Introduction:

LEA: Moreno Valley Unified School District   **Contact (Name, Title, Email, Phone Number):** Lisa C. Broomfield, Director of Categorical Programs, lbroomfield@mvusd.net, 951-571-7527   **LCAP Year:** 2016-2020
Moreno Valley Community Learning Center is a small charter of approximately 68 students

Local Control and Accountability Plan and Annual Update Template

Moreno Valley Unified School District is the third largest school district in Riverside County, educating more than 34,000 students in grades Tk-12. It includes Moreno Valley, a small portion of Riverside, and parts of unincorporated Riverside County.

Student ethnicity is 66% Hispanic, 17% African American, 10% Caucasian, 4% Asian, and 3% other. The district is comprised of 80% Free and Reduced lunch, and 23% English Learners

Moreno Valley Unified School District is comprised of 43 schools and specialized programs.   There are 23 elementary schools, 6 middle schools, 4 comprehensive high schools, and 9 specialized schools and/or programs. The district employs more than 3,000 employees including 1552 certificated staff, 1651 classified staff, and 124 management staff. It is the 2nd largest employer in Moreno Valley.

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
Strategic Planning/LCAP Advisory Team 11/9/15 2/8/16 4/18/16	Strategic Planning/LCAP Advisory Team- ASB-Associated Student Body, PTA-Parent Teacher Association, ELAC-English Learner Advisory Committee, AAPAC-African American Parent Advisory Council, CSEA-Classified School Employees Association, MVEA-Moreno Valley Educator's Association, Community Members, Business Members, Principals, Higher Education, Faith Based Community Members, Cabinet, Management Personnel, School Board Members, Parent Ambassadors, Foster Student Liaison, Homeless Student

	Liaison for a total of Approximately 75 stakeholders. This group was co-led by the Superintendent and the Chief Academic Officer To gather ideas and provide feedback on LCAP goals, actions, services and expenditures,
Board of Education 1/19/16 2/9/16 2/23/16 3/8/16 4/12/16 5/10/16 6/14/16	Board of Education-Student Data Update, LCAP implementation Update LCAP Study Session. The Board reviewed the LCAP and overall budget for 2016-17 and provided general direction for the staff to incorporate into the LCAP and 2016-17 Budget. The Superintendent provides an LCAP update in the Superintendent's report at every board meeting.
Student Advisory Group 3/16/16	Student Advisory Groups: Students participated in a facilitated focused group discussion on the LCAP Actions and Services. Students provided feedback on services and actions that impact them directly and that they feel students need to be provided.
Superintendent's Cabinet 8/3/15 9/14/15 9/18/15 9/28/15 10/5/15 10/26/15 1/11/16 2/1/16 2/8/16 3/7/16 4/11/16	Superintendent's Cabinet: The Superintendent's Cabinet has served as the district leadership team leading the work in Moreno Valley Unified School District. The LCAP Actions, Services, Budgets and Evaluation process were reviewed as a team during the year prior to any board meeting to assure that the cabinet has reviewed and discussed best practices for unduplicated students within the identified priority goals. The Superintendent has ensured the Strategic Plan, and LCAP Goals and Action steps drive the key initiatives in the district.
Educational Services Directors All directors meet with The Chief Academic Officer every Tuesday throughout the year.	Educational Services Directors" Meetings were used to discuss, inform and support the LCAP review process. The Chief Academic Officer with the support of The Director of Categorical Programs led the discussions. During the

	meetings Directors received LCAP progress updates, reviewed budget priorities, and discussed how to further systematize the LCAP funded program information. As a result the Chief Academic Officer presented the LCAP Action Steps to the board for recommendation.
MVUSD Employees Parent Ambassadors 8/26/15 9/17/15 10/14/16 11/4/15 12/16/15 1/20/15 2/17/16 3/16/16 4/20/16 5/18/16 6/8/16	MVUSD Employees Parent Ambassadors-14 parent employees who represent the district demographics. Parent Ambassadors are assigned to all sites for the purpose of increasing parent involvement by providing pertinent information on available district programs with a focus leading toward graduation aligned with the district's mission that all students will graduate college and career ready. They ensure that the district is attentive to the parent's voice and bring input from parents throughout the district. Parent Ambassadors are expected to give presentations on LCAP at various community events. Parent Ambassadors attend all district events to share information on LCAP and the Strategic Plan.
Joint Fiscal Management Committee (JFMC) 9/14/15 10/12/15 11/16/15 12/7/15 1/11/16 2/22/16 3/14/16	Joint Fiscal Management Committee (JFMC) reviews information regarding the fiscal status of the district and provide ongoing assistance and input regarding the fiscal well being and long term financial integrity of the District. The JFMC articulates its findings to the Superintendent and the Association of MVEA
Extended Cabinet Meeting 9/14/15 10/12/15 11/2/15 12/14/15 2/1/16 3/7/16	Extended Cabinet Meeting-Includes the Superintendent, Cabinet Members, and Directors and coordinators from every division. This team was provided ongoing LCAP updates and provided feedback regarding progress within individual department actions and services.

5/2/16 6/6/16	
CAMM (CSEA-representing classified staff, AMVMP- 9/21/15 10/9/15 11/30/15 1/25/16 3/7/16 5/16/16	CAMM (CSEA-representing classified staff, AMVMP-representing all management personnel, MVEA-representing the teachers, and Superintendents Cabinet- MVUSD) Meetings primary role is to meet monthly to discuss district's how the superintendent shares with employee groups what is going on and employee groups share information regarding how to support the district strategic plan and LCAP.
Principal Topics Meetings 9/1/15 10/6/15 11/3/15 12/15/15 1/12/16 2/2/16 3/1/16 4/5/16 6/14/16	Principal Topics Meetings were used to provide principals with ongoing LCAP Updates and seek input regarding actions and services and site specific interventions.
Town Hall Meetings 11/12/15 6/6/16	Town Hall Meetings served as a way to inform, engage, and answer questions from participants: parents, students, teachers, principals, staff, community partners, and community organizations. Information received was used to revise 2016-17 priorities in the LCAP.
District English Learner Advisory Committee (DELAC) 10/21/15 1/27/16 2/17/16 3/16/16 4/20/16 5/18/16	District English Learner Advisory Committee (DELAC) committee requested and received information regarding the priorities and programs included in the LCAP. Parents received LCAP program information, budget updates and progress updates.

African American Advisory Council (AAAC) 9/17/15 10/15/16 11/19/16 2/18/16 3/17/16 4/21/16	The purpose of the AAAC is to involve and engage parents, families, students, educators, and community members in the decision making process at the local, district and regional level to improve the quality of education for African American students by raising the level of awareness in our community about cultural learning differences and promoting an understanding among parents, educators, and others about culturally sensitive issues relating to the education of African-American students. The AAAC provides information to the Superintendent regarding the needs of African American student achievement which has led to specific actions, expenditures and services for AA students within the LCAP.
CTE Advisory Committee 10/8/15 4/28/16	The CTE advisory committee develops recommendations on the district's CTE programs and serves as a liaison between the district and potential employers. The committee consists of one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; and the field office of the California Department of Employment Development.
Community Advisory Council (CAC) Meetings 9/2/15 10/7/15 11/5/15 12/2/15 1/13/16 2/3/16 3/2/16 4/14/16 5/25/16	The purpose of the CAC is to: • Get to know the District Special Education Staff • Become informed about the Special Education process • Learn to advocate for your child's needs • Express your opinion • Assist in making decisions that impact Special Education in our district • Meet and collaborate with other parents
Annual Update: The review and development of the Annual Update was the focus of all meetings with our stakeholders. The monitoring process of our 2015-16 LCAP included updates on expenditures, student achievement progress monitoring and all other results of our expected measurable outcomes.	**Annual Update:** As a result of stakeholder input in the Annual Update process and the following changes have been made to actions in the LCAP. The stakeholder groups receive data broken out by unduplicated student groups in order to quantitatively see the impact of the LCAP on each group. Each priority point was measured by applicable metrics. Section 2 outlines the new changes to the LCAP as a result of stakeholder input including but not

limited to increased access to expanded learning programs, behavior support personnel, increased site support, additional professional development support for teachers, expanded opportunities for full day kindergarten programs and class size reduction for increased access to individual teacher contact.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students are proficient in literacy, numeracy, critical thinking and technology skills.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8 COE only: 9 10 Local : Specify

Identified Need :	1. Increase the meets/exceeds standards rate in grades 3-8 and 11 CAASPP ELA and Math by 5% annually. 2. Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth Report in the areas of Reading and Math on the interim MAP assessment with 50% or better. Current level is 12,693 3. The English Learners' current reclassification rate is 14.8% as indicated by the NAT 4. Ensure all teachers are trained and implementing CALIFORNIA STATE STANDARDS. 5. Ensure students have access to standards aligned instructional materials as measured by Williams Report. 6. Academic Performance Index to be determined as measured by California Department of Education (CDE) 7. Increase the percentage of English Learners attaining English Proficiency AMAO1 by 5% annually as measured by CELDT. Current level is 56.8% 8. Increase the percentage of English Learners meeting AMAO 2a and 2b by 5% annually as measured by CDE. Current AMOA 2a is 24% Current AMOA2b is 43%

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Increase the meets/exceeds standards rate in grades 3-8 and 11 CAASPP ELA and Math by 5% annually. Current proficiency levels are ELA 29% and Math 17%. 2. Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth Report in the areas of Reading and Math on the interim MAP assessment with 50% or better. Current level is 12,693 students 3. Increase the English Learners' current reclassification rate by 2% annually as measured by the NAT 4. Ensure all teachers are trained and implementing CALIFORNIA STATE STANDARDS. Evident in 75% of district classrooms as evidenced by principals' monthly walkthrough logs. 5. Ensure students have access to standards aligned instructional materials as measured by Williams Report. 6. Meet or exceed the state Academic Performance Index as measured by California Department of Education (CDE) 7. Increase the percentage of English Learners attaining English Proficiency AMAO1 by 5% annually as measured by CELDT. Current level is 56.8% 8. Increase the percentage of English Learners meeting AMAO 2a and 2b by 5% annually as measured by CDE. Current AMOA 2a is 24.2% Current AMOA2b is 42.6%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Technology Implement District technology plan	All	X All OR:------- 　Low Income pupils	Purchase laptops and hovercams to support standards-aligned instruction.

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	$2,613 LCFF Supplemental/Concentration
1.2 Access to instructional materials All students will have sufficient textbooks and instructional materials	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase instructional materials $2,000 LCFF Supplemental/Concentration

Goal 1 LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	1. 1. Increase the meets/exceeds standards rate in grades 3-8 and 11 CAASPP ELA and Math by 5% annually. Current proficiency levels are ELA 29% and Math 17%. 2. Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth Report in the areas of Reading and Math on the interim MAP assessment with 50% or better. Current level is 12,693 3. Increase the English Learners' current reclassification rate by 2% annually as measured by the NAT 4. Ensure all teachers are trained and implementing CALIFORNIA STATE STANDARDS. Evident in 75% of district classrooms as evidenced by principals' monthly walkthrough logs. 5. Ensure students have access to standards aligned instructional materials as measured by Williams Report. 6. Meet or exceed the state Academic Performance Index as measured by California Department of Education (CDE) 7. Increase the percentage of English Learners attaining English Proficiency AMAO1 by 5% annually as measured by CELDT. Current level is 56.8% 8. Increase the percentage of English Learners meeting AMAO 2a and 2b by 5% annually as measured by CDE. Current AMOA 2a is 24.2% Current AMOA2b is 42.6%

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

1.1 Technology
 	
Implement District technology plan
	All	X All
		OR:-------
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			Purchase laptops and hovercams to support standards-aligned instruction.
			
			$2,613 LCFF Supplemental/Concentration

1.2 Access to instructional materials All students will have sufficient textbooks and instructional materials	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase instructional materials $2,000 LCFF Supplemental/Concentration

Goal 1 LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Increase the meets/exceeds standards rate in grades 3-8 and 11 CAASPP ELA and Math by 5% annually. Current proficiency levels are ELA 29% and Math 17%. 2. Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth Report in the areas of Reading and Math on the interim MAP assessment with 50% or better. Current level is 12,693 3. Increase the English Learners' current reclassification rate by 2% annually as measured by the NAT 4. Ensure all teachers are trained and implementing CALIFORNIA STATE STANDARDS. Evident in 75% of district classrooms as evidenced by principals' monthly walkthrough logs. 5. Ensure students have access to standards aligned instructional materials as measured by Williams Report. 6. Meet or exceed the state Academic Performance Index as measured by California Department of Education (CDE) 7. Increase the percentage of English Learners attaining English Proficiency AMAO1 by 5% annually as measured by CELDT. Current level is 56.8% 8. Increase the percentage of English Learners meeting AMAO 2a and 2b by 5% annually as measured by CDE. Current AMOA 2a is 24.2% Current AMOA2b is 42.6%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Technology Implement District technology plan	All	X All OR:------- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase laptops and hovercams to support standards-aligned instruction. $2,613 LCFF Supplemental/Concentration
1.2 Access to instructional materials All students will have sufficient textbooks and instructional materials	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase instructional materials $2,000 LCFF Supplemental/Concentration

GOAL 2:	Goal 2 All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path	Related State and/or Local Priorities: 1 2 3 4 <u>X</u> 5 <u>X</u> 6 7 <u>X</u> 8 COE only: 9 10 Local : Specify
Identified Need :	1. Progressively increase HS Graduation Rates to 90% for All students. Current level is 86% as indicated by NAT Increase EL students HS Graduation Rate. Current level is 74.2% as indicated by NAT Increase AA students HS Graduation Rate. Current level is 84.0 as indicated by NAT Increase SWD students HS Graduation Rate. Current level is 65.3% as indicated by NAT 2. Increase A-G Course completion rate. Current rate is 32.8% as indicated by NAT Increase El students A-G course completion rate. Current rate is 6.5% as indicated by NAT Increase SWD students A-G course completion rate. Current rate is 6.5% as indicated by NAT Increase AA students A-G course completion rate. Current rate is 22.5% as measured by the NAT 3. Increase the number of students prepared to enter college successfully prepared to take English and Math as measured by the Early Assessment Program (EAP) Current rate is 13.2% ELA and 3.3% Math as indicated by NAT. 4. Decrease high school dropout rate. Current level is 7.5% as indicated by NAT 5. Decrease middle school dropout rate. Current level is .26% as indicated by NAT	

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

Goal 2 LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Progressively increase HS Graduation Rates to 90% for All students. Current level is 86% as indicated by NAT Increase EL students HS Graduation Rate to 76.2%. Current level is 74.2% as indicated by NAT Increase AA students HS Graduation Rate to 86%. Current level is 84.0 as indicated by NAT Increase SWD students HS Graduation Rate to 67.3%. Current level is 65.3% as indicated by NAT 2. Increase A-G Course completion rate by 5% annually. Current rate is 33.1% as indicated by NAT Increase El students A-G course completion rate by 5%. Current rate is 6.5% as indicated by NAT Increase SWD students A-G course completion rate by 5%. Current rate is 6.3% as indicated by NAT Increase AA students A-G course completion rate by 5%. Current rate is 23.6% as indicated by the NAT 3. Increase the number of students prepared to enter college successfully prepared to take English and Math as measured by the Early Assessment Program (EAP) by 5% annually. Current rate is 13.2% ELA and 3.3% Math as indicated by NAT. 4. Decrease high school dropout rate by 2% annually. Current level is 7.5% as indicated by NAT 5. Decrease middle school dropout rate. Current level is .61% as indicated by NAT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Purchase APEX Software Licenses	All	X All OR:------- ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	$1,000 LCFF Supplemental/Concentration
2.3 Purchase library books	Middle Schools and High schools	___ All OR:------- X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	$542 Supplemental/Concentration

Goal 2 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Progressively increase HS Graduation Rates to 90% for All students. Current level is 86% as indicated by NAT Increase EL students HS Graduation Rate to 76.2%. Current level is 74.2% as indicated by NAT Increase AA students HS Graduation Rate to 86.0%. Current level is 84.0 as indicated by NAT Increase SWD students HS Graduation Rate to 67.3%. Current level is 65.3% as indicated by NAT 2. Increase A-G Course completion rate by 5% annually. Current rate is 33.1% as indicated by NAT Increase El students A-G course completion rate by 5%. Current rate is 6.5% as indicated by NAT Increase SWD students A-G course completion rate by 5%. Current rate is 6.3% as indicated by NAT Increase AA students A-G course completion rate by 5%. Current rate is 23.6% as indicated by the NAT 3. Increase the number of students prepared to enter college successfully prepared to take English and Math as measured by the Early Assessment Program (EAP) by 5% annually. Current rate is 13.2% ELA and 3.3% Math as indicated by NAT. 4. Decrease high school dropout rate by 2% annually. Current level is 7.5% as indicated by NAT 5. Decrease middle school dropout rate. Current level is .61% as indicated by NAT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Purchase APEX Software Licenses	All	X All OR:------- ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	$1,000 LCFF Supplemental/Concentration
2.2 Purchase library books	All	X All OR:------- ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	$542 LCFF Supplemental/Concentration

Goal 2 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Progressively increase HS Graduation Rates to 90% for All students. Current level is 86% as indicated by NAT Increase EL students HS Graduation Rate to 76.2%. Current level is 74.2% as indicated by NAT Increase AA students HS Graduation Rate to 86.0%. Current level is 84.0 as indicated by NAT Increase SWD students HS Graduation Rate to 67.3%. Current level is 65.3% as indicated by NAT 2. Increase A-G Course completion rate by 5% annually. Current rate is 33.1% as indicated by NAT Increase El students A-G course completion rate by 5%. Current rate is 6.5% as indicated by NAT Increase SWD students A-G course completion rate by 5%. Current rate is 6.3% as indicated by NAT Increase AA students A-G course completion rate by 5%. Current rate is 23.6% as indicated by the NAT 3. Increase the number of students prepared to enter college successfully prepared to take English and Math as measured by the Early Assessment Program (EAP) by 5% annually. Current rate is 13.2% ELA and 3.3% Math as indicated by NAT. 4. Decrease high school dropout rate by 2% annually. Current level is 7.5% as indicated by NAT 5. Decrease middle school dropout rate. Current level is .61% as indicated by NAT

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

2.1 Purchase APEX Software Licenses	All	X All
		OR:-------
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			$1,000 LCFF Supplemental/Concentration

2.2 Purchase Library books	All	X All
		OR:-------
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups: (Specify)
			$542 LCFF Supplemental/Concentration

GOAL 3:	Learning environments support all students to thrive academically at the rigor of each grade level	Related State and/or Local Priorities: 1 2 3 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify

Identified Need :	1. Decrease suspension rate. Current suspension rate is 5.63% as indicated by NAT Decrease suspension rate for foster youth to 16.43%. Current suspension rate is 18.43% as indicated by NAT Decrease suspension rate for AA students to 9.51%. Current suspension rate is 11.51% as indicated by NAT 2. Increases AP passage rate. Current rate is 32.8% as indicated by NAT 3. Meet or exceed 95% attendance rate for students. Current attendance rate is 94.8% as measured by the District Attendance Accounting department utilizing student information system. 4. Decrease expulsion rate. Current level is .212% as indicated by NAT Decrease expulsion rate for AA students. Current expulsion rate for AA students is .332 Decrease expulsion rate for Foster youth. Current expulsion rate for Foster Youth is 1.1% Decrease expulsion rate for SWD. Current expulsion rate for SWD is .258 as indicated by NAT 5. Decrease chronic absenteeism rate. Current level is 16.2% as indicated by NAT Decrease chronic absenteeism rate for AA students. Current level is 23.5% as indicated by NAT Decrease chronic absenteeism rate for Foster Youth. Current level is 17.5% as indicated by NAT

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

Goal 3 LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Decrease suspension rate. Current suspension rate is 5.63% as indicated by NAT Decrease suspension rate for foster youth by 5% annually. Current suspension rate is 18.43% as indicated by NAT Decrease suspension rate for AA students by 5% annually. Current suspension rate is 11.51% as indicated by NAT 2. Increases AP passage rate. Current rate is 32.8% as indicated by NAT 3. Meet or exceed 95% attendance rate for students. Current attendance rate is 92% as measured by Child Welfare and Attendance (CWA) department utilizing student information system. 4. Decrease expulsion rate. Current level is .212% as indicated by NAT Decrease expulsion rate for AA students. Current expulsion rate for AA students is .332 Decrease expulsion rate for Foster youth. Current expulsion rate for Foster Youth is 1.1% Decrease expulsion rate for SWD. Current expulsion rate for SWD is .258 as indicated by NAT 5. Decrease chronic absenteeism rate to 8% or less. Current level is 16.2% as indicated by NAT Decrease chronic absenteeism rate for AA students. Current level is 23.5% as indicated by NAT Decrease chronic absenteeism rate for Foster Youth. Current level is 17.5% as indicated by NAT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Random checks for drugs and weapons	All	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	$800 LCFF Supplemental/Concentration

Goal 3 LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | 1. Decrease suspension rate. Current suspension rate is 5.63% as indicated by NAT
Decrease suspension rate for foster youth by 5% annually. Current suspension rate is 18.43% as indicated by NAT
Decrease suspension rate for AA students by 5% annually. Current suspension rate is 11.51% as indicated by NAT
2. Increases AP passage rate. Current rate is 32.8% as indicated by NAT
3. Meet or exceed 95% attendance rate for students. Current attendance rate is 92% as measured by Child Welfare and Attendance (CWA) department utilizing student information system.
4. Decrease expulsion rate. Current level is .212% as indicated by NAT
Decrease expulsion rate for AA students. Current expulsion rate for AA students is .332
Decrease expulsion rate for Foster youth. Current expulsion rate for Foster Youth is 1.1%
Decrease expulsion rate for SWD. Current expulsion rate for SWD is .258 as indicated by NAT
5. Decrease chronic absenteeism rate to 8% or less. Current level is 16.2% as indicated by NAT
Decrease chronic absenteeism rate for AA students. Current level is 23.5% as indicated by NAT
Decrease chronic absenteeism rate for Foster Youth. Current level is 17.5% as indicated by NAT |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Random checks for drugs and weapons	All	All OR:------- X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	$800 LCFF Supplemental/Concentration

Goal 3 LCAP Year 3 : 2018-19	
Expected Annual Measurable Outcomes:	1. Decrease suspension rate. Current suspension rate is 5.63% as indicated by NAT Decrease suspension rate for foster youth by 5% annually. Current suspension rate is 18.43% as indicated by NAT Decrease suspension rate for AA students by 5% annually. Current suspension rate is 11.51% as indicated by NAT 2. Increases AP passage rate. Current rate is 32.8% as indicated by NAT 3. Meet or exceed 95% attendance rate for students. Current attendance rate is 92% as measured by Child Welfare and Attendance (CWA) department utilizing student information system. 4. Decrease expulsion rate. Current level is .212% as indicated by NAT Decrease expulsion rate for AA students. Current expulsion rate for AA students is .332 Decrease expulsion rate for Foster youth. Current expulsion rate for Foster Youth is 1.1% Decrease expulsion rate for SWD. Current expulsion rate for SWD is .258 as indicated by NAT 5. Decrease chronic absenteeism rate to 8% or less. Current level is 16.2% as indicated by NAT Decrease chronic absenteeism rate for AA students. Current level is 23.5% as indicated by NAT Decrease chronic absenteeism rate for Foster Youth. Current level is 17.5% as indicated by NAT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Random checks for drugs and weapons	All	All OR:------- X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	$800 LCFF Supplemental/Concentration

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific 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?

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

Original GOAL 1 from prior year LCAP:	All students are proficient in literacy, numeracy, critical thinking and technology skills.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	1. Increase the proficiency rate on Common Core assessments by 5% as measured by Common Formative Assesments (CFA) Current proficiency levels are 15.9% ELA and 20.0% Math district wide. 2. Increase the English Learners' current reclassification rate as indicated by the NAT 3. Ensure all teachers are trained and implementing CALIFORNIA STATE STANDARDS. Evident in 75% of district classrooms as evidenced by principals' monthly walkthrough logs. 4. Ensure students have access to standards aligned instructional materials as measured by Williams Report. 5. Meet or exceed the state Academic Performance Index to be as measured by California Department of Education (CDE) 6. Increase the percentage of English Learners attaining English Proficiency as measured by CELDT. Current level is 58%	Actual Annual Measurable Outcomes:	1. The district purchased the Measures of Academic Progress (MAP) and discontinued the Common Core Assessments; therefore no comparison data is available for this AMO. 2. The English Learner reclassification rate increased from 12.8% to 14.8% 3. The percentage of teachers trained and implementing CA State Standards. Established base line at 50% as measured by principals' monthly walkthrough logs. 4. All students have access to standards aligned instructional materials as measured by Williams Complaint. 5. API information not available 6. The percentage of EL students attaining English Proficiency as measured by CELDT decreased from 58% to 56.8%

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase technology to support core implementation	Purchase laptops and Hovercams to support standards aligned instruction $3913 LCFF		Purchased laptops and Hovercams to support standards aligned instruction $4,000 LCFF Supplemental and Concentration

Scope of Service	MVCLC		Scope of Service	MVCLC	
X All			X_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Support data analysis for effective implementation	Teachers use the Professional Learning Community (PLC) structure to develop and implement interim/common formative assessments in ELA and Math				
Scope of Service	All		Scope of Service	All	
X_ All			X_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Provide Common Core Interim Assessments	NWEA MAP Assessments				
Scope of Service	All		Scope of Service	All	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Three of the six metrics in this goal were met including establishing a baseline for the percentage of teachers trained, implementing CA State standards and increasing the EL Reclassification rate. The baseline was established at 50%. The second metric met was ensuring ALL students have access to standards aligned instructional materials. The metric for increasing the proficiency rate on Common Core assessments by 5% was unable to measure as the district switched to Measures of Academic Progress (MAP). Comparison data is not available for this AMAO. EL Reclassification rate increased from 12.8% to 14.8% The percentage of EL students attaining English Proficiency as measured by CELDT data decreased minimally from 58% to 56.8%. The data is not yet available for API Information. We will maintain our four goals and thirteen outcomes for district expectations. Our focus is to improve student achievement, reduce suspensions, improve student attendance and increase graduation rates. Our district is realizing improved performance in our outcomes and identified goals. Our outcomes will support us in accelerating student performance. These goals and outcomes will support us in meeting the metrics in our LCAP.		

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

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

Original GOAL 2 from prior year LCAP:	All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	1. Increase HS Graduation Rate. Current level is 83% as indicated by NAT Increase EL students HS Graduation Rate. Current level is 69.5% as indicated by NAT 2. Increase A-G Course completion rate. Current rate is 32.3% as indicated by NAT Increase EL students A-G Course completion rate. Current rate is 6.6% as indicated by NAT 3. Increase the number of students prepared to enter college successfully prepared to take English and Math as measured by the Early Assessment Program (EAP) Current EAP rate is 13.2% ELA and 3.3% Math as indicated by the NAT 4. Decrease high school dropout rate. Current level is 11.3% as indicated by the NAT 5. Decrease middle school dropout rate. Current level is .42% as indicated by the NAT	Actual Annual Measurable Outcomes:	1. HS Graduation Rate increased to 86.2% EL students HS Graduation Rate increased to 74.2% 2. A-G Course completion rate increased to 33.1% EL students A-G Course completion rate decreased to 6.5% 3. The number of students prepared to enter college successfully prepared to take English and Math ELA rate decreased .2% to 13.0%, Math increased .7% to 4.0% 4. High School dropout rate decreased by 3.8% to 7.5% 5. Middle school dropout rate increased by .19% to .61% as indicated by NAT

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase access to counselors			
Scope of Service	All	Scope of Service	All

_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>High Schools</u>		_ All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient X_ Other Subgroups: (Specify) High Schools	
Provide additional support through after school tutoring	Teacher extra duty for tutoring $2,205 LCFF Supplemental and Concentration		Provided tutoring for students $2,000 LCFF Supplemental and Concentration
Scope of Service	All	Scope of Service	All	
_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Five of the eight metrics for this goal were met including: HS Graduation Rate, EL HS Graduation Rate, A-G Course completion rate, number of students prepared to enter college successfully prepared to take Math, and High School dropout rate. Middle school dropout rate increased to .61% EL Student A-G Course Completion Rate decreased minimally to 6.5%. The number of students prepared to enter college successfully prepared to take ELA decreased minimally by .2% and we will continue to work on increasing the number of students prepared to enter college successfully prepared to take ELA. We will maintain our four goals and thirteen outcomes for district expectations. The baseline and targets for district and sites will change each year to reflect progress or support as needed. Our focus is to improve student achievement, reduce suspensions, improve student attendance and increase graduation rates. Our district is realizing improved performance in our outcomes and identified goals. Our outcomes will support us in accelerating student performance. These goals and outcomes will support us in meeting the metrics in our LCAP.

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

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

Original GOAL 3 from prior year LCAP:	Learning environments support all students to thrive academically at the rigor of each grade level	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	1. Decrease suspension rate by 5%. Current suspension rate is 8.42% as indicated by NAT Decrease suspension rate for foster youth. Current suspension rate is 25% as indicated by NAT 2. Increase AP passage rate by 3%. Current rate is 2.4% as indicated by NAT 3. Maintain 95% attendance rate for students. Current attendance rate is 92% as measured by Child Welfare and Attendance (CWA) department utilizing student information system. 4. Decrease expulsion rate. Current level is .104% as indicated by NAT 5. Decrease chronic absenteeism rate. Current level is not available.	Actual Annual Measurable Outcomes:	1. Suspension rate decreased to 5.63% Foster rate suspension rate decreased to 18.43% 2. AP passage rate increased to 32.8% 3. Attendance rate is 95.0% 4. Expulsion rate increased to .212% 5. Chronic Absenteeism rate not available

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide targeted Professional Development	Professional Development including conferences, substitutes and Culture of Poverty curriculum $2,000 LCFF Supplemental and Concentration		Staff participated in professional development $2,000 LCFF Supplemental and Concentration
Scope of Service	All	Scope of Service	All

_ All OR: X Low Income pupils X English Learners X Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide Extended Learning Opportunities	Purchase of APEX or PLATO software to provide Learning Opportunities such as: Credit Recovery CAHSEE Preparations $1,500 LCFF Supplemental and Concentration		Purchased APEX software. CAHSEE software was not provided as requirement was removed $1,500 LCFF Supplemental and Concentration
Scope of Service — All _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service — All _ All OR: X_ Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient X_ Other Subgroups: (Specify) Students with disabilities	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Three of the metrics for this goal were met including: Decreased suspension rate, decreased foster youth suspension rate, attendance rate The date for two of the metrics is not yet available including AP Passage rate, and chronic absenteeism rate. Our expulsion rate increased slightly which we attribute to errors in the calculation the previous year. Our focus continues to be on alternatives to suspension such as PBIS which proactively will result in decreased expulsion rates. The implementation of ROTC was delayed due to the application process which took longer than anticipated. We are now in the approval process and hope to receive approval during the 2016-2017 school year. We will maintain our four goals and thirteen outcomes for district expectations. The baseline and targets for district and sites will change each year to reflect progress or support needed. Our focus is to improve student achievement, reduce

	suspensions, improve student attendance and increase graduation rates. Our district is realizing improved performance in our outcomes and identified goals. Our outcomes will support us in accelerating student performance. These goals and outcomes will support us in meeting the metrics in our LCAP.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	
For the 2016-2017 year, 91.38% of the students are unduplicated including low income, foster youth, and English learner pupils. Based upon the needs of the unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide and/or school-wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all of our children receive high levels of instruction/acceleration/remediation. The expenditures have been allocated to improve and/or increase services for unduplicated students thereby serving all students	

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.

54.8 %

The 54.8% proportionality percentage for increased or improved services is reflected in providing.

For the 2016-17 school year our focus is on monitoring current programs for effectiveness and to ensure progress is being made.

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).

01-13-15 [California Department of Education]