

**Introduction:**

LEA: GOLDEN PLAINS USD    Contact: Francisco Romo, Academic Services Director, [fromo@gpusd.org](mailto:fromo@gpusd.org), 559-693-1115    LCAP Year: 2016-17

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

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

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

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

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

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

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

### **State Priorities**

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

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

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

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

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

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

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

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

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Participants included representatives from all numerically significant district subpopulations:</p> <ul style="list-style-type: none"> <li>• District Advisory Committee, including representatives from families and staff from each school.</li> <li>• District English Learner Advisory Committee, including representatives from families and staff from each school.</li> <li>• Board of Trustees</li> <li>• District and Site Classified Staff</li> <li>• District leaders</li> <li>• Union representatives</li> <li>• Foster Youth Liaison</li> <li>• Students from K-8 and 9-12 schools</li> </ul> <p>Meetings held/Meeting Dates:</p> <ul style="list-style-type: none"> <li>• November 20, 2015 (Cabinet)</li> </ul>	<p>The Golden Plains Unified School District Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional and mental needs of each student.</p> <p>Golden Plains Unified School District has a 94% unduplicated count of high need students, including low income, English learners, and Foster Youth.</p> <p>The input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable voices regarding the needs and services for each of the subpopulations in Golden Plains Unified Schools.</p> <p>Analysis of District and school data and input from stakeholders guided development of goals and actions</p>

<ul style="list-style-type: none"> <li>• January 22, 2016 (District Office)</li> <li>• March 2, 2016 (District Office)</li> <li>• March 4, 2016 (Cabinet)</li> <li>• March 9, 2016 (District Office)</li> <li>• March 16, 2016 (THS students)</li> <li>• March 30, 2016 (SJES students)</li> <li>• April 27, 2016 (CTA Negotiations)</li> <li>• April 28, 2016 (Principals)</li> <li>• May 2, 2016 (Tranquillity HS SSC)</li> <li>• May 4, 2016 (Helm/RDR Open House)</li> <li>• May 5, 2016 (Tranquillity Elementary Open House)</li> <li>• May 9, 2016 (Cantua Elementary Parent meeting)</li> <li>• May 10, 2016 (Board Meeting)</li> <li>• May 11, 2016 (Cantua Elementary Open House)</li> <li>• May 12, 2016 (San Joaquin Elementary Open House)</li> <li>• May 13, 2016 (DAC and DELAC meetings)</li> <li>• May 19, 2016 (LCAP Revision Team Meeting)</li> <li>• May 26, 2016 (LCAP Revision Team Meeting)</li> <li>• June 1, 2016 (CSEA Members)</li> <li>• June 7, 2016 (LCAP Public Hearing date)</li> <li>• June 21, 2016 (LCAP approval date)</li> </ul> <p>All meetings gave an opportunity to staff, parents and community members to learn about LCFF and the LCAP, including the eight state priority areas and implications of the funding and accountability planning as it pertains to Golden Plains Unified student demographics.</p> <p>Meeting presentations outlined current data, instructional practices and budgets.</p> <p>Individual groups took a role in providing written suggestions for actions in each of the eight state priority areas, which would continue effective practices already in place as well as increase or improve services for all students and for Low Income, English</p>	<p>related to needs of Golden Plains' students and families with a particular focus on students from low income, foster youth, English Learner, and Reclassified Fluent English Proficient subgroups. Due to this concentration of high need students, LCAP goals, actions, and services were developed on a district-wide basis.</p> <p>Impact/Outcome of meetings held: Meetings provided foundational knowledge needed for the LCAP planning process for all stakeholders.</p> <p>Feedback from groups revealed themes related to the need for continuing existing and increasing academic supports and enrichment, social and emotional supports for students and families, professional learning and instructional resources, parent engagement and educational services, college and career readiness, access to rigorous courses, and educational technology to prepare students for 21st Century college and careers.</p>
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<p>Learners, and Foster Youth. Feedback was provided through school committees, scheduled meetings, school functions, and through an LCAP Stakeholder survey.</p> <p>Analysis of 2014-2015 district and site academic performance was completed to assist in identifying supports for students and families.</p> <p>Reports of findings were reviewed with the District Advisory Committee, District English Learner Advisory Committee, and the Board of Trustees. In addition, each site, with district guidance, conducts ongoing reviews and analysis of site specific performance data. This analysis guides site and district decision-making.</p> <p>Graduation rates, English Lerner reclassification rates, Long-term English learner data, assessment data, and other district achievement data was shared in various community meetings, which include LCAP education meetings, ELAC/DELAC, Teacher/Parent Meetings, board meetings, and other community involvement opportunities.</p> <p>A draft LCAP was posted on the web for additional feedback from stakeholders during the month of June.</p>	
<p><b>Annual Update:</b> This year the district improved on efforts to reach out to stakeholders. The process allowed for data, metrics, and targets to be shared.</p>	<p><b>Annual Update:</b> The input focused on increasing parent involvement in the educational process this year. The improved efforts of the district to increase parental involvement are reflected in the plan under the parent engagement section.</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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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 school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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



Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<b>GOAL #1</b> All students will demonstrate growth and achievement in English Language Arts and Mathematics; English Learners attaining English Language Proficiency will increase.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need:	<p>State assessment results for English Language Arts, Mathematics, and ELD indicate low performance for all students.</p> <p>*2014-15 SBAC, percentage of students scoring at Standard Met or above in English Language Arts: All students=17.0%, Hispanic=17.0%, Economically Disadvantage=17.0%, English Learners= 6.0%, Students with Disabilities=15.0%</p> <p>*2014-15 SBAC, percentage of students scoring at Standard Met or above in Mathematics: All students=11.0%, Hispanic=11.0%, Economically Disadvantage=11.0%, English Learners=5.0%, Students with Disabilities=25.0%</p> <p>2014-15 AMAO 1= 49.3%; AMAO 2 (less than 5 years)= 18.0%, (more than 5 years)= 38.4%</p> <p>2014-15 English Learner Reclassification rate= 9.3%</p> <p>2014-15 Graduation rate= 83.3%</p> <p>2014-15 English Learner Graduation rate= 79.03%</p> <p>2014 Early Assessment Program:</p> <ul style="list-style-type: none"> <li>• Early Assessment of Readiness for College English= 0.0%</li> <li>• Early Assessment of Readiness for College Mathematics (Algebra II)= 3.0%</li> <li>• Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)= 8.0%</li> <li>• Early Assessment of Readiness for College Mathematics (Total)= 5.0%</li> </ul> <p>2014-15 A-G requirements met= 16.2%</p> <p>2014-15 Advanced Placement enrollment= 2.5%</p> <p>2014-15 Highly Qualified Teacher/English Learner authorized certificated staff= 96.49%</p> <p>2014-15 Career Technical Education Participation= 350 students (77.43%)</p>	
Goal Applies to:	Schools: All Schools.	

Applicable Pupil Subgroups:		All Subgroups.	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials including English language development: API is currently suspended. Students will demonstrate a 5% increase in the percentage that are meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups, as measured by the CAASPP. Meet the AMAO State Growth Targets: AMAO 1= 62%; AMAO 2 less than 5 years= 25.4, AMAO 2 more than 5 years= 52.8% Increase English Learner Reclassification rate by 5%. Increase Overall Graduation rate by 5%. Increase English Learner Graduation rate by 5%. EAP passing rate will increase by 5%. A-G requirements met will increase by 5%. AP enrollment will increase by 5%. Establish a baseline for percentage of pupils with a 3 or higher on AP exams in 2015-16. Provide access to a broad course of study as reflected in teachers' schedules. Increase the number of Career Technical Education sections offered by 2. Ensure that the Common Core State Standards are implemented in all courses as evident by classroom walk-troughs/observation protocol and CAASPP. All teachers including teachers serving the needs of English Learners will be properly credentialed, including short-term staffing permit teachers and provisional internship staffing permit. Sufficient materials will be provided for all students, as measured by board resolution.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, Expository Reading and Writing Course (ERWC) for grades 7-12.  Provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations. Update Reclassification Criteria for Special Education English	All Schools	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 Base

Learner students.			
b. Provide professional development (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment), additional academic coaching for the SEAL Program, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Provide substitutes and extra time for unit planning.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$100,000 S/C District-wide  \$50,000 Base District-wide
c. Monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments and state assessments (CELDT and SBAC). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.	Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$20,000 S/C District-wide
d. Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits.  <hr/> Provide additional staffing for lower class sizes at the K-8 levels and to facilitate increased Literacy, Comprehension, and Fluency district-wide.  Supplemental/Concentration funds will be used for professional development for paraprofessional district-wide on the CA State Standards (ELA and Mathematics), the CA ELD Standards, and the Next Generation Science Standards (NGSS).	All Schools Districtwide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	\$10,532,431 Base  <hr/> \$1,838,564 S/C District-wide
e. Continue to provide 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities focused on “Best First Instruction” for all students, including special populations, i.e. EL’s, Special Education students, and Foster Youth.	Districtwide	ALL <hr/> 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)_____	\$251,701 S/C District-wide  \$423,579 S/C District-wide

An increase of 3% for certificated staff to be negotiated for additional duty days.			
f. Provide materials, supplies, workshops and recruitment fairs to recruit, hire and retain properly credentialed staff.	All 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)_____	\$20,000 Base
g. Establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD Framework, ELD Standards, and leveraging technology for all English Learners. Implement Sobrato Early Academic Language (SEAL) for grades TK-3 to help prevent Long-Term English Learners.	Districtwide	<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)_____	\$229,000 S/C District-wide
h. Implement Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for all students, inclusive of EL's, Special Education students, and Foster Youth. Provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.  Engineering Is Elementary (EIE) curriculum will be piloted during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8.	All 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)_____	\$300,000 S/C All Schools  \$113,667 S/C District-wide
i. Provide CELDT training for all TK-12 certificated teachers, K-8 paraprofessionals, site and district administrators. Connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas. Provide substitutes, extra time for assessments	All Schools	<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)_____	\$10,000 Base

(administering and scoring), data entry and professional development.			
j. Provide 21 <sup>st</sup> century learning skills and environment, e.g. Google Certification Training for all staff. Update and replace, technology; i.e. Chromebook carts, computers, Chromebook management systems, high-speed internet with Comcast, wireless access and security in all settings.  Hire 1 Educational Technology Assistant (classified) to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning.	Districtwide	<div><div><input checked="" type="checkbox"/> ALL</div><div>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)_____</div></div>	<div>\$270,000 S/C District-wide</div> <div>\$100,000 Base District-wide</div>
k. Provide accelerated and enrichment-learning opportunities for students meeting and exceeding grade level standards, e.g. CTE, STEAM pathways, Summer Bridge, and Dual Enrollment.	Districtwide	<div><div><input type="checkbox"/> ALL</div><div>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)_____</div></div>	<div>\$30,000 S/C District-wide</div>
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials including English Language Development (Designated and Integrated ELD) for English Learners:  School sites and district will meet API targets established by the state. Proficiency rates in English Language Arts and Mathematics will increase by 5% 2015-16 AMAO State Growth Targets will be met. Graduation rate will increase by 5% Graduation rate for English Learners will increase by 5% EAP passing rate will increase by 5% A-G requirements met will increase by 5% AP enrollment will increase by 5% All teachers including teachers serving the needs of English Learners will be properly credentialed, including short-term staffing permit teachers and provisional internship staffing permit. Sufficient materials will be provided for all students, as measured by board resolution.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>a. Continue to provide standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, Expository Reading and Writing Course (ERWC) for grades 7-12.</p> <p>Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations. Monitor and refine Reclassification Criteria for Special Education English Learner students.</p>	All Schools	<u>X</u> ALL	\$100,000 Base
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$110,000 S/C District-wide
<p>b. Continue to provide professional development (GLAD, ERWC, SEAL, CALLI, NPD, Number Talks, Formative and Summative Assessment), additional academic coaching for the SEAL Program, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Provide substitutes and extra time for unit planning.</p>	Districtwide	<u>X</u> ALL	\$100,000 S/C District-wide
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$50,000 Base District-wide
<p>c. Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments and state assessments (CELDT and SBAC). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.</p>	Districtwide	<u>X</u> ALL	\$20,000 S/C District-wide
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
<p>d. Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits.</p> <hr/> <p>Maintain staffing for lower class sizes at the K-8 levels and to facilitate increased Literacy, Comprehension, and Fluency district-wide.</p> <p>Supplemental/Concentration funds will continue to be used</p>	All Schools	<u>X</u> ALL	\$10,532,431 Base
	Districtwide	OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$2,296,075 S/C District-wide

for professional development for paraprofessional district-wide on the CA State Standards (ELA and Mathematics), the CA ELD Standards, and the Next Generation Science Standards (NGSS).			
e. Maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities focused on “Best First Instruction” for all students, including special populations, i.e. EL’s, Special Education students, and Foster Youth. An increase of 3% for certificated staff to be negotiated for additional duty days.	Districtwide	<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)_____	\$255,477 S/C District-wide  \$150,000 S/C District-wide
f. Continue to provide materials, supplies, workshops and recruitment fairs to recruit, hire and retain properly credentialed staff.	All 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)_____	\$20,000 Base
g. Continue to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-3 to help prevent Long-Term English Learners.	Districtwide	<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)_____	\$55,000 S/C District-wide
h. Continue to implement Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for all students, inclusive of EL’s, Special Education students, and Foster Youth. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.  Continue to implement Engineering Is Elementary (EIE)	Districtwide	<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)_____	\$500,000 S/C District-wide  \$113,667 S/C



curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8.			
i. Continue to provide CELDT training for all TK-12 certificated teachers, K-8 paraprofessionals, site and district administrators. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry and professional development.	All 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)_____	\$10,000 Base
j. Provide 21 <sup>st</sup> century learning skills and environment, e.g. Google Certification Training for all staff. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings.  Hire 1 Educational Technology Assistant (classified) to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning.	Districtwide	<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)_____	\$370,000 S/C District-wide  \$100,000 Base District-wide
k. Maintain and refine accelerated and enrichment-learning opportunities for students meeting and exceeding grade level standards, e.g. CTE, STEAM pathways, Summer Bridge, and Dual Enrollment.	Districtwide	<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)_____	\$40,000 S/C District-wide
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials including English language development:  School sites and district will meet API targets established by the state. Proficiency rates in ELA and math will increase by 5% ELPAC State Growth Targets will be met. CAHSEE passage rate will increase by 5% Graduation rate will increase by 5%		

<p>EAP passing rate will increase by 5%</p> <p>A-G requirements met will increase by 5%</p> <p>AP enrollment will increase by 5%</p> <p>All teachers including teachers serving the needs of English Learners will be properly credentialed, including short-term staffing permit teachers and provisional internship staffing permit.</p> <p>Sufficient materials will be provided for all students, as measured by board resolution.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Maintain and refine standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, Expository Reading and Writing Course (ERWC) for grades 7-12.</p> <p>Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations. Monitor and refine Reclassification Criteria for Special Education English Learner students.</p>	All Schools	<u>X</u> ALL	\$100,000 Base
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$110,000 S/C District-wide
<p>b. Continue to provide professional development (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment), maintain academic coaching for the SEAL Program, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Provide substitutes and extra time for unit planning.</p>	Districtwide	<u>X</u> ALL	\$100,000 S/C District-wide
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 Base District-wide
<p>c. Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments and state assessments (ELPAC and SBAC). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.</p>	Districtwide	<u>X</u> ALL	\$20,000 S/C District-wide
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>d. Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits.</p> <hr/> <p>Maintain staffing for lower class sizes at the K-8 levels and to facilitate increased Literacy, Comprehension, and Fluency district-wide.</p> <p>Supplemental/Concentration funds will continue to be used for professional development for paraprofessional district-wide on the CA State Standards (ELA and Mathematics), the CA ELD Standards, and the Next Generation Science Standards (NGSS).</p>	All Schools Districtwide	<u>X</u> ALL	\$10,690,417 Base
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,482,766 S/C District-wide
<p>e. Maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities focused on “Best First Instruction” for all students, including special populations, i.e. EL’s, Special Education students, and Foster Youth.</p> <p>An increase of 3% for certificated staff to be negotiated for additional duty days.</p>	Districtwide	<u>X</u> ALL	\$259,309 S/C District-wide
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$150,000 S/C District-wide
<p>f. Continue to provide materials, supplies, workshops and recruitment fairs to recruit, hire and retain properly credentialed staff.</p>	All Schools	<u>X</u> ALL	\$20,000 Base
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>g. Continue to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English learners. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-3 to help prevent Long-Term English Learners.</p>	Districtwide	<u>X</u> ALL	\$10,000 S/C District-wide
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
h. Continue to implement and refine Multi-Tiered System of	Districtwide	<u>X</u> ALL	\$500,000 S/C

<p>Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for all students, inclusive of EL's, Special Education students, and Foster Youth. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.</p> <p>Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	District-wide
<p>i. Provide ELPAC training for all TK-12 certificated teachers, K-8 paraprofessionals, site and district administrators. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry and professional development.</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$10,000 Base
<p>j. Provide 21<sup>st</sup> century learning skills and environment, e.g. Google Certification Training for all staff. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings.</p> <p>Hire 1 Educational Technology Assistant (classified) to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$370,000 S/C District-wide</p> <p>\$100,000 Base District-wide</p>
<p>k. Maintain and refine accelerated and enrichment-learning opportunities for students meeting and exceeding grade level standards, e.g. CTE, STEAM pathways, Summer Bridge, and Dual Enrollment.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$140,000 S/C District-wide</p>

GOAL:	GOAL #2 Increase positive school climate with all stakeholders and build exemplary school and district facilities.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	14-15 Attendance rate: 90.75% 14-15 Chronic absenteeism baseline: 20.4% 14-15 Middle School dropout rate: 0% 14-15 High School dropout rate: 2.5% 14-15 suspension rate: 3.7% 14-15 expulsion rate: 0% Overall Facility Conditions-Good Rating Establish baseline data for school climate and culture using a research-based survey.		
Goal Applies to:	Schools: All Schools. Applicable Pupil Subgroups: All Subgroups.		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase attendance rate by 3% Decrease in Chronic absenteeism by 90% Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 5% Increase in student participation in co-curricular and extra-curricular activities by 5% Reduction suspension rate by 3%; Maintain expulsion rate of 0% Maintain 100% of schools rated as "Overall Facility Conditions – Good."		
Actions/Services		Scope of Service	Budgeted Expenditures
a. Establish attendance committees at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to contract with FCOE, Truancy Intervention Program, support staff, materials, supplies and attendance incentives.		All Schools  Districtwide	X ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____
b. Purchase equipment and materials to adequately equip		Schoolwide	X ALL

high school classrooms to facilitate Career and Technical Education (CTE).		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	site-wide
c. Retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, San Joaquin, and Tranquillity Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$218,175 S/C Site-wide
d. On-going facility maintenance and improvements. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will conduct school site walk-throughs with MOT department.	All Schools	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$789,964 Base All Schools
e. Increase the number of stakeholders participating in school related activities to improve positive school climate and culture. Establish baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey.	Districtwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$120,000 S/C District-wide
f. Retain 2 Campus Monitor positions at THS. Hire 6 Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. Provide training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems).	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$248,215 S/C Site-wide
g. Refine Positive Behavior Intervention Supports (PBIS) to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders. Substitute costs, materials, and supplies.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 S/C Site-wide
h. District will continue to provide home to school transportation within the transportation boundaries for students to school related events (excludes cost of staff).	All Schools	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$182,000 Base

\_\_Other Subgroups:(Specify)\_\_\_\_\_

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

14-15 Attendance rate: 90.75%  
 14-15 Chronic absenteeism baseline: 20.4%  
 14-15 Middle School dropout rate: 0%  
 14-15 High School dropout rate: 2.5%  
 14-15 suspension rate: 3.7%  
 14-15 expulsion rate: 0%  
 Overall Facility Conditions-Good Rating  
 Establish baseline data for school climate and culture using a research-based survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Maintain and refine attendance committees at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to contract with FCOE, Truancy Intervention Program, support staff, materials, supplies and attendance incentives.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 S/C Site-wide
b. Continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE).	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$225,000 S/C Site-wide
c. Retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, San Joaquin, and Tranquillity Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels.	Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$221,448 S/C Site-wide
d. On-going facility maintenance and improvements. Update	All Schools	<u>X</u> ALL	\$790,000 Base

classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will continue to conduct school site walk-throughs with MOT department.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
e. Increase the number of stakeholders participating in school related activities to improve positive school climate and culture. Analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$120,000 S/C Site-wide
f. Retain 2 Campus Monitor positions at THS. Retain 6 Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. Provide training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems).	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$251,188 S/C Site-wide
g. Continue to refine Positive Behavior Intervention Supports (PBIS) to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders. Substitute costs, materials, and supplies.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 S/C Site-wide
h. District will continue to provide home to school transportation within the transportation boundaries for students to school related events (excludes cost of staff).	All Schools	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$182,000 Base
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	14-15 Attendance rate: 90.75% 14-15 Chronic absenteeism baseline: 20.4% 14-15 Middle School dropout rate: 0% 14-15 High School dropout rate: 2.5% 14-15 suspension rate: 3.7% 14-15 expulsion rate: 0% Overall Facility Conditions-Good Rating		



Establish baseline data for school climate and culture using a research-based survey.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to maintain and refine attendance committees at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to contract with FCOE, Truancy Intervention Program, support staff, materials, supplies and attendance incentives.	Districtwide	<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)_____	\$25,000 S/C District-wide
b. Continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE).	Schoolwide	<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)_____	\$210,000 S/C Site-wide
c. Retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, San Joaquin, and Tranquillity Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels.	Schoolwide	<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)_____	\$224,770 S/C Site-wide
d. On-going facility maintenance and improvements. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will continue to conduct school site walk-throughs with MOT department.	All 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)_____	\$790,000 Base
e. Increase the number of stakeholders participating in school related activities to improve positive school climate and culture. Analyze three-year data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey.	Districtwide	<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)_____	\$120,000 S/C District-wide
f. Retain 2 Campus Monitor positions at THS. Retain 6 Non-	Schoolwide	<input checked="" type="checkbox"/> ALL	\$254,206 S/C

Instructional/Yard Duty Aides for K-8 and continuation high schools. Provide training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems).		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)_____	Site-wide
g. Continue to refine Positive Behavior Intervention Supports (PBIS) to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders. Substitute costs, materials, and supplies.	Schoolwide	<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)_____	\$10,000 S/C Site-wide
h. District will continue to provide home to school transportation within the transportation boundaries for students to school related events (excludes cost of staff).	All 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)_____	\$182,000 Base
<b>GOAL:</b>	<b>GOAL #3</b> Increase stakeholder involvement with school, district, and community. Establish and continue to increase parent educational opportunities.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____
<b>Identified Need :</b>	1. Increase LEA parent engagement based on sign-in sheets from Parent Advisory Committees, Open House, Back to School Nights, Parent Teacher Conferences, Parent Education Meetings, and Surveys. 2. Increase number of Parent Education Programs. 3. Increase number of School (teacher, administration) to Home (parents/guardian) communication (academics, citizenship, social-emotional).		
<b>Goal Applies to:</b>	<b>Schools:</b> All Schools. <b>Applicable Pupil Subgroups:</b> All Subgroups.		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	Increase Stakeholder Engagement and Participation by 10% Increase Parent Education Program offerings and monitor enrollment by 10% Increase School (teacher, administration) to Home (parents/guardian) communication (academics, citizenship, social-emotional) by 10%		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
a. Provide interpreter and translator services for district-wide	All Schools	<input checked="" type="checkbox"/> ALL	\$10,000 Base

activities and school functions. Train and certify school site and district interpreters and translators through FCOE or other agency. Establish a process and a designated list of qualified interpreters and translators for school sites/district.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
b. Increase (in addition to Title I funds) district and site parent communication and involvement in district-wide activities. Improve accessibility to websites, grading, and attendance systems. Purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners). Implement Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children.	Districtwide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 S/C District-wide
c .Provide (in addition to Title I funds) educational parenting services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Hire Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program.	Districtwide	ALL  OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$122,156 S/C District-wide
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	Increase Stakeholder Engagement by 10% Increase Parent Education Program offerings by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to provide interpreter and translator services for district-wide activities and school functions. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Establish a process and a designated list of qualified interpreters and translators for	All Schools	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 Base

school sites/district.			
b. Continue to increase (in addition to Title I funds) district and site parent communication and involvement in district-wide activities. Continue to improve accessibility to websites, grading, and attendance systems. Continue to purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners). Implement  Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children.		Districtwide  <u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 S/C District-wide
c .Continue to provide (in addition to Title I funds) educational parenting services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program.		Districtwide  <u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$143,688 S/C District-wide
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Increase Stakeholder Engagement by 10% Increase Parent Education Program offerings by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue to provide interpreter and translator services for district-wide activities and school functions. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Establish a process and a designated list of qualified interpreters and translators for	All Schools	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 Base

school sites/district.			
<p>b. Continue to increase (in addition to Title I funds) district and site parent communication and involvement in district-wide activities. Continue to improve accessibility to websites, grading, and attendance systems. Continue to purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners). Implement</p> <p>Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	\$20,000 S/C District-wide
<p>c .Continue to provide (in addition to Title I funds) educational parenting services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	\$125,244 S/C District-wide

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

### Annual Update

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

#### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

Original GOAL from prior year LCAP:	GOAL #1 All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English learners.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>4</u> <u>X</u> 5 <u>  </u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>                    </u>	
Goal Applies to:	Schools:	All schools.		
	Applicable Pupil Subgroups:	All students and all subgroups.		
Expected Annual Measurable Outcomes:	a. All students and subgroups will have access to standards aligned curriculum and materials including English language development. b. School sites and district will meet API targets established by the state for all significant subgroups. c. Proficiency rates in ELA and math will increase by 2% for all significant subgroups.		Actual Annual Measurable Outcomes:	a. All students have access to standards aligned curriculum. No findings were reported on the 2015-16 William's Report.  b. and c. The state has not released an API or proficiency levels of state assessments in ELA and math. The district did administer ELA and math benchmarks. Our unduplicated student population is 94.59%. Data reported in the All Students category is representative of our entire student population. 2015-16 CAASPP results are not yet available, but will be used to measure growth from 2014-15.
	d. CAHSEE passage rate will increase by 2% for all significant subgroups.			

- e. Meet the 2014-15 AMAO State Growth Targets:  
AMAO 1= 62%; AMAO 2 less than 5 years= 25.5%,  
AMAO 2 more than 5 years= 52.8%
- f. Increase EL reclassification rate by 5%.
- g. Graduation Rate will increase by 2%.
- h. EAP passing rate will increase by 3%.
- i. A-G requirements met will increase by 3%.

d. The California Department of Education has suspended the CAHSEE. Therefore, no data is available.

e. Did not meet the 2014-15 AMAO State Growth Targets:  
AMAO 1= 49.3%, AMAO 2 less than 5 years=18.0%, AMAO 2  
more than 5 years=38.4%

f. Did not meet EL reclassification rate increase by 5%. 2013-  
14 (11.60%); 2014-15 (9.30%)

g. Did meet Graduation Rate increase of 2%. 2013-14  
(80.8%); 2014-15 (83.3%)

h. Did not meet EAP passing rate increase by 3%.

2014 Early Assessment Program:

- Early Assessment of Readiness for College English= 0.0%
- Early Assessment of Readiness for College Mathematics (Algebra II)= 3.0%
- Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)= 8.0%
- Early Assessment of Readiness for College Mathematics (Total)= 5.0%

Data not available due to massive transition from 2014-15 to 2015-16, in which the superintendent, academic services, fiscal, HR, and technology directors were all new to the district. No data collection process in place to extract subgroup data for EAP, A-G, and AP.

i. Did not meet A-G requirements increase by 3%. 2013-14  
(16.2%); 2014-15 (4.8%)

	<p>j. AP enrollment will increase by 2%.</p> <p>k. Establish a baseline for percentage of pupils with a 3 or higher on AP exams in 2015-16.</p> <p>l. Provide access to a broad course of study as reflected in teachers' schedules.</p> <p>m. Increase the number of career technical education sections offered by 1.</p> <p>n. Ensure that the Common Core State Standards are implemented in all courses as evident by classroom walk-throughs/observation protocol and CAASPP.</p> <p>o. HQT/EL authorized teaching staff, 100%</p>		<p>j. Did not meet AP enrollment increase by 2%. 2013-14 (82.9%); 2014-15 (76.1%)</p> <p>k. Baseline for percentage of pupils with a 3 or higher on AP exams will be set in 2015-16 based on consistent site and district administration.</p> <p>l. Provide access to a broad course of study as reflected in teacher's schedules was not met in 2014-15 due to inconsistent site and district administration.</p> <p>m. Increase the number of career technical education sections offered by 1 was met. 2013-14 (22); 2014-15 (29)</p> <p>n. Data not available due to massive transition from 2014-15 to 2015-16, in which the superintendent, academic services, fiscal, HR, and technology directors are all new to the district.</p> <p>o. HQT/EL authorized teaching staff not met, 96.49%</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Provide standards aligned core and supplemental curriculum. Replenish/replace or update educational resources, materials and supplies.		\$100,000 Base	a. Purchased supplemental materials, replenished and replaced educational resources. Provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations.	
Provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations.				
Scope of service:	All Schools		Scope of service:	All Schools
X ALL			X ALL	



OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
b. Provide professional development, additional academic coaching, materials and supplies to support the full implementation of the CA State Standards and ELD Standards. Provide substitutes and extra time.		\$250,000 S/C District-wide	b. Provided professional development, academic coaching, substitutes, extra time, materials and supplies.		\$350,000 S/C District-wide
Scope of service:	District-wide		Scope of service:	District-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)_____		
c. Monitor progress of all students using benchmark assessments and state assessments. Provide data system licenses and contracts, professional development, materials, supplies, staff time to input data.		\$50,000 S/C District-wide	c. Student progress was monitored district-wide using Amplify Benchmark Assessments, CELDT Test results for English Learners, and SBAC results.		\$10,000 S/C District-wide
Scope of service:	District-wide		Scope of service:	District-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)_____		

d. Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits.			d. Certificated and classified staff provided support for day-to-day operations.		
Provide additional staffing for lower class sizes at K-8 levels and to facilitate increased comprehension district-wide.		\$12,520,050 Base	Provided additional staffing for lower class sizes at K-8 levels and to facilitate increased comprehension district-wide.		\$12,520,050 Base
Supplemental/Concentration funds will be used for professional development on the CA State Standards and ELD Standards for paraprofessionals district-wide.		\$837,451 S/C District-wide			\$837,451 S/C District-wide
Scope of service:	All Schools District-wide		Scope of service:	All Schools District-wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
e. Provide 1½ hours per week for staff development time and individual teacher prep times were increased by 5 minutes for teacher PLC activities focused on interventions for EL's. A certificated staff salary increase of 7% and a \$1,000 annual contribution increase to health and welfare contribution was provided to compensate for the additional time.		\$532,366 S/C District-wide	e. Provided 1 ½ hours per week for staff development time and individual teacher prep times were increased by 5 minutes for teacher PLC activities focused on interventions for EL's. Certificated staff had an increase of 7% and a \$1,000 annual contribution increase to health and welfare contribution was provided to compensate for the additional time. A 4% increase for certificated and classified staff for 2015-16 will be retro, back to July 1, 2015 due to 5 professional development days that all teachers participated in throughout the year with the ELD Standards, Language & Literacy Tool, and mathematics.		\$532,366 S/C District-wide   <

<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
f. Provide materials, supplies, workshops and recruitment fairs to recruit, hire and retain HQT/EL authorized teaching staff.		\$6,000 Base	f. District and site administration attended teacher job fairs at Fresno Pacific, Stanislaus and Tulare County Offices of Education, and CAFE to recruit and hire HQT/EL authorized teaching staff.		\$1,000 Base
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
g. Provide oversight of EL programs and assist with the implementation of the ELA/ELD framework, standards and strategies for all English learners.		\$180,000 S/C District-wide	g. The district administration (Academic Services Director and Superintendent) provided training on the ELA/ELD Framework (2 ½ days), CA ELD Standards (3 days), and the Language & Literacy Tool (1 day) to all teachers in grades TK-12.		\$250,000 District-wide
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		

h. Response to Intervention (academic intervention) with a focus on English learners. Provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.		\$400,000 S/C District-wide	h. Response to Intervention (academic intervention) with a focus on English Learners was inconsistent district-wide. A shift from “intervention” to “Best First Instruction” practices/mind-set was a major shift for the district, including a shift towards the Multi-Tiered System of Supports (MTSS), as referenced in the ELA/ELD Framework versus the RTI outdated model.		\$400,000 S/C District-wide
Scope of service:	District-wide		Scope of service:	District-wide	
<input type="checkbox"/> ALL			<input checked="" 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) _____			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) _____		
i. Hire a CELDT administration team. Provide substitutes, extra time for assessments, data entry and professional development.		\$20,000 Base	i. CELDT administration team was partially hired, as the majority of the CELDT administration team consisted of actual district employees, e.g. paraprofessional, academic coaches, directors, and learning director.		\$20,000 Base
Scope of service:	All Schools		Scope of service:	All Schools	
<input type="checkbox"/> ALL			<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) _____			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) _____		
j. Provide 21 <sup>st</sup> century learning skills and environment. Update, upgrade and replace, technology, i.e. Chromebook carts, computers, Chromebook management systems, wireless access and security. Hire 1 Educational Technology Assistant (classified) to assist classroom teachers with embedding technology in lesson design, lesson delivery and student demonstration of learning.		\$450,000 S/C District-wide	j. Updated technology, i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security. Did not hire 1 Educational Technology Assistant, but instead hired 1 Network Specialist to assist with Network, Wi-Fi, and technology support based on district need.		\$450,000 District-wide
Scope of service:	District-wide		Scope of service:	District-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) _____			<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) _____		
k. Provide accelerated and enrichment-learning opportunities for students meeting and exceeding grade level standards. Staff time, materials and supplies.		\$40,000 S/C District-wide	k. 9 <sup>th</sup> grade students are moving from "Career Cruising" to "Get Focused Stay Focused." 9 <sup>th</sup> through 12 <sup>th</sup> grade students can participate in a "College Bound" course where students are eligible for high school and college credits through West Hills. College for Kids Summer Academy for incoming Freshman.		\$40,000 S/C District-wide
Scope of service:	District-wide		Scope of service:	District-wide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		District will do the following to meet state growth targets: <ol style="list-style-type: none"> <li>1. Professional development for Certificated and Classified staff on the ELA/ELD framework and ELD standards (Designated and Integrated ELD), and leveraging technology, e.g. Google Certification for all certificated staff.</li> <li>2. District Initiatives with CALLI/Stanford on Early Literacy, SEAL (Sobrato Early Academic Language), ERWC, Number Talks, and GLAD.</li> <li>3. CELDT prep/awareness for all English Learners, teachers, academic coaches, administrators, and paraprofessionals. CELDT Training for all site administrators and teachers in grades TK-12.</li> <li>4. Use Formative Assessment, CAASPP Interim Assessments, and Summative Assessments (CELDT and SBAC data) to drive "Best First Instruction" during Designated and Integrated ELD.</li> <li>5. Action B went from \$250,000 to \$350,000 because of additional travel expenses related to new programs, as well as a heavy emphasis on intervention programs that were purchased prior to the beginning of 2015-16 academic year.</li> </ol>			

6. Action C went from \$50,000 to \$10,000 due to a transition to CAASPP Interim Assessments and the free professional development opportunities offered through the state and Fresno COE.

Original GOAL from prior year LCAP:	GOAL #2 Increase positive school climate and maintain facilities in good repair.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>X</u> 10 <u>X</u> Local : Specify _____	
Goal Applies to:	Schools:	All schools.		
	Applicable Pupil Subgroups:	All subgroups.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>a. 1% increase in attendance rates</li><li>b. 1% decrease in chronic absenteeism</li><li>c. Maintain middle school dropout rate at 0%</li><li>d. Decrease high school dropout rate by 5%</li><li>e. 5% increase in student participation in co-curricular and extra-curricular activities</li><li>f. 1% reduction in suspension rate</li><li>g. Maintain expulsion rate of 0%</li><li>h. Maintain 100% of schools rated as "Overall Facility Conditions – Good."</li></ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"><li>a. Did not meet 1% increase in attendance rates. 2013-14 (91.78%); 2014-15 (90.75%)</li><li>b. Did not meet 1% decrease in chronic absenteeism. 2013-14 (12.3%); 2014-15 (20.4%)</li><li>c. Met maintain Middle School dropout rate at 0%</li><li>d. Did not meet decrease high school dropout rate by 5%. 2013-14 (1.2%); 2014-15 (2.5%)</li><li>e. District was in massive transition during 2015-16 school year with superintendent, academic services, fiscal, human resources, and technology directors all being new to the district; therefore data is not available for b, d, e, and f.</li><li>f. 1% reduction in suspension rate was met. 2013-14 (6.8%); 2014-15 (3.7%)</li><li>g. Maintain expulsion rate of 0% was met.</li><li>h. Maintain 100% of schools rated as "Overall Facility Conditions-Good," as evidenced by William's Visits.</li></ul>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
a. Establish attendance committee to regularly review school attendance rates and create action plans to reduce truancy levels. Continue to contract with FCOE, Truancy Intervention Program, support staff, materials, supplies and attendance incentives.		\$50,000 base  \$50,000 S/C District-wide	a. Attendance committee was not formally established. District office worked with site administration on truant students through PBIS and SART. Continued to contract with FCOE, Truancy Intervention Program, support staff, materials, supplies and attendance incentives, e.g. monthly recognition at board meeting for school site with the highest attendance rate for the month.		\$50,000 S/C District-wide
Scope of service:	All schools and district-wide		Scope of service:	District-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. Purchase equipment and materials to adequately equip high school classrooms to facilitate career/vocational education learning.		\$145,000 S/C site-wide	b. TK-12 CTE/STEAM/Biliteracy Pathways plans are underway for next academic year, which will move to purchasing equipment and materials to adequately equip the high school and K-8 classrooms to facilitate career/vocational education learning (CTE).		\$100,000 S/C site-wide
Scope of service:	School-wide		Scope of service:	School-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)_____		

c. Hire 1 certificated school counselor to monitor student academic and social progress. Local and state assessment data will be used to increase student achievement and graduation levels.		\$110,000 S/C Site-wide	c. 1 certificated school counselor was hired to monitor student and academic progress at Helm/RDR, Cantua, and Tranquillity Elementary. As a result 4/4 high school seniors at our continuation school (RDR) will graduate this spring of 2016.	\$110,000 site-wide
Scope of service:	School-wide		Scope of service:	School-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)_____	
d. On-going facility maintenance and improvements. Update classroom and cafeteria furniture.		\$500,000 Base	d. On-going facility maintenance and improvements will be made at all campuses per Measure G Bond. Classroom and cafeteria furniture still needs updating at all sites.	\$800,000 Base
Scope of service:	All Schools		Scope of service:	All Schools
<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)_____	
e. Increase the number of student activities to improve positive school climate and culture. Establish baseline data for school climate and culture using a researched based survey.		\$20,000 S/C District-wide	e. Did not increase the number of student activities due to a massive change in administration during the 2015-16 school/fiscal year, to include the Superintendent, CBO, Academic Services Director, HR, and technology directors. The \$20,000 was spent on current student activities.	\$20,000 S/C District-wide
Scope of service:	District-wide		Scope of service:	District-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)_____		
f. Retain 2 campus supervisor positions at THS. Hire 6 noontime supervisors to K-8 and continuation high schools. Provide, update and replace security/safety resources (cameras, radios, alarm systems).		\$290,000 S/C Site-wide	f. Retained 2 campus supervisor positions at THS. Did not hire the 6-noontime supervisors to K-8 and continuation high schools due to getting applicants for 2-hour position. Renamed position to non-instructional/yard duty aide and made it a 5 hour position. Currently posted.		\$50,000 S/C site-wide
Scope of service:	School-wide		Scope of service:	School-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)_____		
g. Provide a safe and positive school climate by fully implementing PBIS Gold Level (K-8 schools) and Silver Level (9-12) schools). Maintain SWIS, CICO and ISIS data management system, PBIS implementation Year II (9-12) and Year III (K-8), substitute costs, materials, supplies.		\$50,000 S/C Site-wide	g. Staff at all school sites attended/finished PBIS training through FCOE. Tranquillity Elementary won the "Gold" Model School Award for 2015-16.		\$20,000 S/C site-wide
Scope of service:	School wide		Scope of service:	School 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)_____		
h. District will provide home to school transportation within the transportation boundaries for students and school related events (excludes cost of staff).		\$182,000 Base	h. District provided home to school transportation within the transportation boundaries for students and school related events (excludes cost of staff).		\$823,776 Base
Scope of service:	All Schools		Scope of service:	All Schools	
<u>X</u> ALL			<u>X</u> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District will do the following:</p> <ol style="list-style-type: none"> <li>1. Consistently implement/refine Positive Behavior Intervention Support (PBIS) program district-wide to include the 6 C's: Communication, Collaboration, Critical Thinking, Creativity, Citizenship, and Character.</li> <li>2. Administer LCAP and We Survey to increase positive school climate and maintain facilities in good repair through the feedback given by all stakeholders.</li> <li>3. Provide training for all campus supervisors and all non-instructional/yard duty aides on school/campus safety.</li> <li>4. In Action A, the base funds were not expended because the attendance committees were not established throughout the district/school sites.</li> <li>5. In Action F, there was a decrease of \$240,000 compared to the amount budgeted because we did not hire the noontime aides within the fiscal year.</li> <li>6. The amount expended in Action H significantly exceeded what was budgeted because the amount budgeted was not a true reflection of expected costs. Costs for Action H were reasonable compared to historical District expenditures for this purpose.</li> </ol>

<p>Original GOAL from prior year LCAP:</p>	<p>GOAL #3 Increase stakeholder engagement and parent education opportunities.</p>	<p>Related State and/or Local Priorities:  1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u>  COE only: 9__ 10__  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools.  Applicable Pupil Subgroups: All subgroups.</p>	

Expected Annual Measurable Outcomes:	<p>a. Increase stakeholder engagement by 2%</p> <p>b. Increase parent education program offerings by 5%</p>	Actual Annual Measurable Outcomes:	<p>a. Increase stakeholder engagement by 2% was not met due to a massive change in administration during the 2015-16 school/fiscal year, to include the Superintendent, CBO, Academic Services Director, HR, and technology directors. Baseline will be established for 2015-16 school year.</p> <p>b. Increase parent education program offerings by 5% was not met due to a massive change in administration during the 2015-16 school/fiscal year, to include the Superintendent, CBO, Academic Services Director, HR, and technology directors. Parent/Adult Coordinator will be hired for 2016-17 to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program. This will help with increasing parent education program offerings by 5% for next year.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Provide interpreter/translator services for district-wide activities.	\$10,000 Base	a. Interpreter/translator services were provided district-wide. The goal next year is to get certification for all district/school site interpreters/translators.	\$10,000 Base
Scope of service:	All Schools	Scope of service:	All Schools
<u>X</u> ALL		<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
b. Increase (in addition to Title I funds) District and site parent communication and involvement in district-wide activities. Improve accessibility to websites, grading and attendance systems. Purchase student planners to increase communication from school to home regarding academic assignments and progress.		\$45,000 S/C	b. Due to a massive change in administration during the 2015-16 school/fiscal year, to include the Superintendent, CBO, Academic Services Director, HR, and technology directors, these departments went through Needs Assessments and Audits to move forward improved accessibility to websites, transition to using Aeries platform for grading, updating report card system to a standards-based report card, and refining district and site parent communication and involvement in district-wide activities.		\$0 S/C
Scope of service:	District-wide		Scope of service:	District-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)_____		
c. Provide (in addition to Title I funds) educational parenting services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare.		\$45,000 S/C District-wide	c. Due to a massive change in administration during the 2015-16 school/fiscal year, to include the Superintendent, CBO, Academic Services Director, HR, and technology directors, these departments went through Needs Assessments and Audits to move forward the hiring of a Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program. Parent Education contracts with services from FCOE were implemented by some of the school sites, e.g. THS and SJES.		\$0 S/C
Scope of service:	District-wide		Scope of service:	District-wide	
<u>  </u> ALL			<u>X</u> ALL		
OR:			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)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District will do the following: 1. Increase stakeholder engagement and parent education opportunities through hiring a Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program. 2. Provide certification for all interpreters/translators for district and school sites. 3. The district will provide awareness on Project 2 Inspire for all stakeholders to increase parent's knowledge about schooling to ensure parents have vital information about high quality educational options for their children. The goal is to have Project 2 Inspire fully implemented at all school sites.		

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$4,487,656
Using the calculation tool, Golden Plains Unified School District has calculated that it will receive \$4,487,656 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in Section 2 of this plan and include additional intervention programs, professional development, progress monitoring of at risk students, data tracking, academies and technology upgrades to better our students most in need including our English Learners, economically disadvantaged and foster youth. Our unduplicated student population count is 94.6%. All of these actions and services are performed on a school-wide or district-wide basis with the needs of our unduplicated population in mind after careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help Golden Plain Unified be effective in meeting the goals of the LEA. Given that almost 100% of our student population is in the unduplicated category, the most efficient delivery of services for these students is a district or school-wide implementation.	

- 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.

34.16	%	Using the calculation tool provided by FCMAT, which has been endorsed by the state, Golden Plains Unified School District has calculated that it will receive \$4,487,656 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the proportionality percentage has been calculated at 26.01%. Golden Plains Unified School District has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in Section 2 of this plan, and as summarized in section 3a.
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## **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).