and language goals. Add district-level staffing, such as a Student Information System Coordinator; to support implementation, training, and site support for new systems.	LCFF Base: \$350,000 (Purchase Software & Training)  LCFF Base: \$80,000	The Student Information System (SIS) Selection Committee selected Aeries from Eagle Software to be the new SIS. The new SIS will go live in July 1, 2015. A Student Information Systems Coordinator was hired to support the planning, implementation and training for the new system. The Student Information System Coordinator oversees the new and existing educational technology software, data submission of longitudinal student data at the state and local levels, the generation of data to inform instruction, and the evaluation of educational programs and local interventions.	LCFF Base: \$66,000  <u>Contracted Services</u> 010-0000-0-5800-00-0000-7700-077000-000-0000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Increase digital literacy</b> in our students and staff. Hire a minimum of one Instructional Technology Teacher on Special Assignment to support the development of digital literacy and use of technology within the instructional	LCFF Base: \$150,000	The professional development activities to increase digital literacy were as follows: an introductory digital literacy workshops for every school.	\$0

program as part of the district’s technology and Common Core State Standards Implementation Plan. Identify teachers at school sites to serve as a resource and support building site capacity in using technology as a tool for instruction. One to one devices will be made available to students as part of the District’s Measure G funds; training and coaching for staff will be provided as part of the implementation plan. Explore increasing hours for Library/Media clerks to support use of book collection as well as use of technology to support learning.			<p>The positions were posted all year for the Instructional Technology Teachers on Special Assignment this year and none were hired. The IT department has identified some key leaders at each site to build internal capacity within the district.</p> <p>Using Measure G funding, the One-to-one student device initiative was implemented using the device cart model deployed at P.A. Walsh Elementary, Martin Murphy Middle School, and Central Continuation High School.</p> <p>P.A. Walsh Elementary classes received an Android Tablet cart each for grades TK-1, and a Chromebook cart per class at grades 2-6. The remaining seven elementary schools received 1:1 devices, using the device cart model for all fifth and sixth grade classes. Additionally, all seventh and eighth grade students at the Jackson Academy of Math and Music, and all sophomore and junior students at Live Oak and Sobrato High Schools received Chromebooks issued directly to the students.</p> <p>The District began to explore increasing hours for Library/Media clerks to support the use of book collection as well as use of instructional technology to support learning.</p>		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		
<b>Purchase instructional materials to support implementation of the Common Core State Standards</b> in English Language Arts and Math. Purchase supplemental English Language Arts materials and Math supplemental materials Transitional Kindergarten-12. Provide		Common Core Funds: \$200,000  LCFF Base: \$500,000	The District purchased the Amplify (Core Knowledge Language Arts) curriculum for grades TK-2, and Expeditionary Learning for grades 3-6 for the implementation of the CCSS in the area of Language Arts. Literature was also purchased to accompany the program.		Common Core: \$188,000 LCFF Base: \$500,000



consumable English Language Arts and Math materials.			<p>The District purchased Eureka Math for grades TK-6 purchased materials for the implementation of the CCSS in the area of Mathematics.</p> <p>College Preparatory Mathematics Program (CPM) materials were purchased for all the high schools for Integrated Math 1 and Integrated Math 2 courses. Funds were also provided to each high school to purchase supplementary books.</p>	<p><u>Textbooks &amp; Materials/Supplies</u> 060-7405-0-4XXX-00-1110-1000-740500-000-0000</p> <p><u>Textbooks &amp; Materials/Supplies</u> 010-0000-0-4XXX-00-1110-1000-715600-000-0000</p>	
Scope of service:	LEA-wide		Scope of service:		
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Continue to support the identification of Gifted and Talented students and support their educational needs.</b> Evaluate current practices and programs at school sites serving Gifted and Talented Education students; conduct an analysis of student achievement and review criteria and identification process. Make recommendation for modification or support as needed.		LCFF Base: \$25,000	<p>For SY 2013-14, 4% of the K-6 student population is identified as GATE. The GATE student ethnicity for 2013-14 is 45% Caucasian, 27% Latino, 18% Asian and 10% Other.</p> <p>The District continued to support the identification of GATE students and support educational programs to meet their needs by providing enrichment and after-school student activities. Six of eight elementary sites have specific GATE student activities. There was a site GATE Coordinator at each elementary school.</p> <p>Upon evaluation of current district identification practices, a more recently normed assessment test was implemented. The Naglieri (NNAT-2) is a culturally neutral and non-verbal test well suited to a broad diverse student</p>	<p>LCFF base: \$16,300</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-XX-XXXX-XXXX-714000-XXX-XXXX</p>	

		population. Universal testing of all 3rd and 4th grades was implemented to ensure equitable access for all students to GATE identification. Refinement of the current identification categories as well as additional categories will better represent giftedness in the areas of specific academics, art/creativity, and leadership for future years.	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<b>Maintain and expand Career Technical Education courses by implementing Career Technical Education pathways and courses.</b>	SCROP: \$705,000	The District MAINTAINED its strong commitment and support to CTE education by requiring all students to complete at least one CTE course for graduation. The district continues to have exemplary CTE programs in both high schools aligned to the twelve quality criteria from the California Department of Education. The budget for ROP was \$928,881. \$69,309 through the Perkins grant and \$24,253 from the AIG Grant. Key indicators of success to our programs continued to be the number of courses offered in our high schools, collaboration between staff, parents, students and industry representatives and data of student completing a sequence of CTE courses, CTE completers who obtain a HS diploma, CTE completers placed in apprenticeship, military, advanced training or employment and enrollment of students in non-traditional careers. All our courses continue to be aligned with both common core and CTE standards.	SCROP: \$800,000  Carl Perkins: \$66,000  <u>Certificated &amp; Classified Salary &amp; Benefits – Textbook &amp; Materials/Supplies</u> 010-0000-0-XXXX-XX-6000-XXXX-XXXXXX-XXX-XXXX  <u>Textbook &amp; Materials/Supplies</u> 060-3550-0-XXXX-XX-XXXX-XXXX-XXXXXX-XXX-XXXX

Scope of service:		LEA-wide		Scope of service:		LEA-wide	
<u>  X  </u> ALL				<u>  X  </u> ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
<b>Ensure access to Advanced Placement courses</b> and expand course offerings as driven by student need. Using Equal Opportunity Schools, Cal-SOAP, and counseling information, creates a recruiting plan into Advanced Placement courses for traditionally under-represented students. Within plan, identify possible expansion of Advanced Placement course offerings in order to plan for staffing changes and registration.  Provided an additional 1.0 FTE of counseling per high school and 1.0 to be shared among the middle schools.			LCFF Base: \$890,000	The District continued its collaboration with Equal Opportunity Schools this year as Sobrato implemented its expansion of Advanced Placement (AP) courses in closing the gap.  Additional counselors supported schools’ efforts to foster a college-going culture and encourage underrepresented students to enroll in AP Courses.  In 2014-15, Live Oak offered 17 AP Courses with 43 sections (14 more from last year) which included a new AP Government Course.  Sobrato offered 15 AP Courses with 44 sections (21 more from last year) which included a new Computer Science course.			LCFF Base: \$600,000 LCFF Supplemental: \$250,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-031100-XXX-XXXX  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-301010-XXX-XXXX
Scope of service:		High Schools		Scope of service:		High Schools	
<u>  X  </u> ALL				<u>  X  </u> ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
Monitor and maintain parity <b>of instructional minutes</b> . Examine current instructional minutes across the district. Propose an equitable solution to address any disparities			LCFF Base: \$5,000	The District continues to monitor instructional minutes across sites. The biggest disparity across elementary schools is 10 minutes per day due to transportation			LCFF \$0

across the district, working with site administration, transportation, and teachers.		schedule.	
<div> <div>Scope of service:</div> <div>LEA-wide</div> </div> <div> <div><input checked="" type="checkbox"/> ALL</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups:(Specify)_____</div> </div> </div>		<div> <div>Scope of service:</div> <div>LEA-wide</div> </div> <div> <div><input checked="" type="checkbox"/> ALL</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups:(Specify)_____</div> </div> </div>	
<b>Offer a vigorous, online curriculum for high school students as an alternative to traditional instructional delivery and to support credit recovery for at risk students.</b> Create team to explore best ideas for implementing a “digital high school” as part of alternative education if possible instead of independent study. Assess technology and staffing needs for an alternative online high school, using A-G approved program. Research existing online curriculum and programs. Identify student need for an online alternative and identify capacity of alternative program Design a “digital high school” and create implementation plan.	LCFF Base: \$5,000	The District purchased CYBER HIGH to be used for any student needing credit recovery. It was used for summer school and during the year at all of our high schools.	\$0
<div> <div>Scope of service:</div> <div>High Schools</div> </div> <div> <div><input checked="" type="checkbox"/> ALL</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups:(Specify)_____</div> </div> </div>		<div> <div>Scope of service:</div> <div>High Schools</div> </div> <div> <div><input checked="" type="checkbox"/> ALL</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups:(Specify)_____</div> </div> </div>	
<b>In accordance with the District’s English Learner Master plan, develop a strong, comprehensive English Language Development Program</b> for English Learners to accelerate English Language acquisition and support academics. Revise course offerings, curricula and instructional practices to ensure alignment with new State Standards and make necessary changes to address the needs of EL	LCFF Supplemental: \$50,000  Title I, Title III: \$75,000	Two district directors and all district TOSA’s attended a three-day training of the new ELD/ELA Framework. A professional development training was scheduled for all principals and district leaders in one of our TK-12 meetings. The need of an ELD TOSA was discussed to carry out the implementation plan for the ELD Standards.	Title III: \$133,000  <u>Certified Salary:</u> 060-4203-0- 1150-XX-XXXX- XXXX-XXXXXX- XXX-XXXX

<p>students.</p> <p>Evaluate the need for new English Language Development materials at the secondary level.</p> <p>Provide professional development to staff to include the following but not limited: New English Language Development Standards, Constructing Meaning training. and continue to refine ELD practices with EL Achieve Systematic ELD program</p>		<p>Twenty-six (26) elementary teachers attended the five day Systematic ELD training for new teachers and teachers who were interested in knowing about ELD but that are not currently teaching ELD.</p> <p>Administrators had been refining their leadership skills on how to support ELD implementation by participating in 2 days of Systematic ELD learning walks.</p> <p>Additionally, the district continued to support an ELD facilitator leader in each of the elementary school sites. ELD facilitators had participated in two full-day professional development days and there are two more webinars this year. They will be participating in a 5-day summer leadership institute to refine their practice. The number of teachers who were trained this year per school site is as follows:</p> <p>Thirty-four (34) secondary teachers attended Constructing Meaning (CM) training this year. Most of the teachers were English teachers but teachers teaching in other content areas attended as well. The goal is for all secondary teachers to attend this training over the next three years. Site leadership participated in a full day of CM and two half days of class visitations to have a sense of initial implementation.</p> <p>Additionally, the District purchased 200 Rosetta Stone licenses to expand language learning opportunities to after school or weekends. Seven teachers participated in the initial training.</p>	<p><u>Contracted Services:</u> 060-4203-0- 5800-XX-XXXX- XXXX-XXXXXX- XXX-XXXX</p>
<p>Scope of service: LEA-wide</p> <p>__ALL</p>		<p>Scope of service: LEA-wide</p> <p>__ALL</p>	

OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>To support the low socio-economic students and English Learners who currently attend two Year 5 Program Improvement schools, <b>the district will restructure the schools</b> beginning in 2014-15. San Martin/Gwinn Elementary will become science focus with a Spanish Dual Immersion strand and PA Walsh will become a STEAM school. Continue support for previously restructured school Jackson Academy of Math and Music in the implementation of its music and math focus.</p> <p>Implement the program plan as detailed in each school plan. San Martin/Gwinn will begin project-based learning aligned with the Next Generation Science Standards. PA Walsh will begin by implementing the “A” and “T” in STEAM - art and technology. Provide on-going professional development to teachers and support staff to assist with implementation. Hire Teachers on Special Assignment (TOSAs) to support academy schools’ specific needs: Science Teacher on Special Assignment for San Martin/Gwinn, Instructional Technology Teacher on Special Assignment for PA Walsh, and Music Teacher on Special Assignment for Jackson. Total of 3.5 FTE’s.</p>	LCFF Supplemental: \$300,000	<p>This was the first year of implementation for the two new Focused Academies: Walsh STEAM Academy and the San Martin/Gwinn Environmental Science Academy. Jackson Academy of Math and Music was in its third year of implementation.</p> <p>Walsh focused its program on Technology and the Arts. It became the first school in MHUSD to have one on one devices for all students. Teachers received technology training during the summer of 2014 and integrate technology in their lessons throughout the day. PA Walsh offered professional development to implement the arts and technology foci through a partnership with Santa Clara County Office of Education</p> <p>San Martin/Gwinn implemented lab experiences aligned with NGSS standards. Materials were purchased so that teachers can use science lessons. Each grade level has environmental science projects that help the community needs such as water conversation, garden, butterfly habitat, recycling, etc. A consultant works with the teachers and TOSA to support planning of science units and lessons.</p> <p>The District continued to support The Math and Music Academy at JAMM which includes violin, piano, choral and band. The program integrates math and music concepts.</p> <p>The District hired a total of 3.5 FTE’s to support implementation at the school sites as follows:</p> <ul style="list-style-type: none"> <li>• 1 full time STEAM Academy Teacher on Special Assignment-Walsh</li> <li>• 1 full time Environmental Science Academy Teacher on Special Assignment- San Martin/Gwinn</li> <li>• 1 full time and one half time Music teachers for Jackson</li> </ul>	LCFF Supplemental: \$271,000  <u>Certificated</u> <u>Salary &amp; Benefits</u> 010-0000-0- 1000→3999-00- 4760-1000- 709100-000- 0000

		Academy	
		In addition, San Martin/Gwinn hired a .4 Teacher on Special Assignment to support the Dual Immersion Program this year using site funds. LCFF Funding supported professional development and planning time for the Dual Immersion staff at San Martin/Gwinn.	
Scope of service:	San Martin Gwinn, PA Walsh, and Jackson Academy	Scope of service:	San Martin Gwinn, PA Walsh, and Jackson Academy
<u>ALL</u>		<u>ALL</u>	
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
<b>Support the educational needs of low socio-economic students and English Learners who are currently identified as Gifted and Talented program</b> eligible and expand the representation of low socio-economic students and English Learners in the Gifted and Talented program. Evaluate current practices and programs at school sites serving Gifted and Talented Education students; conduct an analysis of identification practices in identifying EL, Special Education, Foster Youth and low socio-economic students and practices addressing the needs of high achieving students.	LCFF Supplemental: \$10,000	<p>For SY 2014-15, 4% of the K-6 student population is identified as GATE. The GATE student ethnicity in 2014-15 is 45% Caucasian, 27% Hispanic, 18% Asian and 10% Other.</p> <p>The District continued to support the identification of GATE students and support educational programs to meet their needs by providing enrichment and after school student activities. Six of eight elementary sites have specific GATE student activities. The District continued to support a site GATE Coordinator at each elementary school.</p> <p>Upon evaluation of current district identification practices, a more recently normed assessment test was implemented. The Naglieri (NNAT-2) is a culturally neutral and non-verbal test well suited to a broad diverse student population.</p> <p>Universal testing of all 3rd and 4th grade students was also implemented to ensure equitable access for all students to GATE identification. At the end of the 2014-15 school year, an analysis of the demographics will be conducted. School site coordinators will follow up to ensure all qualified</p>	<p>LCFF Base: \$16,300</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-XX-XXXX-XXXX-714000-XXX-XXXX</p>

		students are engaged in GATE events and activities.  Refinement of the current identification categories as well as additional categories will better represent giftedness in the areas of specific academics, art/creativity, and leadership across underrepresented populations.	
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Provide additional staffing allocation to middle and high schools (Equity Adjustment)</b> to specifically address the unique needs of identified target groups English Learners, Foster Youth, and low socio-economic students. Provide an additional 10 FTE(full time equivalent) positions at secondary sites to provide intervention courses for students below grade level in math or science, implement AVID courses, expand Advanced Placement course offerings for under-represented youth, or provide an inclusive enrichment course (ethnic studies, folkloric music) focused on meeting the needs of Latino EL and bilingual students.	LCFF Supplemental: \$900,000	The four secondary schools offered the following courses with Equity Adjustment funding: Live Oak: SDAIE English (for EL students), ELD, CAHSEE Support, PE/Dance, Math Support Sobrato: AP Computer Science, AP Spanish, AP US History, AP Biology , AP Calculus B/C, Math Support, AVID, ELD (2 additional periods), PE for AVID students (0 period), Algebra II Support Classes and ELD and English Intervention courses Britton: ELD, Read 180, Math 180 Murphy: ELD, Multicultural Journalism, ELD, Math Intervention, Language Arts Intervention  Each site principal submitted a plan for implementation at the beginning of the year. An evaluation of effectiveness and results will be reviewed at the end of the school year.	LCFF Supplemental: \$786,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-00-4760-1000-709100-000-0000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-1XXX→3999-00-1110-1000-301010-000-0000
Scope of service: Murphy, Britton, Sobrato, and Live Oak		Scope of service: Murphy, Britton, Sobrato, and Live Oak	
__ALL		__ALL	



OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Provide CAL-SOAP counselors and services to school sites to provide access to low-income and first-generation students who have the potential to succeed in post-secondary education.</b> Continue to support CAL-SOAP counselors and services in the secondary schools, including academic guidance for college and career planning, workshops for students and families on financial aid for college, tutoring, mentoring, and advising.		LCFF Supplemental: \$40,000	The District continued the collaboration with CAL-SOAP to increase counseling support and services to low-income and first-generation potential college students. The District hired 2 counselors, 2 advisors and three tutors. The CAL-SOAP advisors provided tutoring in class and after school. In addition, the counselors and advisors also provided financial literacy courses, a college tour, and assistance with the completion of the application for Federal Student Aid (FAFSA) as well as career counseling.  Some elementary schools provided CAL-SOAP tutoring after schools beginning in February, 2014. There was insufficient personnel available through CAL-SOAP to serve all the elementary sites.		LCFF Base: \$55,000  <u>Contracted Services</u> 010-0000-0-5800-00-1110-3110-031100-000-0000
Scope of service:	Sobrato, Live Oak, and Central El Toro, San Martin/Gwinn, Paradise Valley, Barrett, Walsh		Scope of service:	Sobrato, Live Oak, and Central El Toro, San Martin/Gwinn, Paradise Valley, Barrett, Walsh	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ Latino			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ Latino		

<b>Increase the number of under-represented youth (specifically English Learners and low socio-economic) in Advanced Placement (AP) courses</b> at the high school level. In partnership with the Equal Opportunity Schools (EOS) grant, support high schools in setting goals, enhancing course recruitment practices and identifying missing students from AP course selection. This includes creating internal capacity to identify potential students via databases; college knowledge and AP education for parents and students and providing PD to teachers. Sobrato worked with EOS in 2013-14. Live Oak will begin to work with EOS in 2014-15. Support sites with funding teachers to attend AP training with the College Board.	LCFF Supplemental \$50,000	<u>Live Oak 2013-14</u> 92 Latino Students 155 Caucasian Students 77 Low SES  <u>Sobrato 2013-14</u> 159 Latino Students 373 Caucasian Students 104Low SES	<u>Live Oak 2014-15</u> 156 Latino Students 202 Caucasian Students 118 Low SES  <u>Sobrato 2014-15</u> 230 Latino Students 421 Caucasian Students 173 Low SES	LCFF Supplemental: \$25,000  <u>Conference</u> 010-0000-0-5220-00-1110-1000-301010-000-0000
Scope of service: Sobrato and Live Oak  __ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Sobrato and Live Oak  __ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>Contracted Services</u> 010-0000-0-5800-00-1110-1000-301010-000-0000
<b>Develop and implement a tiered academic support model, including interventions and enrichment, specifically addressing the academic needs of low socio-economic students, Foster Youth, and English Learners.</b> Establish a task force to research and develop a multi-tiered, Transitional Kindergarten-12 system of interventions and enrichment: <ul style="list-style-type: none"><li>Monitor existing interventions and enrichment</li></ul>	LCFF Supplemental: \$75,225  LCFF Supplemental: \$600,000 to support site-	A task force was not established this year. This action will be a major focus for the district and schools next year.  Funding was allocated to each site to provide interventions for students needing support.  Some of the reading interventions that were offered included: Read 180 at San Martin/Gwinn, Barrett, Walsh,		LCFF Supplemental: \$600,000 for site-level services  <u>Certificated Salary &amp; Benefits</u>

<p>programs for impact on student success.</p> <ul style="list-style-type: none"> <li>• Identify/create a universal screening for students Transitional Kindergarten -8 and 9-12</li> <li>• Research and identify effective in-class interventions and enrichment for identified students</li> <li>• Research and identify additional pull-out interventions during or after school for lowest 25%</li> <li>• Research and identify enrichment programs during or after school for the top 25%</li> </ul>	<p>level specific intervention and support services.</p>	<p>Britton and Murphy; Math 180 at Britton; Lexia Reading at Los Paseos. Lexia Reading was purchased for all Special Education classrooms this year.</p> <p>The Early Literacy Task Force met all year with the goal of selecting an early assessment instrument for grades TK-2 to assess CCSS foundational reading skills. The Task Force has decided on Fountas and Pinnell <i>Benchmark Assessment System</i>. This assessment will be used for universal screening, formative assessment and diagnostic purposes as part of our multi-tiered system of support starting next year.</p> <p>For the summer of 2014, the District offered an intensive ELD academy for English language learners and students participating in the Migrant Education program. Four hundred and eight (408) students participated in summer school. The effectiveness of the program was measured by a pre and post test and students showed academic growth. The District will continue to support summer school for 2015 (Title III funded).</p> <p>The district opened after-school homework tutoring centers in 6 out of our 8 elementary schools. The schools with an after school program are: Barrett, El Toro, Paradise Valley, San Martin, Nordstrom and JAMM.</p>	<p><u>Textbooks &amp; Materials/Supplies</u></p> <p>010-0000-0-1XXX→6999-00-XXXX-XXXX-709100-001→034-XXXX</p>
<p>Scope of service: LEA-wide</p> <p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)_____</p>	
<p><b>To support all students and accommodate choice options within the district, a committee shall be formed to advise on school grade level structures.</b> A task force will be established to review research on the options related to</p>	<p>LCFF Supplemental: \$5,000</p>	<p>A grade-level configuration committee consisting of teachers, parents, site administrators and district office staff was convened to discuss grade-level configurations options for middle grades (6, 7, 8). The committee</p>	<p>LCFF Supplemental \$200 (Babysitting &amp;</p>

alternate grade level configurations including K-8 and middle school grade structures. Based on the research and recommendation from the task force, a committee will explore and possibly advise on school configurations.			reviewed research and discussed the instructional program options, and reviewed enrollment patterns. At the end of the review process the committee recommended to the Superintendent that grade 6 move to the middle schools. Following that recommendation, 8 community input meetings were held at locations throughout the District, and a parent survey was offered online and in paper format, in both English and Spanish. More planning, parent education and research efforts will continue into the following year.	interpretation-Community Meetings)  <u>Classified Salary:</u> 010-0000-0-2XXXX-00-XXXX-2495-09100-0000-0000	
Scope of service:	Elementary School and Middle Schools		Scope of service:	Elementary School and Middle Schools	
__ALL			__ALL		
OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __XLow Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>To support low socio-economic, Foster Youth, and English Learners, staff will explore the possibility of offering all-day kindergarten in order to increase instructional minutes.</b> Task force will be established to review research on the effectiveness of full day kindergarten specifically for subgroups. Hanover Research and WestEd will be consulted for the research and analysis of any surveys collected. Full day kindergarten will be piloted at three elementary sites who have submitted a Trust Agreement (District and teacher’s union).		LCFF Supplemental: \$5,000	All Transitional Kindergarten and Kindergarten teachers participated in a task force during the 2014-15 school year to explore the option of offering a full day program. The group reviewed research and interested teachers visited full-day kindergarten programs in Santa Clara County including classrooms in MHSUD. There was consensus to offer full-day kindergarten next year pending negotiations with the Morgan Hill Federation of Teachers (MHFT).	In Kind	
Scope of service:	Elementary Schools		Scope of service:	Elementary Schools	
__ALL			__ALL		

OR:

☒ Low Income pupils ☒ English Learners  
☒ Foster Youth ☐ Redesignated fluent English proficient  
☐ Other Subgroups:(Specify)\_\_\_\_\_

OR:

☒ Low Income pupils ☒ English Learners  
☒ Foster Youth ☐ Redesignated fluent English proficient  
☐ Other Subgroups:(Specify)\_\_\_\_\_

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

The staff will create system to account for every student enrolled in MHUSD each year to ensure that graduation and drop out information submitted to the State Department of Education is accurate. Next year, we will continue to provide professional learning time for teachers to deepen their knowledge of the new standards. We will implement the actions we were not able to address this year such as including Community Service as a graduation requirement. A key area of focus for next year as we implement our new Student Information System and a special focus on developing a multiyear intervention plan for students who need acceleration and support in meeting state standards. Staff would like to explore adding AP Potential Goals for the activities relative to increasing student participation in Advanced Placement Courses as part of our College and Career Readiness goal.

Original GOAL from prior year LCAP:	<b>Parent Engagement</b> All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All Students, English Learners, Low Socio-economic and Special Education students	
Expected Annual Measurable Outcomes:	<b>A district-wide survey or tool will be developed to establish baseline and targets for subsequent years.</b>		Actual Annual Measurable Outcomes:  The Parent Engagement Survey was given in Spring in 2015. <u>Key Findings</u> <ul style="list-style-type: none"> <li>• Learning Environment- Respondents appear more satisfied with their children's teachers than with the overall learning environment in their children's schools</li> <li>• School Climate- The majority of respondents agree or strongly agree with each of the survey's positive statements about school climate.</li> <li>• Communication- Respondents are most satisfied with communication regarding their children's progress. In contrast, communication regarding children's non-academic needs and a given school's overall direction represent potential development areas.</li> <li>• Parent Participation- Nearly all respondents reference special events as a means through which their children's schools engage parents. Other common forms of engagement include volunteering at their children's schools and knowing how to help their children succeed in school.</li> </ul> <p>However, opportunities exist for schools to express a greater appreciation for parent involvement, as only two-thirds of respondents perceive their children's schools as valuing parent input. Forty-four percent of respondents report that nothing prevents them from participating in activities at their children's schools. Of those respondents who do confront one or more barriers, however, conflict with work appears the most common. Moreover, 28 percent of respondents whose children are ELs cite their</p>

			<p>inability to speak English well.</p> <ul style="list-style-type: none"> <li>Parent Education Opportunities- Respondents appear most interested in parent education opportunities related to supporting children in learning the Common Core State Standards. Other parent education opportunities that respondents would find helpful include: using online student information systems to monitor students' success; understanding school decision-making processes; and fostering study skills.</li> </ul> <p>For the complete report, see District website for the Parent Engagement Analysis.</p>
--	--	--	--

## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities.</b> Using Hanover Research Group, develop a parent survey to evaluate engagement and involvement in activities as part of the LCAP process. Survey should account for involvement for different grade spans, schools, type of activity, and the demographics of family.</p>	LCFF Base: \$17,500	In partnership with Hanover Research, a Parent Engagement Survey was developed and disseminated to the community in March, 2015. Respondents whose children currently attend one of Morgan Hill's elementary schools account for 74% of the 240 complete and partial responses we received. Almost one-quarter (23 %) of the responses are from respondents whose children are ELs.	LCFF Supplemental: \$17,500  <u>Contracted Services</u> 010-0000-0-5800-00-4760-2100-709100-000-0000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p><b>Provide opportunities for parent education and resources for parents/guardians to support their children's education at home and their role in preparing their children for college and career.</b> Survey parents to determine areas of need for parent education. For example computer literacy, English as a Second Language, study skills, etc. Establish a centralized parent center with resources to assist parents in helping their students</p>	<p>LCFF Base: \$25,000</p>	<p>The district continued the collaboration with the YMCA Project Cornerstone Readers Programs in the elementary school sites. There were six out of the eight elementary sites that participated with the ABC Reader Program: Barrett, El Toro, JAMM, Nordstrom, PA Walsh and Paradise Valley. There were 79 parents who participated in this program. There were five sites who participated in Los Dichos Reader Program: Barrett, JAMM, PA Walsh, Paradise Valley and San Martin Gwinn. There were 45 parents who participated in this program. The district INCREASED the Spanish-speaking parent volunteer participation by 45% from the prior year. Additionally all sites offered a variety of parent volunteer opportunities such as preparation of class material, safety patrols, assisting the computer lab, assisting as chaperones in field trips, assemblies, back to school nights, fundraising activities, fitness activities and movie nights.</p> <p>The District promoted leadership, improvement and the opportunity to reach out community resources in all sites by offering a combination of the following opportunities: School Site Council (SSC), English Advisory Committee (ELAC) , Home School Club, coffee with the principal, Common Core nights, Title I nights, College Nights, Parent and Immigration presentations, nutritional classes, and English Language Development classes at PA Walsh, San Martin and Live Oak.</p> <p>All sites offered numerous opportunities for the parents to learn about after school opportunities, Cecilia's closet services, Christmas food drives, counseling services, First Five, legal services in the area, the Morgan Hill library, Santa Clara County Mental Health Department services, YMCA. El Toro, PA Walsh, Barrett and SMG offered a full day faire to promote and sign in families to Supplemental Educational Services. Approximately 200 families signed up for tutoring services.</p> <p>According to Hanover Research survey, the top three district parent educational needs are: supporting children in learning Common Core State Standards, using online</p>	<p>\$5,940</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-1000-301010-000-0000</p>
--	--------------------------------	--	---



		<p>student information systems to monitor students' success and understanding the school decision-making process.</p> <p>The District will continue to explore the creation of a centralized Family Resource Center.</p>	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p><b>Support two-way communication with families and community members to inform them about and get input on district programs and practices.</b> Maintain Community Liaisons for each site to engage families and community members in two-way communication on district programs and practice. Provide resources to disseminate parent information in multiple languages (translation). Serve as a broker of resources for parents by connecting with community organizations and partners.</p>	LCFF Base: \$101,000	<p>The District continued to support the communication and input from families. The District had four District English Advisory Committee (DELAC) meetings, six Migrant Parent Advisory Committee (PAC) meetings, four Home and School Meetings and two LCAP committee meetings for the LCAP input and consultation process.</p> <p>Each school had a six hour bilingual Community Liaison. The District continued to strengthen the connections with community organizations through the Community Asset Builders organization. This year Morgan Hill has collaborated with Discovery Counseling Center, Christian Counseling Center, Community Solutions, Foothill Community Health, Morgan Hill Public Library, Cecilia's closet, Rebekah's Children Services, School Linked Services, Second Harvest Food Bank and the departments of County Public Health and County Behavioral Health. Through these connections information is disseminated to Community Liaisons at school sites and to parents as resources. Community Liaisons are trained and meet monthly to serve as information brokers.</p> <p>The District in collaboration with Kiwanis International organization and Community Christian Church participated in a Christmas Basket project. The District collaborated with</p>	<p>LCFF Base: \$161,000</p> <p><u>Classified Salary &amp; Benefits</u>          010-0000-0-XXX-          XX-1110-2495-          024950-XXX-          XXXX</p>

		the City of Morgan Hill and 34 other community and business organizations in the Morgan Hill Values Youth Faire in April of 2015 where parents had an opportunity to reach out to community resources.	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<b>Provide Bilingual Community Liaisons at each school site to support communication between home and school, specifically for families of English Learners.</b> Provide additional two hours of Community Liaison support district-wide for each school. Provide three additional days of professional development for Community Liaisons.	LCFF Supplemental: \$40,000	The District continued to support a six hour community liaison in each site to engage family and community members in a two-way communication, specifically addressing the needs of the EL families  The three days of professional development had been broken down in the monthly community liaison meetings. . Community Liaisons had participated in 6 professional development/meetings not only to learn about the school system (attendance, truancy) and enhance their skills as parent outreach experts. Two community liaisons participated in a three full day Trainer of Trainers for Developing Parent Leaders program.	LCFF Supplemental: \$107,500  <u>Classified Salary &amp; Benefits</u> 010-0000-0-XXXX-00-4760-2490-709100-000-0000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Provide parents with opportunities to learn how to support their children's education and become more engaged in school activities. <b>Continue partnerships with organizations</b> such as YMCA Project Cornerstone and	LCFF Supplemental: \$10,000	The District continued our partnership with YMCA Project Cornerstone to provide programs such as Los Dichos, ABC Reader, Asset Building Champions, Expect Respect, and Take it Personally.	LCFF Supplemental: \$8,000 Title III: \$40,000

<p>Parent Institute for Quality Education to support parent leadership and engagement creating vibrant, caring communities of learners, specifically creating an inclusive community for English Learners, low socio- students and foster youth. Continue with Project Cornerstone services including Los Dichos, Asset Building Champions, Expect Respect, and Take it Personally. Continue to offer Parent Institute for Quality Education program to parents.</p>	<p>Title III: \$30,000</p>	<p>Morgan Hill Unified School District (MHUSD) in partnership with the Parent Institute for Quality Education (PIQE) and the Hispanic Foundation of Silicon Valley provided a two Parent Engagement Education Institutes. During the Fall of 2014, Britton Middle School graduated 71 parents and during the Spring of 2015, Live Oak High School graduated 36 parents. The institutes were offered in Spanish and English.</p>	<p><u>Contracted Services</u> 010-0000-0-5800-00-4760-2100-709100-000-0000</p> <p><u>Contracted Services</u> 060-4203-00-5800-00-4760-1000-420300-000-0000</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>Provide Spanish language classes for staff to improve communication between staff and parents of Spanish speaking English Learners.</b> Continue to offer Spanish language classes through Adult Education. Offer Spanish language classes through the Adult Education school at no-cost to MHUSD staff</p>	<p>LCFF Supplemental: \$8,000</p>	<p>Spanish language classes were offered for 10 weeks to 30 MHUSD staff members in 2014-15.</p>	<p>LCFF Supplemental: \$3,500</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-4760-2100-709100-000-0000</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p>	

OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<b>Improve communication and relationship with parents of English Learners, low-socio, and foster youth in order to increase parent and student engagement.</b> Provide professional development to administrators on working with linguistically and culturally diverse families in order to develop cultural proficiency/cross-cultural understanding.		LCFF Supplemental: \$15,000	The Community Liaisons received training on working with parents and providing resources with parents. Principals used funds to offer parent education opportunities such as ESL classes for parents. This is still an area of need.		0\$
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The Parent Engagement Survey provided some good information that will be analyzed more closely and will be shared with each school site. Schools will develop specific actions to address the areas in which parents stated they need more support such as parent education on Common Core State Standard and providing more support and funding for developing meaningful ways parents can be engaged. The Parent Engagement Plan will be critical in this area, which will require a designated person responsible for coordinating these efforts and building capacity for our site staff.			
Original GOAL from prior year LCAP:	<b>Student Engagement &amp; School Climate</b> Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__X 6__X 7__X 8__X COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools:	All schools			
	Applicable Pupil Subgroups:	All Students, English Learners, Low Socio-economic and Special Education students			
Expected Annual Measurable Outcomes:	<b>Demonstrate increased engagement, connectedness to school, and persistence</b> as measured by: Collecting baseline data based on the Children's Healthy Kids Survey reporting that they feel safe and connected in school and		Actual Annual Measurable Outcomes:	The California Healthy Kids Survey was administered to grade 5, 7, 9 and 11 students in 2014. This data will serve as baseline data for this goal. It is reported in the Identified Need section of this Plan.	

	<p>increasing all students, including targeted sub group graduation rates and decrease dropout rates, suspensions, and expulsions by 10%</p> <p>ADDED MEASURABLE OUTCOME-NEW Reduce Chronic Absenteeism Rate each year and improve Attendance Rates by .5-1% annually.</p>		<p>2014 Graduation and Drop Out Rates reported in Goal 1.</p> <p><b>Suspension Rates</b> 2012 - 2013 5.1% 2013 - 2014 2.9%</p> <p><b>Expulsion Rates</b> 2012 – 2013 .2% 2013 - 2014 .3%</p> <p><b>Chronic Absenteeism Rate (includes excused and unexcused absences) 11.2%</b></p> <p>Number of students that had 10 or more percent absent : 1018 Chronic Absenteeism Rate% = <math>(1018 / 9082) * 100 = 11.21\%</math></p> <p>Most chronic absences are at the secondary level and most chronic absences at the elementary level are at Title I schools.</p>
--	--	--	--

## LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>Provide social emotional and academic counseling services.</b> At a minimum, maintain academic counseling services at secondary sites. Continue partnership with Santa Clara County Office of Education to provide educational services to expelled students.</p>	<p>LCFF Base: \$607,000</p>	<p>Academic counseling was INCREASED at the secondary sites. Sobrato High School has 2 full time and 1 part time counselor. Live Oak High School has 2 full time counselors and Central High School has 1 full time counselor. Britton Middle School and Martin Murphy Middle Schools each have 1 full time counselor and share a counselor.</p> <p>MHUSD partners with Santa Clara County Office of Education to provide educational services for expelled students through their Alternative Education Programs for</p>	<p>LCFF Base: \$525,000 LCFF Supplemental: \$208,000</p> <p><u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-031100-</p>

		grades 7 - 12. MHUSD has an annual contract for up to 15 students to be served throughout the year.	XXX-XXXX  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXXX-00-XXXX-3110-301010-XXX-XXXX
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>  X  </u> ALL		<u>  X  </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Provide social emotional and academic counseling services.</b> Provide socio-emotional counseling services at all sites. Continue social-emotional partnerships and programs (e.g. Project Cornerstone, outside counseling agencies). Design system for collecting data on these services. Add district-level staffing, such as Student Services Coordinator, to support implementation of all programs that will support student socio-emotional and academic needs and promote student engagement and safety. Provide an additional 1.0 FTE of counseling per high school and 0.5 FTE per middle school.	LCFF Base: \$415,000	A Student Services Coordinator was hired and supports the implementation of programs to enhance socio-emotional growth, academic support, and promote student engagement and safety. Utilizing information from the California Healthy Kids Survey as well as suspension and expulsion rates, school sites are investigating Positive Behavioral Supports within the system under the Coordinator's leadership.  The creation of a data tool to collect and analyze information on the types of services implemented, the number of students served, personal data on the students and outcomes is in progress.  Social emotional support was provided to students through a number of community agencies including Discovery Counseling Center, Christian Counseling Center, Community Solutions, Rebekah's Children Services and Advent Group Ministries.	LCFF Base: \$118,000  <u>Certificated Salary &amp; Benefits</u> 010-0000-0-XXX-00-XXXX-31030-031300-XXX-XXXX
Scope of service:	LEA-wide	Scope of service:	LEA-wide

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System a multi-tiered system of support for behavior.</b> Create implementation plan for Positive Behavior Intervention System.	LCFF Base: \$25,000	To begin to address this objective, the Coordinator of Student Services developed a three-year implementation plan to partner with the SCCOE to implement culturally responsive PBIS, beginning in the 2015 - 2016 school year and starting with El Toro Elementary School, Martin Murphy Middle School and Central High School. . Leadership team members from each of the participating schools, as well as a school counselor, school psychologist, attended an overview training at the SCCOE in April 2015.	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>Develop a community service or service-learning component to the high school curriculum and/or graduation requirements to be included with the senior year exhibition.</b> Create a team for middle and high school teachers to explore how other districts implement community service and/or service learning within their curriculum. Create proposal and implementation plan for Secondary Curriculum Council, Board of Education, and high school staff. Adopt criteria by June 2015.	LCFF Base: \$5,000	To begin in 2015-16.	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p><b>To support foster youth and low –socio students, provide additional health and social emotional counseling services to support success in school, improve connectedness, and reduce dropout rates.</b> Expand health services to reduce absenteeism of low-socio and foster youth as a result of preventable health related issues. Expand counseling services to support social emotional well being of low-socio and foster youth who may not have access to these services outside of the district.</p>	LCFF Supplemental: \$150,000	<p>One additional full-time counselor was added to support the three middle schools on a rotating basis.</p> <p>The Coordinator of Student services worked with local agencies and the District Attorney’s office to develop a restorative approach to student truancy, focusing on the student’s needs and establishing multiple intervention points to provide support to students and families to address truancy issues. Three SARB hearing dates and three DA Truancy Mediation meetings have been held this year.</p> <p>Prevention and Early Intervention counseling services (PEI) were provided by Community Solutions and Rebekah Children’s Services at San Martin/Gwinn, PA Walsh and Barrett, elementary schools with high populations of low SES students.</p> <p>A School Linked Services Coordinator (not LCFF funded) was hired to work under the guidance of the Student Services Coordinator and Santa Clara Valley Mental Health Department to assist schools in providing support to families. The SLS Coordinator started with the three PEI schools (Walsh, Barrett and San Martin Gwinn.) The SLS Coordinator works with schools to create and maintain an inventory of services and supports available to students and parents at each site keeping monthly labor distribution logs outlining the number of hours performing various service types, quarterly reports with a narrative component describing professional activities, trainings, and new collaborations as well as a monthly MHSA data collection tool that quantifies the number of students served, and disaggregates the data by gender, ethnicity, age, type of service.</p>	LCFF Supplemental: \$208,000  <u>Contracted</u> <u>Services -</u> <u>Certificated</u> <u>Salary &amp; Benefits</u> 010-0000-0- XXXX-00-XXX- 3110-301010- XXX-XXXX



Scope of service:	LEA-wide		Scope of service:		
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Expand opportunities for students of low –socio to participate in extra-curricular activities and enrichment or intervention afterschool.</b> Reduce barriers for participation of low-income youth by expanding transportation services especially at the secondary level to provide for an “activities bus.” Investigate providing early morning activities and/or classes to support students who have after-school jobs.	LCFF Supplemental: \$100,000		To begin in 2015-16		\$0
Scope of service:	LEA-wide		Scope of service:		
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>Reduce the number and percentage of Latino students being suspended by school site and expelled district-wide. Conduct root-cause analysis and engage all site leaders in conversations regarding discipline policies and practices.</b> Collect data for each targeted subgroup (EL, low socio-economic, Special Education and Foster Youth). Under the leadership of Coordinator of Student Services, develop a plan for implementing culturally responsive positive behavior intervention system (PBIS). Research community resources to support students at risk such as Parent Project.	LCFF Supplemental: \$10,000		In the 2012 - 2013 school year, 64% (366 suspensions) of the students being suspended were Latino. In the 2013-2014 school year, that percentage dropped to 62% (298 suspensions). As of March 2015, the number of suspensions issued to Latino students dropped to 60% (145 suspensions).  In the 2012 - 2013 school year, 70% (19 referrals) of the students being recommended for expulsion were Latino. In the 2013-2014 school year, that percentage increased to 71% (17 referrals). As of March 2015, the number of expulsion referrals issued to Latino students remained at 71% (15 referrals).		\$0

		<p>To begin to address this disparity, the Coordinator of Student Services developed a three-year implementation plan to contract with the SCCOE to implement culturally responsive PBIS, beginning in the 2015 - 2016 school year and starting with one elementary, one middle, and one high school. Leadership team members from each of the participating schools, as well as a school counselor, school psychologist, attended overview training at the SCCOE in April 2015.</p> <p>Site administrators analyzed suspension and expulsion data in leadership meetings and discussed the adoption and implementation of a multi-tiered system of student supports that includes socio-emotional learning, mental health services, restorative practices and PBIS. In June 2015, site administrators will attend a full-day professional development workshop on school climate reform facilitated by a trainer from the non-profit group Community Matters.</p>	
<p>Scope of service: LEA-wide</p> <p>__ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) __Latino</p>		<p>Scope of service: LEA-wide</p> <p>__ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) __Latino</p>	
<p><b>Continue to support college knowledge and career awareness activities to support student engagement with a special focus on under-represented students such as low socio-economic students and Foster Youth.</b></p> <p>Continue current practices of supporting college and career awareness. Focus efforts with underrepresented communities and students with the support of community resources.</p>	<p>LCFF Supplemental: \$10,000</p>	<p>More than 3.6 million students take the PSAT each year. The PSAT assesses the critical reading, mathematics, and writing skills students need for college and beyond.</p> <p>The PSAT and the SAT have the same format and evaluate the same skills. PSAT students also get a custom SAT study plan based on their results. PSAT scores tell students and educators how likely students are to succeed in AP courses and on AP Exams. Students get free access to <i>My College QuickStart</i> which includes an interactive score report, a personality test, major and career suggestions, and a</p>	<p>LCFF Base: \$7,900</p> <p><u>Contracted Services</u> 010-0000-0-5800-00-1110-3160-031600-000-0000</p>

		<p>starter list of colleges.</p> <p>Students who take the PSAT in 10th grade or lower benefit from early feedback on their skills. Students can look at their percentiles to see how well their scores compare to the scores of other 10th grade test-takers. Schools that test students at an earlier age have more time to act on PSAT data. Taking the PSAT again in 11th grade gives students a fresh skills assessment and a measure of their progress, as well as the chance to compete for scholarships.</p> <p>Last year the Morgan Hill Unified School District made a commitment to test all 10th graders with the PSAT. Results were used with students and parents to guide the staff and students to sign-up for appropriate AP courses. This year all 10th graders were tested again. All counselors and secondary principals received training from a representative of the College Board in the use of student results to inform next steps with students and parents.</p> <p>For the 2015-16 school year, we will be administering the PSAT to all 10th graders at Live Oak and Sobrato, and all 11th graders at Central. We will begin the administration of the PSAT 8/9 next year with all 8th graders at Britton, Murphy and JAMM. Research shows that students in U.S. schools who take the PSAT in 10th and 11th grades or earlier, score, on average, 189 points higher on the SAT than students who do not.</p>	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of		The California Health Kids Survey provided very good information that helps the District focus on areas of need. We will continue to work with site staff, provide professional development and opportunities for	

<p>reviewing past progress and/or changes to goals?</p>	<p>planning that will lead to increased connectedness to school, particularly at the secondary level. A special focus on reducing the chronic absenteeism rate will be made, again with a special focus at secondary. Funding will need to be allocated for transportation that will help students who need after-school interventions or would like to participate in extracurricular activities.</p>
---	--

### 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:	<b>\$ 4,199,661</b>
<p>MHUSD's unduplicated percentage of low income, Foster Youth, and English Learner pupils is 43.62%.</p> <p>MHUSD will offer a variety of programs and support services that will meet the academic and socio-emotional needs of English Learners, low-income students and Foster Youth to close the achievement gap. These include:</p> <ul style="list-style-type: none"> <li>• Teachers on Special Assignment (District Level) will support all schools in providing professional development in the implementation of the new Common Core State Standards and ELD standards, emphasizing the use of language as a means to communicate knowledge and the particular needs of EL learners;</li> <li>• Teachers on Special Assignment (District Level) will support all schools in providing development of digital literacy for teachers, emphasizing the use of educational software to increase language acquisition as a means to increase language learning opportunities for EL learners and access to low socio-economic students.</li> <li>• The use of universal assessments of all students at grade 3 will help identify all students into the GATE program during the elementary school years to provide equitable opportunities for under-represented students to participate in challenging educational opportunities and increase the opportunities to take AP classes during their high school years.</li> <li>• The development of a strong and comprehensive ELD program to accelerate English Language acquisition will provide the EL students across the District a with rigorous and coherent approach through out the day to become proficient in English and meet the graduation requirements.</li> <li>• The development of a systematic and cohesive multi-tiered District academic interventions to support our under-served students will allow the district to detect academic deficiencies at earlier stages and have the systems in place to provide a timely intervention to the student and eventually close the achievement gap in MHUSD.</li> <li>• Increasing hours of work for the bilingual Community Liaisons at all sites will increase the support that parents from under-represented populations have to access school information, community resources and communication with school personnel in their primary language.</li> <li>• Continuing to build partnerships with community organizations that empower parents to improve school climate and create vibrant, caring communities of learners, specifically creating an inclusive community for English L earners, low income and Foster Youth would increase parent participation in their children's education and the likelihood to graduate.</li> <li>• The Spanish classes for staff will improve communication and cultural understanding to better serve and understand EL students and their families.</li> <li>• The professional development for staff on strategies for working effectively with diverse student and families will improve the communication and</li> </ul>	

relationships with our under-represented students and families, a fundamental component for our students to feel and be successful in school.

- Strengthening the socio-emotional and counseling services as a District will have an impact on reducing the number of expulsions, primarily for under-represented students.
- By providing additional health and emotional counseling services to our under-represented populations, we will provide additional opportunities for students to feel and be successful in school, improve connectedness and reduce drop out rates.
- By expanding transportation services after school, students from under-represented populations will have expanded opportunities to participate in after-school sports, clubs, tutoring and extracurricular activities.
- By developing and implementing cultural responsiveness in addressing behavior across the District, we will reduce the number of days that students from under-represented populations are suspended and will increase the number of days that they are in school.
- A District-wide focus on college and career knowledge affects all students, but is especially focused on the targeted students necessary to close the District's achievement gap.

The district recognizes that while English Learners, low-socio students, and foster youth generate supplemental funds, some services must be implemented on an "LEA-wide" basis in order to be successful. Although the primary focus was insuring supplemental services supported the students who generated the additional funds services that are "LEA-wide" benefit all students, in addition to the focus students. These services and programs include: positive behavior support which will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups, a comprehensive English Language Development program throughout the district as English learner students are one of the district's largest subgroup and English learner students are enrolled in nearly every class throughout the district a limited implementation focus is not feasible.

***NOTE: All actions that are italicized are funded by supplemental LCFF funding for districtwide services targeted for unduplicated 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.

7.07	%
------	---

There is an increased need to support professional development of all teachers in the District in implementing the new ELD/ELA Framework as shown by our most recent AMAO results. We trained 34 secondary teachers in Constructing Meaning and approximately 26 elementary teachers in Systematic ELD. It is anticipated that we will trained 60 more teachers this coming year. A new action is the hiring of Elementary ELD Teacher on Special Assignment at the District level to support ELD implementation and develop capacity across the system. The secondary schools will also receive teacher support through teacher leadership (stipends).

Based on parent feedback, the District allocated supplemental funds for extended day/year support services (i.e. after-school tutoring, summer programs).

In supporting the identification of unduplicated youth in GATE, the costs for universal screening and site services was increased.

The success of the Spanish classes for employees will be increased due to interest in staff learning how to serve Spanish speaking students and community. Last year 30 employees participated and it is anticipated that next year we will serve 180 more employees.

The costs of our Community Liaisons have increased due to increased hours.

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).