

**Introduction:****LEA:** Hueneme Elementary**Contact:** Christine Walker, Superintendent, cwalker@huensd.k12.ca.us, (805)488-3588**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

The LCAP was discussed at stakeholder engagement meetings throughout the year: including but not limited to "Cafe con Leche", English learner parent meetings, staff meetings, Back-to-School Nights and Open Houses, as follows:

1. Hollywood Beach - 9/17/15, 12/14/15, 1/13/16, 2/10/16, 3/2/16, 3/16/16, 3/23/16, 3/24/16, 3/28/16
2. Charles Blackstock - 9/29/15, 11/5/15, 3/3/16, 3/15/16, 3/21/16
3. E.O. Green - 9/17/15
4. Ansgar Larsen - 8/13/15, 9/24/15, 11/19/15, 12/10/15, 12/11/15, 1/28/16, 2/22/16, 3/3/16, 3/10/16, 3/21/16, 3/29/16
5. Fred L. Williams - 9/25/15, 12/7/15, 12/18/15, 2/23/16, 3/3/16, 3/14/16, 3/17/16, 3/31/16, 4/19/16, 4/24/16, 4/26/16
6. Parkview - 10/1/15, 1/26/16
7. Julien Hathaway - 10/1/15, 10/7/15, 10/20/15, 2/20/16, 3/9/16, 3/16/16, 3/23/16, 4/28/16
8. Art Haycox - 1/17/16, 3/8/17, 3/15/17, 3/29/17
9. Richard Bard - 9/3/15, 12/3/15, 12/11/15, 2/23/16, 2/29/16, 3/15/16, 4/30/16, 5/13/16
10. Sunkist - 8/24/15, 9/10/15, 10/8/15, 12/2/15, 12/15/15, 12/17/15, 1/14/16, 3/14/16, 3/15/16, 3/31/16
11. Hueneme - 9/24/15, 10/8/15, 10/14/15, 2/29/16, 3/24/16, 4/28/16

A survey was created, both electronically and on paper, to gather feedback on priorities, goals, actions and services, and the overall perception of the effectiveness of current programs on significant subgroups of students. District personnel, including certificated and classified staff, local bargaining units, parents, guardians, pupils, and community members were provided the opportunity to complete the survey during the month of March. Assistance was provided to increase stakeholder accessibility and participation. Assistance included explanation of items, technology support in completing the online survey, and scripting support as needed.

Community forums were held on 3/8/16, 3/10/16, and 3/22/16. Information regarding these meetings was communicated through flyers and automated voice messages. During the forums the district shared progress on the implementation of the 2015/16 LCAP.

The district shared progress on the implementation of the 2015/16 LCAP at district staff meetings on 8/11/15, 2/3/16 and 2/17/16.

The District Collaborative Leadership Team, comprised of

All stakeholder groups were informed of progress on the LCAP and given opportunities to participate in the process to identify district needs within the eight priority areas. Invitations to provide input went out to teachers, staff, students, administration, families, and community members through multiple means including the district website, automated phone messages, school bulletins/newsletters, and parent meetings.

Stakeholders reviewed data and provided input through site meetings, district level meetings, and online surveys.

At multiple district and site meetings, programs and services provided through the LCAP were discussed.

We continue to identify and collect data to assist in the analysis of the LCAP plan. Currently, we have data for English language development, school climate, suspensions and expulsions, truancy rates, and state and local achievement data.

The LCAP Committee reviewed the input from the district surveys and analyzed the academic data. The committee recommended to maintain all existing programs and services.

It was determined to eliminate the 2015/16 goal 4 and to move the actions and services into the other three goals.

The three goals for 2016/17 are:

1. Increase the academic achievement of all students.
2. Increase the social-emotional well-being of students and improve school climate.
3. Improve and strengthen family engagement.

As a result of stakeholder engagement and data analysis, additional services for the 2016/17 school year were identified.

representatives from HEA, CSEA, school board and management, reviewed progress on the implementation of the 2015/16 LCAP on 2/22/16. The LCAP survey and results were discussed during labor management meetings with HEA and CSEA on 2/17/16, 3/16/16, 4/27/16 and 5/18/16.

The Parent Advisory Committee (PAC)/District English Learner Advisory Committee (DELAC) met on 10/22/15, 11/19/15, 3/17/16, 5/19/16, and 6/9/16, to review progress on the implementation of the 2015/16 LCAP and services provided as a result of parent and stakeholder input.

Staff, including administrators, counselors, and the parent support clerk, attended the Special Populations Conference on March 4, 2016 addressing migrant, homeless, and foster youth.

Representatives of the PAC/DELAC and the LCAP Committee of parents, teachers, classified staff, and administrators, met on 5/3/16 and 5/10/16, to review and analyze survey data and the Expected Annual Measurable Outcomes to evaluate the effectiveness of actions and services and to inform the 2016-17 LCAP.

No written responses from the Superintendent regarding the draft LCAP were requested by PAC/DELAC.

On 5/27/16, a public hearing notice regarding the draft LCAP was posted on the district website. In addition, an email was sent to a wide audience of recipients who receive notices of district board meetings, including local news outlets.

Progress on the implementation of the 2015-16 LCAP, along with available metrics, was shared at school board meetings on 10/26/15, 11/23/15, 1/25/16 and 2/22/16.

A public hearing was held on 6/13/16 for feedback and public comments on the LCAP draft.

The Governing Board approved the LCAP plan on June 27, 2016.

**Annual Update:**

The LCAP was discussed at stakeholder engagement meetings throughout the year: including but not limited to "Cafe con Leche", English learner parent meetings, staff meetings, Back-to-School Nights and Open Houses, as follows:

**Annual Update:**

Input from stakeholders demonstrated satisfaction with and a desire to maintain existing actions and services. The LCAP Committee identified areas to increase services to incorporate into the 2016/17 LCAP plan:

1. Hollywood Beach - 9/17/15, 12/14/15, 1/13/16, 2/10/16, 3/2/16, 3/16/16, 3/23/16, 3/24/16, 3/28/16
2. Charles Blackstock - 9/29/15, 11/5/15, 3/3/16, 3/15/16, 3/21/16
3. E.O. Green - 9/17/15
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A survey was created, both electronically and on paper, to gather feedback on priorities, goals, actions and services, and the overall perception of the effectiveness of current programs on significant subgroups of students. District personnel, including certificated and classified staff, local bargaining units, parents, guardians, pupils, and community members were provided the opportunity to complete the survey during the month of March. Assistance was provided to increase stakeholder accessibility and participation. Assistance included explanation of items, technology support in completing the online survey, and scripting support as needed.

Community forums were held on 3/8/16, 3/10/16, and 3/22/16. Information regarding these meetings was communicated through flyers and automated voice messages. During the forums the district shared progress on the implementation of the 2015/16 LCAP.

The district shared progress on the implementation of the 2015/16 LCAP at district staff meetings on 8/11/15, 2/3/16 and 2/17/16.

The District Collaborative Leadership Team, comprised of representatives from HEA, CSEA, school board and management, reviewed progress on the implementation of the 2015/16 LCAP on 2/22/16. The LCAP survey and results were discussed during labor management meetings with HEA and CSEA on 2/17/16, 3/16/16, 4/27/16 and 5/18/16.

1. Increase support of English learners by providing one full-time English Learner Support Teacher at all eleven sites. This will require hiring an additional English Learner Support Teacher.
2. Increase academic intervention for students at Art Haycox Elementary School by providing an additional Academic Intervention Teacher.
3. Increase opportunities for student participation in fine arts.

The Parent Advisory Committee (PAC)/District English Learner Advisory Committee (DELAC) met on 10/22/15, 11/19/15, 3/17/16, 5/19/16, and 6/9/16, to review progress on the implementation of the 2015/16 LCAP and services provided as a result of parent and stakeholder input.

Staff, including administrators, counselors, and the parent support clerk, attended the Special Populations Conference on March 4, 2016 addressing migrant, homeless, and foster youth.

Representatives of the PAC/DELAC and the LCAP Committee of parents, teachers, classified staff, and administrators, met on 5/3/16 and 5/10/16, to review and analyze survey data and the Expected Annual Measurable Outcomes to evaluate the effectiveness of actions and services and to inform the 2016-17 LCAP.

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A public hearing was held on 6/13/16 for feedback and public comments on the LCAP draft.

The Governing Board approved the LCAP plan on June 27, 2016.

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

### **Instructions:**

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

the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	Goal 1: Increase the academic achievement of all students.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:  Governing Board Goal #1: Create a policy and support practices to increase academic achievement.
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<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Increase the English language proficiency of English learners as evidenced by the CELDT results and reclassification data.</li> <li>2. Increase the number of students in grades 3-8 meeting grade level standards in English language arts and mathematics as evidenced on the 2014/15 CAASPP Summative Assessment.</li> </ol>														
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools													
		Grades: All													
	<b>Applicable Pupil Subgroups:</b>	All													
<b>LCAP Year 1</b>															
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The percentage of all students scoring Standards Met or Exceeded on the CAASPP Summative Assessment in English language arts (ELA) will increase from the 2014/15 baseline of 27% to 33% in 2016/17 (an average of 3% per year).</li> <li>2. The percentage of students in the following subgroups scoring Standards Met or Exceeded in English language arts (ELA) on the CAASPP Summative Assessment will increase as follows: <table border="1" data-bbox="426 1228 1887 1446"> <thead> <tr> <th data-bbox="426 1228 821 1264"><b>Subgroup</b></th> <th data-bbox="821 1228 989 1264"><b>2014/15</b></th> <th data-bbox="989 1228 1887 1264"><b>2016/17</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="426 1264 821 1325">English learners</td> <td data-bbox="821 1264 989 1325">6%</td> <td data-bbox="989 1264 1887 1325">16% (an average of 5% per year)</td> </tr> <tr> <td data-bbox="426 1325 821 1387">Low income pupils</td> <td data-bbox="821 1325 989 1387">23%</td> <td data-bbox="989 1325 1887 1387">33% (an average of 5% per year)</td> </tr> <tr> <td data-bbox="426 1387 821 1446">Students with disabilities</td> <td data-bbox="821 1387 989 1446">4%</td> <td data-bbox="989 1387 1887 1446">10% (an average of 3% per year)</td> </tr> </tbody> </table> </li> </ol>			<b>Subgroup</b>	<b>2014/15</b>	<b>2016/17</b>	English learners	6%	16% (an average of 5% per year)	Low income pupils	23%	33% (an average of 5% per year)	Students with disabilities	4%	10% (an average of 3% per year)
<b>Subgroup</b>	<b>2014/15</b>	<b>2016/17</b>													
English learners	6%	16% (an average of 5% per year)													
Low income pupils	23%	33% (an average of 5% per year)													
Students with disabilities	4%	10% (an average of 3% per year)													

3. The percentage of all students scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase from the 2014/15 baseline of 17% to 23% in 2016/17 (an average of 3% per year).

4. The percentage of students in the following subgroups scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase as follows:

<b>Subgroup</b>	<b>2014/15</b>	<b>2016/17</b>
English learners	7%	17% (an average of 5% per year)
Low income pupils	15%	23% (an average of 4% per year)
Students with disabilities	2%	8% (an average of 3% per year)

5. The percentage of students scoring At or Above Grade Level on each of three common writing assessments as measured by the Lucy Calkins Units of Writing Assessments will increase as follows:

<b>Genre</b>	<b>2015/16</b>	<b>2016/17</b>
Narrative	24.94%	30%
Informational	39.08%	44%
Opinion/Argument	not available	

6. The percentage of English learners in grades 1-8 scoring Early Advanced or Advanced on the California English Language Development Test (CELDT) will increase as follows:

<b>2014/15</b>	<b>2016/17</b>
42%	52% (an average of 5% per year)

7. Maintain 100% of fully credentialed teachers

8. Maintain 100% student access to standards-aligned instructional materials.

9. English learner redesignated fluent -English proficient rates will increase from 19% in 2015/16 to 22% in 2016/17 (an average of 3% per year).

10. Academic Performance Index (n/a)

Note:

Foster youth will not be reported separately due to small sample size.

An expected annual measurable outcome will be developed for grades K-2. The effectiveness of actions and services for these grade levels will be determined in grades 3-8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease class size in transitional kindergarten - grade 3 to support student achievement for all students; add full-time teachers.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	3,000,000  Unrestricted General Fund; Salaries and Benefits

2. Continue additional site-based library hours for increased access to independent reading material.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	150,000  Unrestricted General Fund; Salaries and Benefits
3. Provide six paraprofessionals to support transitional kindergarten classrooms.	Williams, Sunkist, Larsen, Haycox, Bard, Hueneme  Grades: TK	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	90,000  Unrestricted General Fund; Salaries and Benefits
4. Provide afterschool homework centers.	All Schools  Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	275,000  Unrestricted General Fund; Salaries and Benefits
5. Provide professional learning in the English language arts (ELA)/English language development (ELD) Framework for all K-8 teachers. In addition, all K-5 teachers will continue to receive enVisionMATH training and support; all 6 grade teachers and 7/8 math teachers will receive math adoption training and support.	All Schools  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	700,000  Unrestricted General Fund; Salaries and Benefits

6. Purchase California Standard-aligned instructional materials and resources.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,500,000  Unrestricted General Fund; Materials/Supplies
7. Purchase new technology including hardware, and software. Maintain additional technology support personnel.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,200,000  Unrestricted General Fund; Materials and Supplies  200,000  Unrestricted General Fund; Salaries and Benefits
8. Provide ten academic intervention teachers.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,350,000  Unrestricted General Fund; Salaries and Benefits

9. Provide clerical support for English learner programs.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	60,000  Unrestricted General Fund; Salaries and Benefits
10. Maintain increased number of district psychologists.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	130,000  Unrestricted General Fund; Salaries and Benefits
11. Maintain district behaviorial support specialist.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	130,000  Unrestricted General Fund; Salaries and Benefits
12. Provide intervention and extended learning opportunities for long-term English learners (Summer Language Academy).	Junior High Schools Grades: 6th, 7th, 8th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	15,000  Unrestricted General Fund; Salaries and Benefits, Materials and Supplies

13. Provide ten English Learner Support Teachers to support English language development for English learners.	All Schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,350,000  Unrestricted General Fund; Salaries and Benefits
14. Provide instructional assistants to provide English language development support.	All Schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	500,000  Unrestricted General Fund; Salaries and Benefits
15. Explore and pilot extended-day kindergarten (minimum of 285 minutes per day). Provide instructional assistants to piloting classrooms.	Elementary Schools interested in exploring and piloting extended-day transition al kindergarten or kindergarten.  Grades: TK, K	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	90,000  Unrestricted General Fund; Salaries and Benefits

<p>16. Explore and pilot site-based intervention by Specialized Academic Instruction (SAI) teachers to provide Multiple Tiered Systems of Support (MTSS). Add one SAI teacher.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>130,000  Unrestricted General Fund; Salaries and Benefits</p>
<p>17. Increase number of Specialized Academic Instruction (SAI) teachers to lower student to teacher ratio for students with disabilities. Add two SAI teachers.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>260,000  Unrestricted General Fund; Salaries and Benefits</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. The percentage of all students scoring Standards Met or Exceeded on the CAASPP Summative Assessment in English language arts (ELA) will increase from the 2016/17 percentage of 33% to 36% in 2017/18 (an average of 3% per year).</p>			
	<p>2. The percentage of students in the following subgroups scoring Standards Met or Exceeded in English language arts (ELA) on the CAASPP Summative Assessment will increase as follows:</p>			
	<p><b>Subgroup</b></p>	<p><b>2014/15</b></p>	<p><b>2016/17</b></p>	<p><b>2017/18</b></p>
	<p>English learners Low income pupils Students with disabilities</p>	<p>6% 23% 4%</p>	<p>16% (an average of 5% per year) 33% (an average of 5% per year) 10% (an average of 3% per year)</p>	<p>+5% +5% +3%</p>
	<p>3. The percentage of all students scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase from the 2016/17 percentage of 23% to 26% in 2017/18 (an average of 3% per year).</p>			

4. The percentage of students in the following subgroups scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase as follows:

<b>Subgroup</b>	<b>2014/15</b>	<b>2016/17</b>	<b>2017/18</b>
English learners	7%	17% (an average of 5% per year)	+5%
Low income pupils	15%	23% (an average of 4% per year)	+5%
Students with disabilities	2%	8% (an average of 3% per year)	+3%

5. The percentage of students scoring At or Above Grade Level on each of three common writing assessments as measured by the Lucy Calkins Units of Writing Assessments will increase as follows:

<b>Genre</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Narrative	24.94%	30%	+5%
Informational	39.08%	44%	+5%
Opinion/Argument	not available	+5%	+5%

6. The percentage of English learners in grades 1-8 scoring Early Advanced or Advanced on the California English Language Development Test (CELDT) will increase as follows:

<b>2014/15</b>	<b>2016/17</b>	<b>2017/18</b>
42%	52% (an average of 5% per year)	+5%

7. Maintain 100% of fully credentialed teachers

8. Maintain 100% student access to standards-aligned instructional materials.

9. English learner reclassification rates will increase from 22% in 2016/17 to 25% in 2017/18 (an average of 3% per year).

10. Academic Performance Index (n/a)

Note:

Foster youth will not be reported separately due to small sample size.

An expected annual measurable outcome will be developed for grades K-2. The effectiveness of actions and services for these grade levels will be determined in grades 3-8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease class size in transitional kindergarten - grade 3 to support student achievement for all students; add full-time teachers.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	3,750,000  Unrestricted General Fund; Salaries and Benefits
2. Continue additional site-based library hours for increased access to independent reading material.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	152,300  Unrestricted General Fund; Salaries and Benefits

3. Provide six paraprofessionals to support transitional kindergarten classrooms.	Williams, Sunkist, Larsen, Haycox, Bard, Hueneme  Grades: TK	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	90,000  Unrestricted General Fund; Salaries and Benefits
4. Provide afterschool homework centers.	All Schools  Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	280,000  Unrestricted General Fund; Salaries and Benefits
5. Provide professional learning in the English language arts (ELA)/English language development (ELD) Framework for all K-8 teachers. In addition, all K-5 teachers will continue to receive enVisionMATH training and support; all 6 grade teachers and 7/8 math teachers will receive math adoption training and support.	All Schools  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	711,000  Unrestricted General Fund; Salaries and Benefits
6. Purchase California Standard-aligned instructional materials and resources (English Language Arts/English Language Development).	All Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,500,000  Unrestricted General Fund; Materials/Supplies

7. Purchase new technology including hardware, and software. Maintain additional technology support personnel.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,200,000  Unrestricted General Fund; Materials and Supplies  203,000  Unrestricted General Fund; Salaries and Benefits
8. Provide ten academic intervention teachers.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,350,000  Unrestricted General Fund; Salaries and Benefits
9. Provide clerical support to English learner programs.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	60,000  Unrestricted General Fund; Salaries and Benefits

<p>10. Maintain increased number of district psychologists.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>132,000  Unrestricted General Fund; Salaries and Benefits</p>
<p>11. Maintain district behavioral support specialist.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>130,000  Unrestricted General Fund; Salaries and Benefits</p>
<p>12. Provide intervention and extended learning opportunities for long-term English learners (Summer Language Academy).</p>	<p>Junior High Schools Grades: 6th, 7th, 8th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>15,200  Unrestricted General Fund; Salaries and Benefits, Materials and Supplies</p>
<p>13. Provide ten English Learner Support Teachers to support English language development for English learners.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1,380,000  Unrestricted General Fund; Salaries and Benefits</p>

14. Provide instructional assistants to provide English language development support.	All Schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	510,000  Unrestricted General Fund; Salaries and Benefits
15. Explore and pilot extended-day kindergarten (minimum of 285 minutes per day). Provide instructional assistants to piloting classrooms.	Elementary Schools interested in exploring and piloting extended-day transitional kindergarten or kindergarten.  Grades: TK, K	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	91,500  Unrestricted General Fund; Salaries and Benefits
16. Explore and pilot site-based intervention by Specialized Academic Instruction (SAI) teachers to provide Multiple Tiered Systems of Support (MTSS). Add one SAI teacher.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	132,000  Unrestricted General Fund; Salaries and Benefits

<p>17. Increase number of Specialized Academic Instruction (SAI) teachers to lower student to teacher ratio for students with disabilities. Add two SAI teachers.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>265,000  Unrestricted General Fund; Salaries and Benefits</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. The percentage of all students scoring Standards Met or Exceeded on the CAASPP Summative Assessment in English language arts (ELA) will increase from the 2017/18 percentage of 36% to 39% in 2018/19 (an average of 3% per year).</p>				
	<p>2. The percentage of students in the following subgroups scoring Standards Met or Exceeded in English language arts (ELA) on the CAASPP Summative Assessment will increase as follows:</p>				
	<p><b>Subgroup</b></p>	<p><b>2014/15</b></p>	<p><b>2016/17</b></p>	<p><b>2017/18</b></p>	<p><b>2018/19</b></p>
	<p>English learners</p>	<p>6%</p>	<p>16% (an average of 5% per year)</p>	<p>+5%</p>	<p>+5%</p>
	<p>Low income pupils</p>	<p>23%</p>	<p>33% (an average of 5% per year)</p>	<p>+5%</p>	<p>+5%</p>
<p>Students with disabilities</p>	<p>4%</p>	<p>10% (an average of 3% per year)</p>	<p>+3%</p>	<p>+3%</p>	
<p>3. The percentage of all students scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase from the 2017/18 percentage of 26% to 29% in 2018/19 (an average of 3% per year).</p>					
<p>4. The percentage of students in the following subgroups scoring Standards Met or Exceeded in Mathematics on CAASPP Summative Assessment will increase as follows:</p>					
<p><b>Subgroup</b></p>	<p><b>2014/15</b></p>	<p><b>2016/17</b></p>	<p><b>2017/18</b></p>	<p><b>2018/19</b></p>	
<p>English learners</p>	<p>7%</p>	<p>17% (an average of 5% per year)</p>	<p>+5%</p>	<p>+5%</p>	
<p>Low income pupils</p>	<p>15%</p>	<p>23% (an average of 4% per year)</p>	<p>+5%</p>	<p>+5%</p>	

Students with disabilities      2%                      8% (an average of 3% per year)                      +3%                      +3%

5. The percentage of students scoring At or Above Grade Level on each of three common writing assessments as measured by the Lucy Calkins Units of Writing Assessments will increase as follows:

<b>Genre</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Narrative	24.94%	30%	+5%	+5%
Informational	39.08%	44%	+5%	+5%
Opinion/Argument	not available	+5%	+5%	+5%

6. The percentage of English learners in grades 1-8 scoring Early Advanced or Advanced on the California English Language Development Test (CELDT) will increase as follows:

<b>2014/15</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
42%	52% (an average of 5% per year)	+5%	+5%

7. Maintain 100% of fully credentialed teachers

8. Maintain 100% student access to standards-aligned instructional materials.

9. English learner reclassification rates will increase from 22% in 2017/18 to 25% in 2018/19 (an average of 3% per year).

10. Academic Performance Index (n/a)

Note:

Foster youth will not be reported separately due to small sample size.

An expected annual measurable outcome will be developed for grades K-2. The effectiveness of actions and services for these grade levels will be determined in grades 3-8.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Decrease class size in transitional kindergarten - grade 3 to support student achievement for all students; add full-time teachers.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	3,810,000  Unrestricted General Fund; Salaries and Benefits
2. Continue additional site-based library hours for increased access to independent reading material.	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	155,000  Unrestricted General Fund; Salaries and Benefits
3. Provide six paraprofessionals to support transitional kindergarten classrooms.	Williams, Sunkist, Larsen, Haycox, Bard, Hueneme  Grades: TK	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	93,000  Unrestricted General Fund; Salaries and Benefits

4. Provide afterschool homework centers.	All Schools Grades: 1st, 2nd, 3rd, 4th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	285,000  Unrestricted General Fund; Salaries and Benefits
5. Provide professional learning in the English language arts (ELA)/English language development (ELD) Framework for all K-8 teachers. In addition, all K-5 teachers will continue to receive enVisionMATH training and support; all 6 grade teachers and 7/8 math teachers will receive math adoption training and support.	All Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	725,000  Unrestricted General Fund; Salaries and Benefits
6. Purchase California Standard-aligned instructional materials and resources (Next Generation Science Standards).	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,500,000  Unrestricted General Fund; Materials/Supplies

7. Purchase new technology including hardware, and software. Maintain additional technology support personnel.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,200,000  Unrestricted General Fund; Materials and Supplies  206,000  Unrestricted General Fund; Salaries and Benefits
8. Provide ten academic intervention teachers.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,400,000  Unrestricted General Fund; Salaries and Benefits
9. Provide clerical support for English learner programs.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	62,000  Unrestricted General Fund; Salaries and Benefits

10. Maintain increased number of district psychologists.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	134,000  Unrestricted General Fund; Salaries and Benefits
11. Maintain district behavioral support specialist.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	134,000  Unrestricted General Fund; Salaries and Benefits
12. Provide intervention and extended learning opportunities for long-term English learners (Summer Language Academy).	Junior High Schools Grades: 6th, 7th, 8th	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	15,500  Unrestricted General Fund; Salaries and Benefits, Materials and Supplies
13. Provide ten English Learner Support Teachers to support English language development for English learners.	All Schools Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,400,000  Unrestricted General Fund; Salaries and Benefits

14. Provide instructional assistants to provide English language development support.	All Schools Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	500,000 Unrestricted General Fund; Salaries and Benefits
15. Explore and pilot extended-day kindergarten (minimum of 285 minutes per day). Provide instructional assistants to piloting classrooms.	Elementary Schools interested in exploring and piloting extended-day transitional kindergarten or kindergarten.  Grades: TK, K	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	93,000 Unrestricted General Fund; Salaries and Benefits
16. Explore and pilot site-based intervention by Specialized Academic Instruction (SAI) teachers to provide Multiple Tiered Systems of Support (MTSS). Add one SAI teacher.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	134,000 Unrestricted General Fund; Salaries and Benefits

<p>17. Increase number of Specialized Academic Instruction (SAI) teachers to lower student to teacher ratio for students with disabilities. Add two SAI teachers.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>270,000  Unrestricted General Fund; Salaries and Benefits</p>
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<b>GOAL:</b>	Goal 2: Increase the social-emotional well-being of students and improve school climate.	Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 _8 Local:  Governing Board Goal #2: Create policy and support practices to increase social-emotional well-being of students and improve school climate.
<b>Identified Need:</b>	1. Foster an environment that promotes the physical and social-emotional well-being of students as evidenced by the 2015/16 LCAP stakeholder survey.	
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools  Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	1. Maintain attendance rate of at least 97% or higher as measured at second principal apportionment (P-2).			
	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
	97.29%	97.37%	97.14%	goal = 97% or higher
	2. Maintain suspension rate under 4%.			
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u> <u>2016/17</u>
	3.4%	2.8%	2.0	goal = under 4%
	3. The percentage of students in grades 5 and 7 Agreeing or Strongly Agreeing on the California Healthy Kids Survey (CHKS) will increase as follows:			
		<u>2015/16</u>	<u>2016/17</u>	
	School Connectedness	Baseline data	Baseline data plus 5%	
	Positive School Climate	Baseline data	Baseline data plus 5%	
School Safety	Baseline data	Baseline data plus 5%		
3. Maintain expulsion rate under county average of .1%.				
4. Maintain middle school dropout rate under county average of 2.1%.				
5. A strategy using the school information system will be created in 2016/17 to determine chronic absenteeism.				
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	

1. Provide eleven counselors to improve student support and strengthen connections to community-based agencies.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,500,000  Unrestricted General Fund; Salaries and Benefits
2. Provide health clerks to support students and staff.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	240,000  Unrestricted General Fund; Salaries and Benefits
3. Provide two elementary music teachers.	Elementary Schools Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	175,000  Unrestricted General Fund; Salaries and Benefits
4. Provide one elementary physical education teacher.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	85,000  Unrestricted General Fund; Salaries and Benefits

<p>5. Provide training and support materials for CHAMPS (a positive behavior support system).</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>500  Unrestricted General Fund; Supplies and Materials</p>
<p>6. Provide training in cultural responsiveness.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>10,000  Unrestricted General Fund; Professional Services</p>
<p>7. Provide nine assistant principals at elementary schools and one at each junior high school to increase supervision, safety, and support services.</p>	<p>Bard, Larsen, Hueneme/Beach, Haycox (2), Hathaway, Parkview, Sunkist, and Williams Elementary Schools; Blackstock and E.O. Green Junior High Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1,400,000  Unrestricted General Fund; Salaries and Benefits</p>

<p>8. Counselors to monitor foster youth academic achievement, social and emotional needs, and provide support.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Included in Goal #2: Action #1</p>
<p>9. Maintain all facilities in good repair.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1,000,000 Unrestricted General Fund; Contributions</p>
<p>10. Maintain custodial staff to provide clean facilities.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>325,000 Unrestricted General Fund; Salaries and Benefits</p>
<p>11. Provide opportunities for students to participate in visual arts.</p>	<p>All Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>50,000 Unrestricted General Fund; Professional Services, Supplies and Materials</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1. Maintain attendance rate of at least 97% or higher as measured at second principal apportionment (P-2).			
	2013/14	2014/15	2015/16	2016/17    2017/18
	97.29%	97.37%	97.14%	goal = 97% or higher
	2. Maintain suspension rate under 4%.			
	2012/13	2013/14	2014/15	2015/16    2016/17    2017/18
	3.4%	2.8%	2.0	goal = under 4%
	3. The percentage of students in grades 5 and 7 Agreeing or Strongly Agreeing on the California Healthy Kids Survey (CHKS) will increase as follows:			
		2015/16	2016/17	2017/18
	School Connectedness	Baseline data	Baseline data plus 5%	+5%
	Positive School Climate	Baseline data	Baseline data plus 5%	+5%
School Safety	Baseline data	Baseline data plus 5%	+5%	
3. Maintain expulsion rate under county average of .1%.				
4. Maintain middle school dropout rate under county average of 2.1%.				
5. A strategy using the school information system will be created in 2016/17 to determine chronic absenteeism.				
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>

1. Provide eleven counselors to improve student support and strengthen connections to community-based agencies.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,530,000  Unrestricted General Fund; Salaries and Benefits
2. Provide health clerks to support students and staff.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	244,000  Unrestricted General Fund; Salaries and Benefits
3. Provide two elementary music teachers.	Elementary Schools Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	178,000  Unrestricted General Fund; Salaries and Benefits
4. Provide one elementary physical education teacher.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	86,500  Unrestricted General Fund; Salaries and Benefits

<p>5. Provide training and support materials for CHAMPS (a positive behavior support system).</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>500  Unrestricted General Fund; Supplies and Materials</p>
<p>6. Provide training in cultural responsiveness.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>10,000  Unrestricted General Fund; Professional Services</p>
<p>7. Provide nine assistant principals at elementary schools and one at each junior high school to increase supervision, safety, and support services.</p>	<p>Bard, Larsen, Hueneme/Beach, Haycox (2), Hathaway, Parkview, Sunkist, and Williams Elementary Schools; Blackstock and E.O. Green Junior High Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1,430,000  Unrestricted General Fund; Salaries and Benefits</p>

<p>8. Counselors to monitor foster youth academic achievement, social and emotional needs, and provide support.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Included in Goal #2: Action #1</p>
<p>9. Maintain all facilities in good repair.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1,000,000 Unrestricted General Fund; Contributions</p>
<p>10. Maintain custodial staff to provide clean facilities.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>330,000 Unrestricted General Fund; Salaries and Benefits</p>
<p>11. Provide opportunities for students to participate in visual arts.</p>	<p>All Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>50,000 Unrestricted General Fund; Professional Services, Supplies and Materials</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1. Maintain attendance rate of at least 97% or higher as measured at second principal apportionment (P-2).			
	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u> <u>2017/18</u> <u>2018/19</u>
	97.29%	97.37%	97.14%	goal = 97% or higher
	2. Maintain suspension rate under 4%.			
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u> <u>2016/17</u> <u>2017/18</u> <u>2018/19</u>
	3.4%	2.8%	2.0	goal = under 4%
	3. The percentage of students in grades 5 and 7 Agreeing or Strongly Agreeing on the California Healthy Kids Survey (CHKS) will increase as follows:			
		<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u> <u>2018/19</u>
	School Connectedness	Baseline data	Baseline data plus 5%	+5%   +5%
	Positive School Climate	Baseline data	Baseline data plus 5%	+5%   +5%
School Safety	Baseline data	Baseline data plus 5%	+5%   +5%	
3. Maintain expulsion rate under county average of .1%.				
4. Maintain middle school dropout rate under county average of 2.1%.				
5. A strategy using the school information system will be created in 2016/17 to determine chronic absenteeism.				
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>

1. Provide eleven counselors to improve student support and strengthen connections to community-based agencies.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,560,000  Unrestricted General Fund; Salaries and Benefits
2. Provide health clerks to support students and staff.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	250,000  Unrestricted General Fund; Salaries and Benefits
3. Provide two elementary music teachers.	Elementary Schools Grades: 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	180,000  Unrestricted General Fund; Salaries and Benefits
4. Provide one elementary physical education teacher.	Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	88,000  Unrestricted General Fund; Salaries and Benefits

5. Provide training and support materials for CHAMPS (a positive behavior support system).	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	500  Unrestricted General Fund; Supplies and Materials
6. Provide training in cultural responsiveness.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	10,000  Unrestricted General Fund; Professional Services
7. Provide nine assistant principals at elementary schools and one at each junior high school to increase supervision, safety, and support services.	Bard, Larsen, Hueneme/Beach, Haycox (2), Hathaway, Parkview, Sunkist, and Williams Elementary Schools; Blackstock and E.O. Green Junior High Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1,460,000  Unrestricted General Fund; Salaries and Benefits

8. Counselors to monitor foster youth academic achievement, social and emotional needs, and provide support.	All Schools Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Included in Goal #2: Action #1
9. Maintain all facilities in good repair.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	1,000,000  Unrestricted General Fund; Contributions
10. Maintain custodial staff to provide clean facilities.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	335,000  Unrestricted General Fund; Salaries and Benefits
11. Provide opportunities for students to participate in visual arts.	All Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	50,000  Unrestricted General Fund; Professional Services, Supplies and Materials

<b>GOAL:</b>	Goal 3: Improve and strengthen family engagement.	Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 _7 _8 Local: Governing Board Goal #3: Create policy and support practices to improve family engagement.		
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Increase opportunities for parent/guardian education</li> <li>2. Strengthen home-school connections</li> <li>3. Ensure a welcoming school environment for district families</li> </ol>			
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	1. The number of family engagement opportunities will increase by 5% as evidenced by site activity logs.			
	<b>Summary of the Number of Family Engagement Activities</b>			
	<b>School</b>	<b><u>2014/15</u></b>	<b><u>2015/16</u></b>	<b><u>2016/17</u></b>
	Ansgar Larsen Elementary	34	57	60
	Art Haycox Elementary	36	41	43
	Charles Blackstock Jr. High	65	134	140
	E.O. Green Jr. High	18	39	41
	Fred Williams Elementary	24	29	30
	Julien Hathaway Elementary	21	48	50
	Hollywood Beach Elementary	16	25	26

Hueneme Elementary	18	20	21
Parkview Elementary	52	64	67
Richard Bard Elementary	29	42	44
Sunkist Elementary	21	63	66
<b>Totals:</b>	<b>334</b>	<b>562</b>	<b>588</b>

2. Collect baseline data regarding the effectiveness and quality of family engagement opportunities by using an evaluation tool at the conclusion of selected events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide Positive Parent Program (Triple P) and other family education programs.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	5,000  Unrestricted General Fund; Salaries and Benefits

<p>2. Provide parent support clerk to increase support and outreach to families.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>70,000  Unrestricted General Fund; Salaries and Benefits</p>
<p>3. Provide extra site-based student and parent support and assistance in school offices.</p>	<p>Bard, Hathaway, Haycox, Larsen, Parkview  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>150,000  Unrestricted General Fund; Salaries and Benefits</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	1. The number of family engagement opportunities will increase by 5% as evidenced by site activity logs.				
	<b>Summary of the Number of Family Engagement Activities</b>				
	<b><u>School</u></b>	<b><u>2014/15</u></b>	<b><u>2015/16</u></b>	<b><u>2016/17</u></b>	<b><u>2017/18</u></b>
	Ansgar Larsen Elementary	34	57	60	+5%
	Art Haycox Elementary	36	41	43	+5%
	Charles Blackstock Jr. High	65	134	140	+5%
	E.O. Green Jr. High	18	39	41	+5%
	Fred Williams Elementary	24	29	30	+5%
	Julien Hathaway Elementary	21	48	50	+5%
	Hollywood Beach Elementary	16	25	26	+5%
	Hueneme Elementary	18	20	21	+5%
	Parkview Elementary	52	64	67	+5%
	Richard Bard Elementary	29	42	44	+5%
	Sunkist Elementary	21	63	66	+5%
<b>Totals:</b>	<b>334</b>	<b>562</b>	<b>588</b>		
2. Collect baseline data (2016/17) regarding the effectiveness and quality of family engagement opportunities by using an evaluation tool at the conclusion of selected events.					
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	

<p>1. Provide Positive Parent Program (Triple P) and other family education programs.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5,100  Unrestricted General Fund; Salaries and Benefits</p>
<p>2. Provide parent support clerk to increase support and outreach to families.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>71,000  Unrestricted General Fund; Salaries and Benefits</p>
<p>3. Provide extra site-based student and parent support and assistance in school offices.</p>	<p>Bard, Hathaway, Haycox, Larsen, Parkview  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>153,000  Unrestricted General Fund; Salaries and Benefits</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. The number of family engagement opportunities will increase by 5% as evidenced by site activity logs.</p>																																																																																		
	<p style="text-align: center;"><b>Summary of the Number of Family Engagement Activities</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: center;"><u>2014/15</u></th> <th style="text-align: center;"><u>2015/16</u></th> <th style="text-align: center;"><u>2016/17</u></th> <th style="text-align: center;"><u>2017/18</u></th> <th style="text-align: center;"><u>2018/19</u></th> </tr> </thead> <tbody> <tr> <td>Ansgar Larsen Elementary</td> <td style="text-align: center;">34</td> <td style="text-align: center;">57</td> <td style="text-align: center;">60</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Art Haycox Elementary</td> <td style="text-align: center;">36</td> <td style="text-align: center;">41</td> <td style="text-align: center;">43</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Charles Blackstock Jr. High</td> <td style="text-align: center;">65</td> <td style="text-align: center;">134</td> <td style="text-align: center;">140</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>E.O. Green Jr. High</td> <td style="text-align: center;">18</td> <td style="text-align: center;">39</td> <td style="text-align: center;">41</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Fred Williams Elementary</td> <td style="text-align: center;">24</td> <td style="text-align: center;">29</td> <td style="text-align: center;">30</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Julien Hathaway Elementary</td> <td style="text-align: center;">21</td> <td style="text-align: center;">48</td> <td style="text-align: center;">50</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Hollywood Beach Elementary</td> <td style="text-align: center;">16</td> <td style="text-align: center;">25</td> <td style="text-align: center;">26</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Hueneme Elementary</td> <td style="text-align: center;">18</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Parkview Elementary</td> <td style="text-align: center;">52</td> <td style="text-align: center;">64</td> <td style="text-align: center;">67</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Richard Bard Elementary</td> <td style="text-align: center;">29</td> <td style="text-align: center;">42</td> <td style="text-align: center;">44</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td>Sunkist Elementary</td> <td style="text-align: center;">21</td> <td style="text-align: center;">63</td> <td style="text-align: center;">66</td> <td style="text-align: center;">+5%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td style="text-align: right;"><b>Totals:</b></td> <td style="text-align: center;"><b>334</b></td> <td style="text-align: center;"><b>562</b></td> <td style="text-align: center;"><b>588</b></td> <td></td> <td></td> </tr> </tbody> </table>						<u>School</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	Ansgar Larsen Elementary	34	57	60	+5%	+5%	Art Haycox Elementary	36	41	43	+5%	+5%	Charles Blackstock Jr. High	65	134	140	+5%	+5%	E.O. Green Jr. High	18	39	41	+5%	+5%	Fred Williams Elementary	24	29	30	+5%	+5%	Julien Hathaway Elementary	21	48	50	+5%	+5%	Hollywood Beach Elementary	16	25	26	+5%	+5%	Hueneme Elementary	18	20	21	+5%	+5%	Parkview Elementary	52	64	67	+5%	+5%	Richard Bard Elementary	29	42	44	+5%	+5%	Sunkist Elementary	21	63	66	+5%	+5%	<b>Totals:</b>	<b>334</b>	<b>562</b>	<b>588</b>	
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1. Provide Positive Parent Program (Triple P) and other family education programs.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5,180  Unrestricted General Fund; Salaries and Benefits
2. Provide parent support clerk to increase support and outreach to families.	All Schools Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	72,100  Unrestricted General Fund; Salaries and Benefits
3. Provide extra site-based student and parent support and assistance in school offices.	Bard, Hathaway, Haycox, Larsen, Parkview  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	155,000  Unrestricted General Fund; Salaries and Benefits

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	<b>Goal 1: Increase opportunities for academic achievement for all students by increasing teacher and administrator content knowledge through targeted professional development and implementation of the Common Core Standards.</b>		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• The intended measureable outcome was to show a 3% increase in the number of students meeting grade level California Standards in mathematics as evidenced by trimester progress reports. We are unable to report on</li> </ul>

- level Common Core standards in English language arts by 3% as evidenced by trimester progress reports.
- Increase number of students reading at or above grade level by 3% as evidenced by the STAR Accelerated Reader Test.
- Using baseline data from the 2015 CAASPP Test\* - Increase percentage of students achieving proficient and above by 3% in both mathematics and English language arts.
- Increase number of students achieving a "3" or above in the district benchmark writing tests by 3%.
- CELDT: Improve AMAO 1 by 1% and AMAO 2 by 1%.
- Increase English learner reclassification rates by 2.5%.
- Increase number of books read by students by 3%.
- Increase participation in homework center program by 10%.

\*API is not applicable this year.

this outcome due to the redevelopment of the report card for 2015/16.

- The intended measureable outcome was to show a 3% increase in the number of students meeting grade level California Standards in English language arts as evidenced by trimester progress reports. We are unable to report on this outcome due to the redevelopment of the report card for 2015/16.
- The percentage of students reading At or Above grade level increased from 46% (beginning of year) to 66% (end of year) as evidenced by the STAR Accelerated Reader Test.
- Reporting of baseline data for all students scoring Proficient and Above for all students from the 2014/15 CAASPP Test (2015/16 CAASPP data not yet available).

*English language arts: 27%*

*Mathematics: 18%*

- The intended measurable outcome was to show a 3% increase in the number of students scoring At or Above Grade Level on district benchmark writing tests. We are unable to report on this outcome due to the implementation of a new writing program (Lucy Calkins Units of Writing).
- CELDT: Decreased AMAO 1 by 1.4%, increased AMAO 2 (more than 5 years) by 1.5%, and decreased AMAO 2 (less than 5 years) by 2.2%.

	AMAO 1 (less than 5 years)	AMAO 2 AMAO 2 (greater than 5 years)
2103/14	51.1	12.5
		29.0
2014/15	49.7	10.3

			30.5
			<p>2015/16 (results not available at this time)</p> <ul style="list-style-type: none"> <li>English learner reclassification rates increased from 23% in 2014/15 to _____% in 2015/16 (results not available at this time).</li> <li>Students in grades K-8 checked out 416,912 books from our site libraries (combined) this school year. We will use this year's count as a baseline measure, however, it will not be included as an annual measurable outcome.</li> <li>Each site was able to increase the hours for afterschool homework support. Sign-in rosters for the program were kept and are on file at each site. Homework Club data collection (increase from previous year of student participation) was not standardized throughout the district and will not be reported.</li> </ul>

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Decrease class size in transitional kindergarten - grade 3 to support student achievement for all students; add full-time teachers.		1,500,000 Unrestricted General Funds; Salaries & Benefits	1. Decreased class size in transitional kindergarten - grade 3 to support student achievement for all students; added 5 full-time teachers.		1,525,000  Unrestricted General Funds; Salaries & Benefits
<b>Scope of service:</b>	All Elementaries  Grades: TK, K, 1st, 2nd, 3rd		<b>Scope of service:</b>	Elementary Schools  Grades: TK, K, 1st, 2nd, 3rd	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide increased site-based library hours for students to have increased access to reading material.</p>		<p>55,000 Unrestricted General Fund; Salaries &amp; Benefits</p> <p>170,000 Federal Restricted Funds; Salaries &amp; Benefits</p>	<p>2. Provided increased site-based library hours for students to have increased access to reading material.</p> <p>Actual expenditure exceeded because number of hours increased more than was originally budgeted.</p>	<p>85,000  Unrestricted General Fund; Salaries &amp; Benefits</p> <p>185,000  Federal Restricted Funds; Salaries &amp; Benefits</p>
<p><b>Scope of service:</b></p>	<p>All Elementaries</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Elementary Schools</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Provide six paraprofessionals to support transitional kindergarten classrooms.		70,000 Unrestricted General Fund; Salaries & Benefits	3. Provided six paraprofessionals to support transitional kindergarten classrooms.		68,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: TK		<b>Scope of service:</b>	Sunkist, Bard, Haycox, Larsen, Hueneme, Williams  Grades: TK	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
Provide afterschool homework centers at each school site.		275,000 Unrestricted General Fund; Salaries & Benefits	4. Provided afterschool homework centers.		215,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	All Schools  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development in Common Core English language arts and mathematics.		410,000 Unrestricted General Fund; Salaries & Benefits	5. Provided professional development on the California Standards for English language arts and mathematics.  Actual expenditure exceeded because additional professional development was provided to staff.	526,000  Unrestricted General Fund; Salaries & Benefits	
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development in California English Language Development Standards.		See Goal1: #5	6. Provided professional development in California English Language Development Standards	See Goal1: #5	
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
District will purchase Common Core-aligned resources, including digital intervention programs and appropriate supplemental materials.		1,300,000 Unrestricted General Fund; Materials/Supplies	7. District purchased California Standards-aligned resources, including digital intervention programs and appropriate supplemental materials.  Actual expenditure was less because funds originally budgeted for materials/supplies were moved to professional development.	1,125,000  Unrestricted General Fund; Materials/Supplies
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Purchase additional technology and related infrastructure and add two technology support personnel.		1,100,000 Unrestricted General Fund; Materials & Supplies  170,000 Unrestricted General Fund; Salaries & Funds	8. Purchased additional technology and related infrastructure and added two technology support personnel.	1,000,000  Unrestricted General Fund; Materials & Supplies  165,000  Unrestricted General Fund; Salaries & Funds
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	All Schools  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide a technology resource teacher to support staff with the implementation of Common Core.		130,000 Federal Restricted Funds; Salaries & Benefits	9. Provided a technology resource teacher to support staff with the implementation of California Standards.	125,000  Federal Restricted Funds; Salaries & Benefits

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			
Provide site-specific supplemental instructional resources and professional development to teach Common Core Standards.	1,000,000 Unrestricted General Fund; Materials & Supplies, Salaries & Benefits	10. Provided site-specific supplemental instructional resources and professional development to teach California Standards.  Actual expenditure was less because school sites spent less on instructional resources than originally budgeted.	840,000  Unrestricted General Fund; Materials & Supplies, Salaries & Benefits		
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			

Provide nine academic intervention teachers at nine elementary schools.		1,100,000 Unrestricted General Fund; Salaries & Benefits	11. Provided nine academic intervention teachers at nine elementary schools.		1,213,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>	Elementary Schools  Grades: K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide a senior secretary to support the Senior Director of Curriculum, Instruction and Assessment with the implementation of district curriculum and programs.		75,000 Unrestricted General Fund; Salaries & Benefits	12. Provided a senior secretary to support the Senior Director of Curriculum, Instruction and Assessment with the implementation of district curriculum and programs.		86,493  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	All Schools  Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Provide an accounting technician to support new services provided through the LCAP.</p>		<p>80,000 Unrestricted General Fund; Salaries &amp; Benefits</p>	<p>13. Provided an accounting technician to support new services provided through the LCAP.</p>	<p>82,600  Unrestricted General Fund; Salaries &amp; Benefits</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Increase the number of district psychologists by two.</p>		<p>260,000 Unrestricted General Fund; Salaries &amp; Benefits</p>	<p>14. Increased the number of district psychologists by two.</p>	<p>277,100  Unrestricted General Fund; Salaries &amp; Benefits</p>

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Add one new program specialist to provide behavioral support to school sites.		130,000 Unrestricted General Fund; Salaries & Benefits	15. Added one new program specialist to provide behavioral support and other special educational services to school sites and the district.		132,900  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide a site-based technology teacher to support teachers with the implementation of educational technology.		50,000 Unrestricted General Fund; Salaries & Benefits	16. Provided a site-based technology teacher to support teachers with the implementation of educational technology.		52,900  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	School-wide at E.O. Green  Grades: 6th, 7th, 8th		<b>Scope of service:</b>	E.O. Green Junior High  Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide a site-based literacy coach to provide professional development to teachers and coordinate intervention programs.		64,000 Unrestricted General Fund; Salaries & Benefits  36,000 Federal Restricted Funds; Salaries & Benefits	17. Site-based decision to not provide a site-based literacy coach.		0  Unrestricted General Fund; Salaries & Benefits   0  Federal Restricted Funds; Salaries & Benefits

<b>Scope of service:</b>	School-wide at Haycox Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	No service provided Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
Provide counselors to increase support for low income pupils.		1,500,000 Unrestricted General Fund; Salaries & Benefits	18. Provided counselors to increase support for low income pupils.		1,516,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Provide health clerks to increase support for low income pupils. Increase number of hours at both junior high schools.		145,000 Unrestricted General Fund; Salaries & Benefits	19. Provided health clerks to increase support for low income pupils. Increased number of hours at both junior high schools.  Actual expenditure exceeded because original budget estimate was too low for the total number of hours.	235,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  All Schools  Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Increase intervention and extended learning opportunities for students (Summer Boot Camp).		15,000 Unrestricted General Fund; Salaries & Benefits, Materials & Supplies	20. Increased intervention and extended learning opportunities for students (Summer Boot Camp).		5,000  Unrestricted General Fund; Salaries & Benefits, Materials & Supplies  Explanation of Expenditure Decrease: Only one class and session was held (at Blackstock Junior High) instead of two classes. The amount needed for salaries and benefits as well as materials and supplies was less than originally budgetted.
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	E.O. Green Junior High and Blackstock Junior High  Grades: 6th, 7th, 8th	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide English language resource teachers to increase support for English learners (increase from 6 to 8).		775,000 Unrestricted General Fund; Salaries & Benefits  225,000 Federal Restricted Funds; Salaries & Benefits	21. Provided English learner support teachers to increase support for English learners (increased from 6 to 9).	892,700  Unrestricted General Fund; Salaries & Benefits  175,000  Federal Restricted Funds; Salaries & Benefits	
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide site-based instructional assistants to provide support to English learners during the day.		450,000 Unrestricted General Fund; Salaries & Benefits	22. Provided site-based instructional assistants to provide support to English learners during the day.		565,700  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide site-based professional development in English Language Development Standards and effective English language development instruction.		See Goal 1: #10	23. Provided site-based professional development in English Language Development Standards and effective English language development instruction.		See Goal 1: #10
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase support and interventions for English learners and monitor needs of students on a trimester basis.		15,000 Unrestricted General Fund; Salaries & Benefits	24. Increased support and interventions for English learners and monitored needs of students on a trimester basis.		See Goal 1: #21
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	All Schools  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Monitor student achievement, social and emotional needs, and provide support as needed. (counselors)		See Goal 1: #18	25. Monitored student achievement, social and emotional needs, and provided support as needed. (counselors)		See Goal 1: #18
<b>Scope of service:</b>	Districtwide  Grades: All		<b>Scope of service:</b>	All Schools  Grades: All	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<ol style="list-style-type: none"> <li>1. One additional English Learner /Two-Way Immersion Support Teacher</li> <li>2. One additional Academic Intervention Teacher</li> <li>3. Additional teachers to decrease class size in grades TK-3.</li> <li>4. Additional SAI teachers to decrease student to teacher ratio in special education classes.</li> <li>5. Explore and pilot extended day kindergarten.</li> </ol>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p><b>Goal 2: Increase student engagement, school connectedness, and social emotional well-being of students and improve school climate by increasing resources provided to school sites for security, safety, and student support services.</b></p>	<p>Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 X 4 X 5 <input type="checkbox"/> 6 X 7 X 8 Local:</p>						
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Applicable Pupil Subgroups:	All
Schools:	All							
Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>Maintain attendance rate of 97%.</li> <li>Maintain suspension rate under 4%.</li> <li>Baseline data from first administration of California Healthy Kids Survey (Fall 2015)</li> <li>Reduce districtwide number of discipline referrals (defiance and/or disruption) by 5%.</li> <li>Increase number of home communications by counselors by 5%.</li> <li>30% of staff will be trained in cultural awareness.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>Maintained attendance rate of 97%.</li> <li>Decreased suspension rate from 2.8% to 2%.</li> <li>Collected baseline data from first administration of California Healthy Kids Survey.</li> <li>Percentage of districtwide discipline referrals (defiance and/or disruption) was maintained at 5%.</li> <li>Increased number of home communications by counselors:</li> </ul> <p style="text-align: center;"><b>2014/15</b></p> <p style="text-align: center;">Triple P Parent Meetings - Seminar: 21</p> <p style="text-align: center;">Primary Care (individual or small group meetings around a single topic): 90</p> <p style="text-align: center;">Other Parent Meetings (topics vary per site): 40</p> <p style="text-align: center;"><b>2015/16</b></p> <p style="text-align: center;">Triple P Parent Meetings - Seminar: 68</p> <p style="text-align: center;">Primary Care (individual or small group meetings around a single topic): 87</p> <p style="text-align: center;">Other Parent Meetings (topics vary per site): 71</p> <ul style="list-style-type: none"> <li>95% of certificated staff were trained in cultural awareness. Training held on January 4, 2016.</li> </ul>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide counselors to increase support for students and increase connection to community-based agencies.		See Goal 1: #18	1. Provided counselors to increase support for students and increased connection to community-based agencies.		See Goal #1: #18
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide eleven health clerks to support students and staff. Increase number of hours at both junior high schools.		See Goal 1: #19	2. Provided eleven health clerks to support students and staff. Increased number of hours at both junior high schools.		See Goal #1: #19
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide two elementary music teachers to increase student engagement and connectedness (increase from one to two).</p>		<p>200,000 Unrestricted General Fund; Salaries &amp; Benefits</p>	<p>3. Provided two elementary music teachers to increase student engagement and connectedness (increased from one to two).</p>	<p>185,200  Unrestricted General Fund; Salaries &amp; Benefits</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p> <p>All Schools</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Provide one elementary physical education teacher to increase student engagement and connectedness.</p>	<p>120,000 Unrestricted General Fund; Salaries &amp; Benefits</p>	<p>4. Provided one elementary physical education teacher to increase student engagement and connectedness.</p> <p>Actual expenditure was less because the position was filled by a teacher new to our district. Therefore, the teacher started lower on the district salary schedule.</p>	<p>90,000  Unrestricted General Fund; Salaries &amp; Benefits</p>
<p><b>Scope of service:</b></p>	<p>Districtwide  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><b>Scope of service:</b></p>	<p>Elementary Schools  Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Provide training and support materials for district implementation of CHAMPS (a positive behavior support system).</p>	<p>500 Unrestricted General Fund; Supplies &amp; Materials</p>	<p>5. Provided training and support materials for district implementation of CHAMPS (a positive behavior support system).</p> <p>Actual expenditure exceeded because more CHAMPS books were purchased than were originally budgeted.</p>	<p>2,400  Unrestricted General Fund; Supplies &amp; Materials</p>
<p><b>Scope of service:</b></p>	<p>Districtwide  Grades: All</p>	<p><b>Scope of service:</b></p>	<p>All Schools  Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide training for all staff in cultural awareness.		2,000 Unrestricted General Fund; Professional Services	6. Provided training for all staff in cultural awareness.  Actual expenditure exceeded because district contracted training services with an outside provider.	7,700  Unrestricted General Fund; Professional Services
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  All Schools  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide nine assistant principals at elementary schools and one at each junior high school to increase supervision, safety, and support services.		1,400,000 Unrestricted General Fund; Salaries & Benefits	7. Provided nine assistant principals at elementary schools and one at each junior high school to increase supervision, safety, and support services.	1,485,000  Unrestricted General Fund; Salaries & Benefits

<b>Scope of service:</b>	Bard, Larsen, Hueneme, Haycox (2), Hathaway, Parkview, Sunkist, and Williams Elementaries; Blackstock and E.O. Green Junior Highs  Grades: All		Scope of service:	All Schools  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide counselors to increase support for low income pupils.		See Goal 1: #18	8. Provided counselors to increase support for low income pupils.		See Goal #1: #18
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide eleven health clerks to support students and staff. Increase number of hours at both junior high schools.		See Goal 1: #19	9. Provided eleven health clerks to support students and staff. Increased number of hours at both junior high schools.		See Goal #1: #19

<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase support and interventions for English learners and monitor needs of students on a trimester basis.		See Goal 1: #24	10. Increased support and interventions for English learners and monitored needs of students on a trimester basis.		See Goal #1: #24
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Monitor student achievement, social and emotional needs, and provide support as needed. (counselors)		0	11. Monitored student achievement, social and emotional needs, and provided support as needed. (counselors)		0
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	All Schools Grades: All	

<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide counselors to increase support for foster youth.		See Goal 1: #18	12. Provided counselors to increase support for foster youth.		See Goal #1: #18
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	
<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide eleven health clerks to support students and staff. Increase number of hours at both junior high schools.		See Goal 1: #19	13, Provided eleven health clerks to support students and staff. Increased number of hours at both junior high schools.		See Goal #1: #19
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	Opportunities for students to participate in visual arts.
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<b>Original Goal from prior year LCAP:</b>	<b>Goal 3: Improve parent involvement through educational programs and increase staff to strengthen home-school connections.</b>	Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X 7 X 8 Local:
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Increase number of parent involvement opportunities by 5% as evidenced by site parent activity logs.</li> <li>• Increase number of parent contacts by 5% as evidenced by counselor logs.</li> <li>• Increase number of parents participating in Positive Parenting Program by 5%.</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Increased number of parent involvement opportunities by 68% as evidenced by site principal reports.</li> <li>• Increased number of parent contacts as evidenced by counselor logs:</li> </ul> <p><u>2014/15</u></p> <ul style="list-style-type: none"> <li>• Triple P Parent Meetings - Seminar: 21</li> <li>• Primary Care (individual or small group meetings around a single topic): 90</li> <li>• Other Parent Meetings (topics vary per site): 40</li> </ul> <p><u>2015/16</u></p> <ul style="list-style-type: none"> <li>• Triple P Parent Meetings - Seminar: 68</li> <li>• Primary Care (individual or small group meetings around a single topic): 87</li> <li>• Other Parent Meetings (topics vary per site): 71</li> </ul>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>
<p>Provide Positive Parent Program (Triple P) opportunities.</p>	<p>5,000 Federal Restricted Funds; Salaries &amp; Benefits; Supplies &amp; Materials</p>	<p>1. Provided Positive Parent Program (Triple P) opportunities.</p>	<p>7,500 Unrestricted General Fund; Salaries &amp; Benefits</p>

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Collaborate with Oxnard Adult Education to provide English as a Second Language (ESL) and literacy classes to adults.		0	2. Collaborated with Oxnard Adult Education to provide English as a Second Language (ESL) and literacy classes to adults.		0
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide counselors to increase support for low income pupils.		See Goal 1: #18	3. Provided counselors to increase support for low income pupils.		See Goal #1: #18
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	

<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide eleven health clerks to support students and staff. Increase number of hours at both junior high schools.		See Goal 1: #19	4. Provided eleven health clerks to support students and staff. Increased number of hours at both junior high schools.		See Goal #1: #19
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	
<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All <hr/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide trilingual translator for Spanish and Mixteco families to improve communication between home and school.		52,120 Federal Restricted Funds: Salaries & Benefits	5. Provided trilingual translator for Spanish and Mixteco families to improve communication between home and school.		62,000 Unrestricted General Funds: Salaries & Benefits
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	All Schools Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide support and interventions for English learners and monitor needs of students on a trimester basis.		See Goal 1: #24	6. Provided support and interventions for English learners and monitored needs of students on a trimester basis.		See Goal #1: #24
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide parent support clerk to increase support and outreach to families.		70,000 Unrestricted General Fund; Salaries & Benefits	7. Provided parent support clerk to increase support and outreach to families.		68,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide extra site-based student and parent support and assistance in school offices.		127,000 Unrestricted General Fund; Salaries & Benefits	8. Provided extra site-based student and parent support and assistance in school offices.  Actual expenditure exceeded because more hours were needed than originally budgeted.	75,000  Unrestricted General Fund; Salaries & Benefits
<b>Scope of service:</b>	Schoolwide at Bard, Hathaway, Haycox, Larsen, Parkview  Grades: All		Scope of service:  Bard, Hathaway, Haycox, Larsen, Parkview  Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, services, and expenditures</b>	We will be maintaining the current level of actions and services.			

<b>Original Goal from prior year LCAP:</b>	Goal 4: Maintain facilities in good condition and ensure that students are taught by highly qualified teachers.		Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 X7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	* All sites will have an overall rating of "good" or higher on the Facility Inspection Tool.  * All teachers are highly qualified.	Actual Annual Measurable Outcomes:	All sites had an overall rating of "good" or higher on the Facility Inspection Tool.  All teachers were highly qualified.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Maintain all facilities in good repair.	1,700,00  Maintenance Fund  900,000  Unrestricted General Fund: Contributions	1. Maintained all facilities in good repair.	1,700,000  Maintenance Fund  800,000  Unrestricted General Fund: Contributions	
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	All Schools  Grades: All

<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
All students will be taught by highly qualified teachers.		0	2. All students were taught by highly qualified teachers.	0
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service: All Schools Grades: All	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Increase custodial staff to provide clean facilities.		325,000 Unrestricted General Fund: Salaries and Benefits	3. Increased custodial staff to provide clean facilities.	310,000 Unrestricted General Fund: Salaries and Benefits
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service: All Schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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**What changes in actions, services, and expenditures**

The Goal 4 actions, services, and expenditures have been incorporated into Goal 2 for the 2016/17 school year.

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	16500000
<p>The Hueneme Elementary School District (HESD) will receive approximately \$16,500,000 in supplemental and concentration grant funds from the LCFF supporting our 83% unduplicated pupils. The majority of these funds are targeted directly at reducing class size in TK-3 and to provide academic intervention, English learner support, and counseling services for unduplicated pupils. These decisions were based on the work of Mike Mattos and Laurie Olsen. We will continue to closely monitor and evaluate the effectiveness of the actions and services toward closing the achievement gap that exists between our low income pupils, foster youth and English learner students and students not in these categories, and make adjustments when necessary.</p> <p>Investing in our teachers supports increased student achievement. The need for students to receive "good first teaching" is a district priority. This coming year, we will focus professional learning in the areas of English language arts (ELA)/English language development (ELD), the implementation of the ELA/ELD Framework, early literacy skills, and the California Standards for writing.</p> <p>Additional funds will be targeted for supplemental intervention programs, English learner support, special education services, and visual art opportunities. Based on research, these programs and services are the best use of the supplemental and concentration grant funds. These funds are to be principally directed to accelerate the growth of the students who are low income pupils, English learners, and foster youth as well as increase the achievement of all HESD students.</p>	

- 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.

28.00	%
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In order to increase or improve services for low income pupils, foster youth, and English learners by 28%, we will:

- Lower class size in transitional kindergarten - grade 3.
- Provide English learner support teachers, technology teachers, music/band teachers, school counselors, paraprofessionals, behavior support specialist, assistant principals and an elementary physical education teacher.
- Provide new instructional materials and technology for the implementation of the California Standards.
- Provide assistant principals to increase safety, supervision, support services, and administrative support for instruction.
- The number of individual technology devices available to students will be increased and principally directed towards low income pupils, English Learners, and foster youth. Technology support will be provided. The district technology support teacher will provide training for staff and parents.
- Provide professional learning and instructional support on the English Language Arts (ELA)/English Language Development (ELD) Standards in order to increase the capacity of our teachers to teach English learners. Ten English learner support teachers will provide professional learning at their school sites as determined by need. They also will provide parent education and direct services to students.
- Provide extended learning for English learners, including a summer language academy and before/after school interventions. Bilingual instructional assistants will provide support for English learners during the school day including newcomer and long-term English learners.
- Provide health clerks at all schools.
- Provide homework centers at all sites principally directed to low income pupils, English learners, and foster youth.
- Provide additional SAI teachers to provide intervention for general education and to lower the special education class sizes.
- Provide academic intervention teachers at each elementary school principally directed at low income pupils, English learners, and foster youth.
- Provide opportunities for elementary school students in visual arts.
- Increase custodial staff to support clean facilities.

## 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).