

Introduction:

LEA: Soledad Unified School District **Contact (Name, Title, Email, Phone Number):** Jorge Guzman, Interim Superintendent, jzguzman@soledad.k12.ca.us, 831-678-2909 **LCAP Year:** 2016- 2017

Local Control and Accountability Plan and Annual Update Template

The Soledad Unified School District (SUSD) is located in Soledad, California, which is situated in the heart of the rich Salinas Valley, the salad capital of the world. SUSD has a rich history in providing comprehensive educational services to 5,000 pre-school to 12th grade. The demographics of the district indicate the challenges we face in providing the best possible education for all students: Hispanic/ Latino, 96%, White, 2%; Asian, 1%; American Indian or Alaskan, 04%; Black/African American, 03%. Of these students, 94% qualify for free and reduce lunch program. The English Language Learners population is currently 49 %. Special Education represents 10% and Migrant is .4%. Our graduation rate is 85.2%. The number of parents without a high school diploma is approximately 34%. The district is comprised of five elementary schools; Jack Francioni, Rose Ferrero, San Vicente School, Gabilan and Frank Ledesma, one middle school, Main Street Middle; a comprehensive high school, Soledad High and Alternative and Adult Education (Pinnacles High School, Chalone Independent Study High School). The district has enjoyed a steady student growth despite the recent economic downtrend. Due to the continued growth the community passed a \$40 Million Dollar Bond to construct a new middle school, which is anticipated, to open in 2018. The district is in year 5 PI and has been making consistent improvement as measured on the state's API but has fallen short on meeting the federal AMAOs in respective subgroups. However, a beacon of light is Frank Ledesma Elementary School, which recently received the State's Distinguished School Award and the Federal Title I recognition for sustaining five years of growth and meeting all of the growth targets. The LCAP plan is in alignment with District Vision and Mission Statements, as follows:

Vision Statement

Soledad Unified School District students will demonstrate high levels of literacy in all academic fields, use effective thinking and productive organizational skills, show positive and healthy personal and civic responsibility, express the ability to be both independent and cooperative, appreciate diverse cultures, and develop meaningful and rewarding social relationships. Our students will achieve their best and be a source of pride for themselves, their parents, their community, and the world.

Mission Statement

The results of the Soledad Unified School District's efforts will be evidenced by:

Students:

Increasing levels of success on standards based achievement measures prepare students for college and career and ensuring with proficient skills to navigate the digitally driven global economy.

Staff:

Employ and retain administrators, teachers, and support staff who are highly-qualified, dedicated, and effective, hold themselves and students to high personal and academic expectations and demonstrate continuous self-improvement that drives program and student success.

Educational Program:

Provide a vigorous, high-quality, engaging and targeted educational program that prepares our diverse students to meet or exceed district and state standards, and state and national performance targets that teaches the skills to inspire students to be life-long learners, and supports success in higher education, employment, citizenship, and family life.

Facilities, equipment, and materials:

Provide safe and secure facilities that are clean and well-maintained, well-planned and state-of-the-art; with a sufficient number of current textbooks and instructional materials that are aligned to standards.

Learning environment:

Maintain a learning environment that is caring, nurturing, and positive, and demonstrates trust, respect, and tolerance among all the schools' stakeholders.

Strategic partnerships:

Establish and maintain partnerships with community, business, government leaders, and post-secondary institutions that secure and maximize resources and talents.

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 school site, 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?

<u>Involvement Process</u>	<u>Impact on LCAP</u>
Involvement Process in 2015-2016 <ul style="list-style-type: none"> • <u>District Curriculum Council:</u> 1/20/16 • <u>School Sites</u> Frank Ledesma- 2/16 Gabilan- 2/16 Jack Franscioni- 2/16 Rose Ferrero- 2/16 San Vicente- 2/16 	Summary- Themes based on the stakeholder feedback, as we developed our actions and services, we took into account our stakeholders. Goal 1: The focus was we need to provide career and college support; Goal 2: The focus was to support teaching and learning with the focus on ELs; Goal 3: The focus was to provide safe and secure schools with a focus on improving security with additional cameras, addressing the needs of facilities, and continuing PBIS; Goal 4: The focus was to engage the families and communities through supporting parent with workshops and training, addressing students’ social and emotional needs; Goal 5: The focus was to retain high quality teachers and

<p>Main Street- 2/16 Soledad High School – 4/28/16</p> <ul style="list-style-type: none"> • May 13-May 24- Work with MCOE • May 26-June3, 2016- LCAP/Budget Public Hearing Announcement advertisement and posting • June3-Ju8, 2016- Public Viewing • June 8, 2016- Board of Trustees Board Meeting, Public Hearing on LCAP & budget • June 22, 2016- Board Approval of LCAP • Input from the various Stakeholders- We put together charts of our LCAP goals and met with parents, teachers, administrators, board members, & students to discuss the progress on our goals. We focused on the development of the goals. Each time we met with our stakeholders we reviewed the goals and elicited the stakeholders views of actions for each goal in order to incorporate as many ideas as possible as they saw fit. Here are the dates when we met with the various stakeholders. 	<p>to support new teachers and interns. We have collected input from all our stakeholders: parents, teachers, students, administrators, board members, CSEA, and STA Members and have found these trends:</p> <p>In Year 2016-2017: We are staying the course with our same goals: Goal 1: We are now starting to expand the college & career ready to the elementary schools as well as keep it going in the MS and the HS. Goal 2: We adopting our new ELA/ELD HM program to support all learners & will be looking for supplemental ELD materials; Goal 3:We are continuing our PBIS training this year & will be purchasing more cameras & continuing the upgrades to facilities; Goal 4: We continue to give parent trainings & provide counseling for our students. We are also continuing to hold and involve our parent groups: PTO, Site Council, & ELAC; Goal 5: We will continue to be proactive on hiring new teachers to fill positions quickly. We are continuing to support new teacher through the DO Coordinator for new teachers and through the Directors of teaching & learning.</p> <p>For Future Years: We are staying the course with our same goals: We are continuing the course with all 5 of our goals as stated in our Year 2 practices.</p>
<p><u>Board Members & Audience</u> 3/22/16</p> <p><u>Teachers/Administrators</u> 3/23/16</p> <p><u>Site Councils:</u> Jack Franscioni- 3/8/16</p> <p><u>DELAC</u> 4/19/16</p> <p><u>SHS Student Senate Feedback</u> 3/10/16</p> <p><u>Soledad High School Parents</u> 4/28/16</p>	<p>Impact on LCAP Here are the trends that were found from each of the stakeholder groups:</p> <p>School Sites:</p> <p>Elementary Schools:</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Career Days & College Exposure • Career & College Fieldtrips • Awareness of real world careers <p>Goal 2:</p> <ul style="list-style-type: none"> • RTI • Supporting students with their academic needs • Improved ELD program • Peer Observations • More alignment of testing • Support for Foster Youth

Community Feedback

4/25/16

CSEA

5/19/16

- 8/8/16 Community Meeting to share/discuss revised LCAP
- 8/10/16 Board Approval of Revised LCAP/Other Actions

Based upon recommendations from Monterey County Office of Education, additional input was gathered from the community on Aug., 25, 2016, which lead to additional impact on the goals fro 16-17, 17-18 and 18-19. A sixth goal was created, that focus on ELs and other student requiring additional support.

9/14/16 – Public Hearing & Revised LCAP

9/21/16- Board Approval

- Better understanding for JK and TK qualifications along with more of these classes

Goal 3:

- Preventative Programs
- Conflict Resolution
- Student consequences for misbehavior
- Improve facilities for safe learning environments
- Need support with students that have challenging behaviors
- Positive Behavior Incentives

Goal 4:

- Special Assemblies
- Increase communication between parents, teachers, & the district
- Family events: Literacy Nights, Math nights.

Goal 5:

- Increase competitive salaries for new & tenured teachers
- Time to plan & work with peers

Secondary Schools:

Goal 1:

- College awareness
- Pre AP courses
- Improving Math proficiencies & interventions
- Vertical Articulation

Goal 2:

- Provide infrastructure for hands-on learning
- Training on state standards
- On-line learning

Goal 3:

- Address bullying
- Student Incentives
- More security
- Clear & consistent expectations with consequences

Goal 4:

- Involve outside agencies
- Parent support
- Addressing staff climate
- More support for project base learning

Goal 5:

- Increase teacher salaries
- Increase sense of community for all teachers
- Support for new teachers
- Professional Development
- Classroom Management

SHS Students:

Goal 1:

- Don't make classes easier, instead offer more help for struggling students.
- Make sure that students who go into honors/AP are qualified for those classes.
- Don't just let students pass, that isn't preparing them for college.

Goal 2:

- Finish the science building to add labs
- Summer program for students
- Video integration with technology
- Improve tutoring

Goal 3:

- Maintain and or increase counseling
- More security guards for safety
- Saturday school or Saturday detention
- More incentives
- More rewards and positive feedback

Goal 4:

- More enthusiasm from teachers
- Hands-on Activities and positive feedback
- On site therapy
- More respectful teachers who can handle problem behaviors
- Informing parents about meetings in a timely manner
- More parent meetings

Goal 5:

- Create workshops that allow teachers to grow in teaching skills and knowledge
- Allow students to assist teachers to help provide a more modern way of teaching
- Raise teacher salaries

- Have better qualified teachers
- Create a better environment in order to keep quality teachers
- Increase pay for teachers, pay them what actually deserve.

District Curriculum Council:

Goal 1:

- Help with college scholarships
- Community service hours at elementary sites
- Technology with curriculum
- Job shadowing
- Internships
- Continue to build relationships with Hartnell

Goal 2:

- Flexible student schedules
- Monitoring SPED students
- Identify and provide EL supports
- Focus on standards in the After School Program
- Have Kindergarten tutoring
- Provide Home School Support as they begin to read

Goal 3:

- Data based decision making
- Cyber safety
- More cameras
- Teaching and supporting appropriate behavior

Goal 4:

- Active student engagement
- Family nights
- Drop in discussions with administrators

Goal 5:

- Help with housing
- Keep Van Pool
- Coaching interns and 1st year teachers
- More positive reinforcements for new teachers

Board Members & Audience

Goal 1:

- Think about CTE Pathways K-12
- TK-12 Technology Plan
- PD for teachers

- ROP-Updated Courses/Certifications based on career growth

Goal 2:

- Less teacher talk- more student centered
- Teacher Collaboration
- Writing in all areas
- PD for teachers on CCSS

Goal 3:

- Staff communicates to parents about safety
- All security policies or reports need to be available in Spanish
- Decrease suspensions
- Improve appearance of older schools to improve culture & safety
- Training for Health Aides
- Address parking lot problem/safety

Goal 4:

- Refine HR policies
- Staff putting students first
- Increase student achievement/motivation/recognition
- Training & involvement for parents
- More openness with parents & community
- More communication between teachers and parents

Goal 5:

- Focus on retention & salary
- Focus on PD & Support for Interns & other staff members
- Need District Nurse & Health Aide training
- Need more campus supervisors
- Administrator leadership training
- TK/JK with ECE background/Focus on developmentally appropriate

Community Feedback

Goal 1:

- TK-12 Career & college plan including counseling
- Intern Program for HS
- Focus on CTE Pathways
- More AP classes
- Partnership with Hartnell
- More Technology
- Differentiation for Gifted students
- ELL Support- Bring back ELL program with Newcomer Program

- Increase A-G percentages/passing

Goal 2:

- Opportunity to experiment - inquiry based learning
- More student talk/less teacher talk
- Monitoring & Training Teachers in ELD- Reclassification
- HS needs to work on writing across the curriculum
- Trainings for teachers in ESL
- Interim SBAC practice
- Academic data system to assist teachers with teaching & students with learning.
- RTI
- JK/TK at all elementary sites & encourage attendance. Explore JK/TK/Kinder Center.
- Equal access to grade level standards.
- Continue informal & formal observation feedback to teachers.

Goal 3:

- Funds for PBIS Incentives, can't be from donations
- When problems arise, engage both families & follow through
- Use SWIS & look at behavior data
- Playground equipment is safe
- Surveys to show how we are doing with these areas
- SST's – Brainstorm interventions as a team
- More social & emotional counseling

Goal 4:

- Follow your disciplinary guidelines
- Take action with bullying & fighting
- More teacher & parental involvement
- RTI, PBIS, Intervention for ELs
- Use Technology more
- District Office webpage should have more information
- Bring back PIQUE
- Empower School Site Councils

Goal 5:

- Recruit locally like CSUMB
- Important that recruiters understand Soledad's needs
- Retention needs to be worked on to retain highly qualified staff
- Adjust teacher pay scale
- Pay more for more education

- Site Professional Development and New teacher support with mentors & classroom management training
- Grade level leads
- Principal feedback on walkthroughs
- Keep van pool
- Professional growth outside instructional day

Teachers & Administrators & STA

Goal 1:

- Involve the HS students more in the elementary schools
- Senior Mentor Program- Offer seniors scholarships to tutor & mentor younger students at SHS/MSMS
- Transportation opportunities for students with internships in Salinas
- Summer Bridge Program for incoming HS freshman
- Make sure students are reading at a proficient rate at 3rd grade
- Continue to increase rigor & goals
- Increase students passage rate for AP classes
- Increase partnership with Hartnell
- Increase Science & Social Studies in Elementary

Goal 2:

- Train teachers how to grade Interim Tests
- Think about having a TK/JK/Kinder center so we can group by skill for part of the day
- Give teachers the opportunity to fundraise for classroom supplies
- Rethink Classroom Design
- Literacy programs for ELs & more support
- Curriculum Associates for CELDT prep for CUSP EL students
- Small group instruction for LTELs

Goal 3:

- Training for teachers & administrators
- Plan for in-house suspension
- Work with community for better security & evacuations
- Addressing fighting & drug dealing

Goal 4:

- PBIS ceremonies
- Administrators & Board members visit schools
- EL resources

DELAC

Goal 1:

- Encourage students to attend universities

Goal 2:

- Increase cultural competency & more training for teachers
- Universal preschool

Goal 3:

- Expand Restorative Justice

Goal 4:

- Art & Computer classes
- Hartnell STEM program
- More ESL classes
- Spanish computer literacy classes

Goal 5:

- Value all employees
- Be more accepting of criticism or constructive feedback

CSEA

No Specific Written Feedback, but they met on May 19, 2016.

They met with the Assistant Superintendent of Educational Services. They provided no additional feedback.

Community Stakeholder Meeting- Aug. 25, 2016

The following actions were included based upon the latest community feedback of August 25, 2016:

Goal 1:

- More Intervention Classes
- Parent Workshops- Post Secondary

Goal 2:

- Compare to Lighthouse Districts Analyze Best Practices
- CELDT/CAASPP Data Analysis Multiple Measures Student Profile
- Strong Interventions

Goal 3:

- More Supervision School Campus Training/High Quality
- Teacher PD Student Behavior
- More Counselors for Student Support Social/Emotional

Goal 4:

- Implementation of Initiatives- Communicate Progress on LCAP Goals.
- Website- Outreach; User Friendly & Current

- Resources for Parents to Access Student Support

Goal 5:

- Better Pay for Substitute Teachers
- More Site Support for Teachers; Academic Coach

Goal 6:

- ELD Academy
- Newcomer Support
- Literacy Support/Progress Monitoring Consistency

Community Feedback:

Based upon this input, actions address a majority of this information. Suggestions not addressed will be considered in the future.

As a result of the stakeholder process and input, it was clear that we need to maintain existing goals for the 2016-2017 and may consider revamping for 2018 with the new state template. We want to see the results of 2016-2017 data to determine success with our goals. The 2016-2017 goals, once approved will be shared with our leadership team in August. Professional Development will be created to help the leadership team deliver the goals and the mission of the LCAP to all stakeholders. This process has worked well in making sure everyone knows what the work involves.

Specific Feedback can be found in App. A.

<p>Annual Update: How did we progress on our 5 goals? This was the question that we considered as we shared the progress:</p> <ul style="list-style-type: none"> • Monthly Board Meetings • Monthly Site Council Meetings • ELAC Meetings- 4 times a year per site • DELAC- Meets Quarterly • District Curriculum Council meetings- quarterly • Migrant Parents – quarterly • Monthly Leadership Team Meetings • Monthly District Leadership Team Meetings • Monthly Curriculum Leadership Team Meetings • Bargaining Unit Updates ? <p>By meeting with the above groups over increments throughout the year we shared this information regarding:</p> <ul style="list-style-type: none"> • LCAP Goals • Student Achievement Data • The implementation and training for PBIS • Budget items • New Adoption Process for ELA/ELD • The CELDT schedule & results • The Summer School Program • PD training for teachers • Parent Training • RTI updates and implementation <p>Specific Feedback was gathered at meetings listed above. The results of the feedback in delineated above.</p>	<p>Annual Update Impact:</p> <p>Goal 1: College and Career Paths have been discussed from all stakeholders. Our LCAP actions are that we are going to keep promoting College & Career Awareness for the Middle School & the HS and provide orientations for the elementary. See Action 4 in Goal 1. Actions from the above trends have been addressed. Students who are struggling at the secondary level are supported additional teachers in action 1.</p> <p>Goal 2: Improve EL Instruction, staff development, and the monitoring of progress; Continue providing PD on Common Core; Provide a yearly assessment plan including giving the Interim; Implement our new ELA/ELA HM adoption materials; Bring in Fisher & Frey to train our teachers/admin in ELA/ELD instructional framework; Utilize our Math coach throughout the year for math lesson design for teachers; Continue to support JK/TK classes and students. See more detailed actions for this goal.</p> <p>Goal 3: Continue to train teachers & administrators on PBIS as well as reduce suspensions; Provide school-wide incentives; Provide support for students with counseling; Continue to improve security responsiveness by putting in more cameras. Implement Digital Citizenship. See actions 8 & 9.</p> <p>Goal 4: More open communication between parents, staff, and district office for the good of the student; Continue Family Nights; Continue holding meetings for PTO, Site Council, & ELAC; Provide parent trainings at the school sites; See action 5.</p> <p>Goal 5: Focus on retention & salary new teachers as well as tenured teachers; Focus on PD & support for Interns & other staff members; Need District Nurse & Health Aide training; Need more campus supervisors; Administrator leadership training; See detailed actions in Goal 2 action 5. Need to hire TK/JK teachers with ECE background</p>
<p>Annual Update 2015-2016 How did we progress on our goals? We launched the year with having the District Leadership Retreat at the Pinnacles</p>	<p><u>Key points of the stakeholder feedback (the full compilation is available):</u></p> <p><u>From our Board:</u></p>

National Park. Our goal and focus was to communicate and reinforce our Five LCAP Goals and establish commitment to the Five goals. Knowing our goals, this year we varied our approach and process for communicating, reporting, getting input, sharing progress. The District created LCAP charts and we kicked off the year by giving a LCAP Overview on the first day back for our teachers. Therefore the principals and the teachers were exposed and reminded once again of our district goals, progress, and plan. This year the LCAP charts were posted in a visible area in all of the schools. The process for getting additional input and staying the course with our plan involved all stakeholders (site staff, DELAC, ELAC, Migrant, Site Councils, parents, students, Board) using the chart and compiling their input. A time line and list of our meetings has been listed in this plan.

- August 5, 2015- District Leadership Team (DLT)Retreat at the Pinnacles National Park
- August 6-10, 2015- DLT , Directors of Teaching & Learning went over the LCAP goals with principals & principals went over the LCAP goals with their teachers the first day back.
- August 12, 2015- District Wide Professional Development Day
- September 26, 2015- Board of Trustees retreat with DLT

January.- April 2016- The administrators went over LCAP goal once again at the sites and at the DLT to gather additional input from stakeholders (Soledad Teachers Union (STA), site staff, students, site councils, board)

Annual Update 2015-2016 Trends:

The input from the stakeholders tells us about the trends that we are seeing in each goal:

Goal 1: Increase graduation rate from 79.4% to 85.2% and are now college & career ready. About one third of our students are A-G ready.

Goal 2: The 2015-2016 CAASPP data isn't out officially yet, so we cannot do the comparison to last year at this time. We will provide the updates when the data becomes official

Goal 3: They want more cameras, more positive incentives, and more help for teachers with struggling behavior. This year we held PBIS training by MCOE for all schools in our district 4 times throughout the year. In the future we are continuing PBIS training and restorative practices; we provided Counselors, and

- Think about expanding CTE pathways
- Provide equity and learning for all
- Writing in all areas
- Insure adherence to common core and continued Professional Development for all
- Parent training
- Maintain Junior Kinder and Transitional Kinder
- Retention, incentives for teachers.

From Soledad Teachers Association (STA) and DLT:

- University partnerships, continue partnership with Hartnell College
- Continue to increase rigor
- Literacy programs for English Language Learners
- Professional Development
- EL focus and trainings
- Junior Kinder and Transitional Kinder for all
- Time for looking at data and using the data to plan
- PBIS
- Affordable Teacher housing
- Long term incentives for recruiting and retaining teachers.
- Additional in classroom support, coaching.

From DELAC:

- Teacher motivation of students
- P.I.Q.U.E
- Increase cultural competency
- More Teacher Training
- Preschool for all
- Parent training, ESL
- Hartnell STEM, art and computer classes

we addressed bullying as well as have put in more cameras.

Goal 4: The parents want more resources and parent trainings. They want all documents transcribed into Spanish. They want more family involvement nights such as Literacy Nights and Math Nights.

Goal 5: The community wants better recruitment strategies and to support new teachers. They also discussed raises for both new teachers and tenured teachers.

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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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?

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

LCAP Plan: 2016-2017

<p>GOAL 1:</p>	<p>Increase graduation rate for all students who are college and career-ready (pathways).</p> <p>Priority Strategies:</p> <p>School redesign: Rethink our school structures, time and space to inspire students and provide personalized and transformational learning experiences and college and career pathways for high school students.</p>	<p>Related State and/or Local Priorities:</p> <p>1 _ 2 3 4 X 5 6 7 8 X COE only: 9 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: In order to prepare students to be college and career ready, all teachers need to be fully equipped to implement the Common Core, ELD and Next Generation Science Standards as indicated in the data below. Additional, teachers need professional development to maximize the use of technology and software to enhance student learning to prepare students with the 21st century skills. Context: The graduation rate district wide was 85.2%</p> <p>Metrics: 4 year cohort graduation rate, A-G completion rates, AP Achievement, CAASPP, EAP</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-Wide, with emphasis on 7-12</p> <p>Applicable Pupil Subgroups:</p>	<p>:</p> <ul style="list-style-type: none"> • Low Socio-economically disadvantaged students: • English Learners: • Foster Youth: • Students with Disabilities: • Latino

LCAP GOALS: 2016-17

Expected Annual Measurable Outcomes:
Goal 1

- o Four year Graduation rate for all students (including RFEP) and each significant subgroup including but not limited to:
 - o 86% District-wide
 - o 87% Low Socio-economically disadvantaged students:
 - o 77 % English Learners:
 - o N/A Foster Youth:
 - o 91% Students with Disabilities:
 - o 87% Latino
- o A-G Completion rate for all students and each significant subgroup
 - o 38% District-wide
 - o 37% Low Socio-economically disadvantaged students:
 - o 41% RFEP
 - o 10% Students with Disabilities:
 - o 38% Latino
 - o 33% White - Non Hispanic
- o NWEA assessment percentage of students at or above 41th percentile: ELA: 9th: 37%; 10th 45%; 11th 54.5%; Mathematics: 9th 42%; 10th 50.5%; 11th 58.5%
- o AP student: scoring 3 or higher are 36.5%
- o CAASPP 11th grade: ELA 50% and Mathematics: 17.9%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Restructure Instructional Program to support: <ul style="list-style-type: none"> • More Intervention classes for struggling students • Comprehensive EL program • Career Pathways • A-G Course (College Pathways) • AP enrollment with focus on sub groups 	LEA-Wide Secondary Schools	<u>X All</u> ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)	Sustain 15 teachers at MS and HS Supplemental/Concentration \$1,274,560 Major Object Codes: 1100- Salaries – \$872,501 3000-Benefits - \$402,059

<p>1.2 Training & Materials for Elementary, MS, & HS Counselors to support students</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Training & Materials & Supplies Costs- \$20,000 Supplemental Concentration Major Object Codes: 4300- Materials and Supplies - \$10,000 5800-Training- \$10,000</p>
<p>1.3 Virtual K-12</p> <ul style="list-style-type: none"> Credit Recovery program to support students who have extenuating circumstances that do not allow them to attend school at a site. 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$8,000 for materials/supplies supplemental/concentration (\$1,000 per school to support college and career awareness) Major Object Codes: 4300- \$8,000 Major Object Codes: 4300- Virtual Software- \$3,000 Total \$11,000</p>
<p>1.4 Career Days</p> <ul style="list-style-type: none"> Coordinate a series of career days for Elementary, MS, & HS to build awareness and interest in post secondary opportunities. 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$4,000 for the high school (\$1,000 per academy/pathway at the high school and the middle school for materials and supplies)= \$8,000 Supplies and Materials for Elementary Schools (\$1,000) per site Total= \$5,000 Supplemental/concentration Major Object Codes: 4300 Total= \$13,000</p>
<p>1.5 1.5-Students provide orientations to elementary and middle school students regarding the high school pathways once a year.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$1,000 per academy/pathway at the high school & MS for materials & supplies and start up funds for elementary schools (\$500 per site) Supplemental/concentration – total= \$5,000 Major Object Codes: 4300</p>

1.6 Provide Parent Workshops Post-Secondary	LEA – All secondary schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object Code: 5800- Parent Training- \$10,000 Funding Source Supplemental Concentration
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LCAP PLAN: 2017-2018

Expected Annual Measurable Outcomes:
Goal 1

- Four year Graduation rate for All student (including RFEP) and each significant subgroup including but not limited to: 87.1%
 - 87% District-wide
 - 87% Low Socio-economically disadvantaged students:
 - 80% English Learners:
 - N/A Foster Youth:
 - 91% Students with Disabilities:
 - 87% Latino
- A-G Completion rate for all students and each significant subgroup
 - 38% District-wide
 - 37% Low Socio-economically disadvantaged students:
 - 41% RFEP
 - 9% Students with Disabilities:
 - 38% Latino
 - 32% White - Non Hispanic
- NWEA assessment percentage of students at or above 41th percentile will increase by 5%: ELA: 9th: 42%; 10th 50%; 11th 59%; Mathematics: 9th 47%; 10th 55%; 11th 63%
- AP student: scoring 3 or higher are 41%
- CAASPP 11th grade: ELA 55% and Mathematics: 23%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Restructure Instructional Program to support: <ul style="list-style-type: none"> • Intervention for struggling students • Comprehensive EL program • Career Pathways • A-G Course (College Pathways) • AP enrollment with focus on sub groups 	LEA-Wide Secondary Schools	<u>X</u> All _____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Sustain 15 teachers at MS and HS Supplemental/Concentration \$1,305,707 Major Object Codes: 1100- Salaries - \$898,675 3000-Benefits- \$407,032
1.2 Training & Materials for Elementary, MS, & HS Counselors to support students	LEA-Secondary Schools	<u>X</u> All _____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Training & Materials & Supplies Costs- \$20,000 Supplemental Concentration Major Object Codes: 4300- Materials and Supplies- \$10,000 5800-Training- \$10,000

<p>1.3 Virtual K-12</p> <ul style="list-style-type: none"> Credit Recovery program to support students who have extenuating circumstances that do not allow them to attend school at a site. 	<p>LEA-All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$8,000 for materials/supplies supplemental/concentration (\$1,000 per school to support college and career awareness) Major Object Codes: 4300- \$8,000 Major Object Codes: 4300- Virtual Software- \$3,000</p> <p>Total \$11,000</p>
<p>1.4-Career Days</p> <p>Coordinate a series of career days for Elementary, MS, & HS to build awareness and interest in post-secondary opportunities.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$4,000 for the high school (\$1,000 per academy/pathway at the high school and the middle school for materials and supplies)= \$8,000</p> <p>Supplies and Materials for Elementary Schools (\$1,000) per site</p> <p>Total= \$5,000</p> <p>Supplemental/concentration</p> <p>Major Object Codes: 4300 Total= \$13,000</p>
<p>1.5-Students provide orientations to elementary and middle school students regarding the high school pathways once a year.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$1,000 per academy/pathway at the high school & MS for materials & supplies and start up funds for elementary schools (\$500 per site)</p> <p>Supplemental/concentration – total= \$5,000</p> <p>Major Object Codes: 4300</p>
<p>1.6 Provide Parent Workshops Post-Secondary</p>	<p>LEA- All Secondary Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code: 5800 - Parent Training- \$10,000</p> <p>Funding Source Supplemental Concentration</p>

LCAP PLAN: 2018-2019

Expected Annual Measurable Outcomes:

- Four year Graduation rate for All student (including RFEP) and each significant subgroup including but not limited to: 90.7%
 - Low Socio-economically disadvantage students: 89%
 - English Learners (EL): 85%
 - Foster Youth: Increase by 5%
 - Students with Disabilities: 92%
 - Latino: 91%
- A-G Completion rate for all students and each significant subgroup
 - 40% District-wide
 - 40% Low Socio-economically disadvantaged students:
 - 45% RFEP
 - 15% Students with Disabilities:
 - 40% Latino
- NWEA assessment percentage of students at or above 41th percentile will increase by 5%: ELA: 9th: 47%; 10th 55%; 11th 64%; Mathematics: 9th 52.5%; 10th 60.5%; 11th 68%
- AP student: scoring 3 or higher are 47%
- CAASPP 11th grade: ELA 60% and Mathematics: 28%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1-Restructure Instructional Program to support: <ul style="list-style-type: none"> • Intervention for struggling students • Comprehensive EL program • Career Pathways • A-G Course (College Pathways) • AP enrollment with focus on sub groups 	LEA-Wide Secondary Schools	X All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)	Sustain 15 teachers at MS and HS Supplemental/Concentration \$1,337,789 Major Object Codes: 1100- Salaries - \$925,635 3000-Benefits- \$412,154
1.2 Training & Materials for Elementary, MS, & HS Counselors to support students	LEA-Secondary Schools	X All ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)	Training & Materials & Supplies Costs- \$20,000 Supplemental Concentration Major Object Codes: 4300- Materials and Supplies- \$10,000 5800-Training- \$10,000

<p>1.3-Virtual K-12</p> <ul style="list-style-type: none"> Credit Recovery program to support students who have extenuating circumstances that do not allow them to attend school at a site. 	<p>LEA-All schools</p>	<p><u>X</u> All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>\$8,000 for materials/supplies supplemental/concentration (\$1,000 per school to support college and career awareness) Major Object Codes: 4300- \$8,000 Major Object Codes: 4300- Virtual Software- \$3,000 Total \$11,000</p>
<p>1.4-Career Days Coordinate a series of career days for Elementary, MS, & HS to build awareness and interest in post secondary opportunities.</p>	<p>LEA-All Schools</p>	<p><u>X</u> All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>\$4,000 for the high school (\$1,000 per academy/pathway at the high school and the middle school for materials and supplies)= \$8,000 Supplies and Materials for Elementary Schools (\$1,000) per site Total= \$5,000 Supplemental/concentration Major Object Codes: 4300 Total= \$13,000</p>
<p>1.5 Students provide orientations to elementary and middle school students regarding the high school pathways once a year.</p>	<p>LEA-All Schools</p>	<p><u>X</u> All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>\$1,000 per academy/pathway at the high school & MS for materials & supplies and start up funds for elementary schools (\$500 per site) Supplemental/concentration – total= \$5,000 Major Object Codes: 4300</p>
<p>1.6 Provide Parent Workshops Post Secondary</p>	<p>LEA- All secondary schools</p>	<p><u>X</u> All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Object Code: 5800 Parent Training- \$10,000 Funding Source Supplemental Concentration</p>

LCAP PLAN: 2016-17

GOAL 2:	<p>Proficiency For ALL: SUSD will provide a high quality and comprehensive instructional program</p> <p>Priority Strategies</p> <ol style="list-style-type: none"> 1. School redesign: Rethink our school structures, time and space to inspire students and provide personalized and transformational learning experiences 2. Systematic instructional framework: Implement a highly structured process for teaching which responds to student learning in real time 3. Common Core implementation: Implement new K-12 national standards that ensure all students attain deeper knowledge and skills Additional strategies (Implementation goals to be refined in LCAP Annual Update) 4. Comprehensive assessment: Continuous checks for understanding that drive instruction and summative assessments that align to CCSS 5. Intervention and enrichment: Identify instructional needs of all students, including those behind and ahead of grade level, and provide an effective response to help achieve full potential 6. Kindergarten Readiness: Student academic achievement will be improved by increasing the number of students who have at least one year of preschool or public education (JK or TK) prior to entering Kindergarten. 7. Equity: The educational outcomes of foster youth will mirror that of the general student population, closing the achievement gap and decreasing the adverse effects of school mobility. 	<p>Related State and/or Local Priorities: <u>1</u> <u>X</u> <u>2</u> <u>X</u> <u>3</u> <u>4</u> <u>X</u> <u>5</u> <u>6</u> <u>7</u> <u>X</u> <u>8</u> <u> </u></p> <p style="text-align: center;">COE only: 9 10 <u> </u></p> <p style="text-align: center;">Local : Specify</p>
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Identified Need :	<p>The district's goal is to provide a high quality and comprehensive instructional program. All teachers will need to be fully equipped to implement the Common Core, ELD and Next Generation Science Standards. Additionally, teachers will require professional development in utilizing student data to support student achievement while maximizing the use of technology and software to enhance student learning. In 2016-2017, district used NWEA Measures of Academic Progress on Common Core State Standards to collect baseline data in reading and math. On the NWEA students demonstrate ready and mathematic proficiency by scoring in the 41th percentile or above.</p> <p>Caaspp Scores in ELA for 2015 for ALL STUDENTS:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Mean Scale Score</th> <th style="text-align: center;">2371.0</th> <th style="text-align: center;">2413.1</th> <th style="text-align: center;">2452.6</th> <th style="text-align: center;">2481.6</th> <th style="text-align: center;">2489.4</th> <th style="text-align: center;">2518.4</th> <th style="text-align: center;">2569.8</th> </tr> </thead> <tbody> <tr> <td>Standard Exceeded</td> <td style="text-align: center;">7 %</td> <td style="text-align: center;">6 %</td> <td style="text-align: center;">7 %</td> <td style="text-align: center;">4 %</td> <td style="text-align: center;">2 %</td> <td style="text-align: center;">3 %</td> <td style="text-align: center;">13 %</td> </tr> <tr> <td>Standard Met</td> <td style="text-align: center;">12 %</td> <td style="text-align: center;">17 %</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">23 %</td> <td style="text-align: center;">21 %</td> <td style="text-align: center;">27 %</td> <td style="text-align: center;">37 %</td> </tr> <tr> <td>Standard Nearly Met</td> <td style="text-align: center;">31 %</td> <td style="text-align: center;">24 %</td> <td style="text-align: center;">24 %</td> <td style="text-align: center;">37 %</td> <td style="text-align: center;">32 %</td> <td style="text-align: center;">32 %</td> <td style="text-align: center;">27 %</td> </tr> <tr> <td>Standard Not Met</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">53 %</td> <td style="text-align: center;">49 %</td> <td style="text-align: center;">36 %</td> <td style="text-align: center;">45 %</td> <td style="text-align: center;">38 %</td> <td style="text-align: center;">23 %</td> </tr> </tbody> </table>								Mean Scale Score	2371.0	2413.1	2452.6	2481.6	2489.4	2518.4	2569.8	Standard Exceeded	7 %	6 %	7 %	4 %	2 %	3 %	13 %	Standard Met	12 %	17 %	20 %	23 %	21 %	27 %	37 %	Standard Nearly Met	31 %	24 %	24 %	37 %	32 %	32 %	27 %	Standard Not Met	50 %	53 %	49 %	36 %	45 %	38 %	23 %
Mean Scale Score	2371.0	2413.1	2452.6	2481.6	2489.4	2518.4	2569.8																																									
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Standard Nearly Met	31 %	24 %	24 %	37 %	32 %	32 %	27 %																																									
Standard Not Met	50 %	53 %	49 %	36 %	45 %	38 %	23 %																																									

		<p>Metrics: Quarterly District periodic assessment to monitor student (NWEA) progress K-8. Summative Teacher Evaluation program data based CSTPs K-12 All English Learners making yearly progress (AMAO1), English Learners achieving proficiency in English (AMAO2), Reclassification Rate, CEDLT Scores high school-- CAHSEE Test Results, Report Measure Early Literacy assessments and readiness assessments Smarter Balanced Assessment Results Foster Youth Tool Kit plan and completion rate</p>
Goal Applies to:	Schools:	<p>All Schools and each sub-groups</p> <hr/> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> Low Socio-economically disadvantage students English Learners (EL) Reclassified Full English Proficient Students (RFEP) Foster Youth Students with Disabilities Latino

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to refine IDTs & Pathways at the secondary schools to achieve transformational student impact;</p> <p>Support teachers in instructional framework implementation via coaching and meaningful feedback, resulting in improved classroom teaching with 95% of teachers meeting district expectation for performance according to evaluation rubric of CSTPs</p> <p>Incorporate CCSS Shifts, rigorous and relevant 21st century skills into all curricular areas</p> <p>Inclusive practices for all students and strategies that promote multiple methods of student expression and assessments, as well as all students have access to core content areas equitably. Percentage of students Inside of the regular class 80% or more of the day will increase to 55% and the number average number of minutes in the regular class will increase by 2.5%.</p> <p>Increase by 5% of students meeting standards based on K-2 Literacy assessments, 5% Increase of students demonstrating age appropriate social/emotional ratings on Kindergarten readiness assessment.</p> <p>Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual growth from the baseline, which will be established in SY 2014-15.</p> <p>Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced Mathematics Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual from the baseline, which will be established in SY 2014-15.</p> <p>Meet AMAO Percentages required for Title III=Percentage of English Learners who improved one or more performance levels on CELDT over the course of the school year will increase by 5% and percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification will decrease (the percentage of ELs that are LTEL) by 2% annually.</p> <p>Gap between foster youth and general student population decreased by 20% on each metric. At least 60% of the LEAs foster youth will be receiving educational counseling and have a support plan in place.</p> <p>Students will demonstrate reading proficiency by scoring in the 41th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 3rd grade. 3rd grade reading readiness rates will increase by 5% of students meeting or exceeding the 41th percentile.</p> <p>Students will demonstrate reading proficiency by scoring in the 40th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 8th grade. 8th grade reading rates will increase increased by 5% of students meeting or exceeding the 41th percentile.</p> <p>Students will demonstrate math readiness by scoring at or above the 41th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 6th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.</p> <p>Students will demonstrate math readiness by scoring at or above the 41th percentile or above on NWEA Measures of Academic Progress</p>
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Common Core State Standards mathematics assessment. 8th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.

All Instructional Materials will be compliant according to Williams.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Maintain State required Class Size Reduction for TK-3 at 25 students and grades 4-6 to 30 students to meet state requirements.</p>	<p>LEA-All Elementary Schools</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p>	<p>Sustain 10 (FTE) Elementary Teachers Supplemental/Concentration \$791,720</p> <p>Major Object Codes: 1100- Salaries-\$555,000 3000-Benefits- \$236,720</p>
<p>2.2 Develop a District-Wide Assessment plan:</p> <ul style="list-style-type: none"> • Administer NWEA tests 3 times per year for grades K-12 to monitor student progress • Preparing students for the CAASPP test that will be given in the spring. • Give the state test (CAASPP) in the spring • Use Adoption assessments that go with daily and unit instruction • Analyze results to determine best next steps 	<p>LEA</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p>	<p>\$45,000 NWEA assessment \$10,000-CAASPP Total- \$55,000</p> <p>Supplemental/concentration Major Object Codes: 5800 Data Analysis Meetings: Funding Source Supplemental Concentration-\$30,000 Object Code:1000- Subs- \$20,000 Object Code: 4300- Materials & Supplies- \$10,000</p>

<p>2.3 Professional Development Plan for all teachers that focuses on:</p> <ul style="list-style-type: none"> • Instructional Adoption materials • Supplementary Materials/Designated Materials • Parent Training • Technology that enhanced instruction • CCSS training • Videos & Resources that Support Fisher & Frey training • Math Coaching at Elem & HS 	<p>LEA: All schools TK-12</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fisher & Frey \$90,000 plus \$5,000 resources</p> <p>Mobius Consultant (Chase Orton) for Math \$78,000</p> <p>Math Coach for the HS- \$20,000</p> <p>Major Object Codes: 5800 Total- \$193,000</p> <ul style="list-style-type: none"> • Professional Development paid \$20,000 out of Title I • Rest will be paid out of Supplemental Concentration- \$148,000 • Major Object Code: 4300- Materials & Supplies/videos/resources for Fisher & Frey-\$5,000- Supplemental Concentration
<p>2.4 Refine Student Study Team (SST) process for supporting student achievement through collaboration with School Counselors.</p>	<p>LEA- Two elementary schools and the middle school</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselor Salaries (5FTE)</p> <p>Total-\$481, 579</p> <p>Base- 1 Counselor-Salary- \$70,467- Benefits \$37,078 = \$107,545</p> <p>Supplemental Concentration- 4 Counselors- \$278,075 Benefits- \$95,959 = \$374,034</p> <p>1200- Salaries- \$348,242</p> <p>3000- Benefits- \$133, 038</p>

<p>2.5 Full implementation of LCAP actions to support Foster Youth, Homeless, and low socio-economic students.</p>	<p>LEA-All sites</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Special Projects Coordinator- Total \$139,468 1300- Salary- \$95,888 3000- Benefits- \$43,579 Materials- Object Code- 4300-(Toiletry, Backpacks, & Clothing Kits) \$20,000 Supplemental/Concentration Total \$159,468</p>
<p>2.6 After School Program aligned to LCAP Actions.</p>	<p>LEA-All Schools</p>	<p><u>All</u> ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p><u>After School Programs State Grant \$590,000</u> Object Code 1000- Salaries- \$138, 165 Object Code 2000- Salaries- \$221,147 Object Code 3000- Benefits- \$133,814 Object Code 4300- \$44, 382 Object Code 4400- \$8,091 Object Code 5200-\$1,235 Object Code 5600-\$371 Object Code 5800-\$14,700 Object Code 7310- \$28,095 <u>After School Programs Title I \$100,000</u> Major Object Codes: 4300- \$75,000 5800-\$15,00 5200- \$10,000 Total=\$690,000</p>

<p>2.7 Provide Accountable School dollars system to site discretion funds that support LCAP Actions.</p>	<p>LEA- All Schools</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent __ English proficient __ Other Subgroups: (Specify)</p>	<p>\$1,000 given to each teacher <u>Total cost= \$225,000- Base</u> General Fund- Object Code- 4300 <u>\$750,000 Total Supplemental Concentration</u> = distributed to schools according to number of students Object Code: 4000 and 5000 Object Code 4000- Material and Supplies- \$500,000 Object Code 5000- Conferences- & PD \$250,000 Total together- \$975,000</p>
<p>2.8 Hardware for local and state assessment administration (leases)</p>	<p>LEA- All Schools</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p>	<p>Hardware & Assessments Used \$380,000 per year.- to lease iPads General Fund Major Object Codes: 5620</p>

<p>2.9 Develop and implement a robust early learning program & materials to support preschool, TK, JK and K teachers.</p>	<p>LEA- All schools with Early Childhood Programs</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>On-going training, support and articulation for early learning Supplemental/Concentration \$30,000 Major Object Codes: 5800</p>
<p>2.10 District support for Administrators so that they in turn support the teachers with effective feedback on instruction.</p>	<p>LEA- Support all school site administrators at all schools district-wide.</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>Director of Teaching & Learning Salary & Benefits 1 FTE Total \$163,176- Object Code 1300 Salaries-\$130,146 Object Code- 3000 Benefits- \$33,030 PD for Admin. \$1,000 per session times 8 sessions Total for PD for Admin. Training -\$8,000 Object Code- 5800 Supplemental Concentration Budget Code- 5800- ACSA subscription - \$450 per administrator times 23= \$10,350 Supplemental Concentration Consultant for Admin. Budget Code- 5800- Salary- \$45,000 Funding Source Supplemental Concentration</p>
<p>2.11 Adopt, train, and implement new adoption materials for reading and math.</p>	<p>LEA – All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>Adoption materials \$771,000 reading K-12 Adoption of math for MS and 6th grade teachers \$156,000 Object Code- 4100 Total-\$ 927,000 Base Funding</p>

<p>2.12 Adopt Stem Scopes Curriculum for new Science Standards</p>	<p>LEA- All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>License Fee per Student- \$5.00 for purchasing Stem Scopes Includes all elementary students and MS students Base Funding \$22,320 for K-8 License Object Code- 5600 Object Code- 4300- Tool Kits & Consumables \$213,611.13 for Stem Scopes Tool Kits & Consumables- Base Funding</p>
<p>2.13 Hire 7 full time Library Media Technicians, one for each school site.</p>	<p>LEA- All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>7 FTE Library Media Technicians- 1 for each site- Budget Code: Salaries \$199, 9797 Budget Code: Benefits \$58,520 Work 5 additional days at the beginning of the year. Total \$258,317 Supplemental Concentration</p>
<p>2.14 Tech Committee Stipends to provide staff development for all school sites. Hire 1 FTE Teacher to coordinate academics with technology- (Coach for Technology) Send sites teams to the CUE Conference or other Tech Conferences Provide Stipends for Report Card Committee work.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>Stipends for Tech Committee- \$200,000 Budget Code: 1100 Supplemental Concentration Supplemental Concentration 1 FTE Coach for Technology Budget Code 2100- Salary- \$90,000 Budget Code 3000-Benefits-\$27,000 Total \$117,000 Funding Source- Supplemental Concentration Budget Code: 5800- Conferences - \$50,000-Supplemental Concentration- Object Code 1100- Stipends for Report Committee Work-\$20,000- Supplemental Concentration</p>

<p>2.15 Implement a strong RTI Intervention program at all sites. Include AmeriCorps Tutoring for students below grade level for San Vicente, Gabilan, and Rose Ferrero through MCOE.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>Same as Goal 6 Action 3</p> <p>Object Code 5800- \$36,345 – Tutors that will work at San Vicente, Gabilan, and Rose Ferrero. We have a MOU through MCOE for these tutors.</p>
<p>2.16 Visit Lighthouse Districts to Analyze Best Practices.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Support Administrators</p>	<p>Funding Source: Supplemental Concentration \$30,000</p> <p>Object Code: 1000- Sub costs- \$15,000</p> <p>Obect Code: 5200 Travel- \$15,000</p>

LCAP PLAN: 2017-2018

Expected Annual Measurable Outcomes:

Continue to refine IDTs & Pathways at the secondary schools to achieve transformational student impact;

Support teachers in instructional framework implementation via coaching and meaningful feedback, resulting in improved classroom teaching with 95% of teachers meeting district expectation for performance according to evaluation rubric of CSTPs

Incorporate CCSS Shifts, rigorous and relevant 21st century skills into all curricular areas
Inclusive practices for all students and strategies that promote multiple methods of student expression and assessments, as well as all students have access to core content areas equitably. Percentage of students Inside of the regular class 80% or more of the day will increase to 60% and the number average number of minutes in the regular class will increase by 2.5%.

Increase by 5% of students meeting standards based on K-2 Literacy assessments, 5% Increase of students demonstrating age appropriate social/emotional ratings on Kindergarten readiness assessment

Percentage of students in grades 3-8 and 11 who met or exceeded standards among all those tested in the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual growth from the baseline, which will be established in SY 2014-15.

Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced Mathematics Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual from the baseline, which will be established in SY 2014-15.

Meet AMAO Percentages required for Title III=Percentage of English Learners who improved one or more performance levels on CELDT over the course of the school year will increase by 5% and percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification will decrease (the percentage of ELs that are LTEL) by 2% annually.

Gap between foster youth and general student population decreased by 30% on each metric. At least 80% of the LEAs foster youth will be receiving educational counseling and have a support plan in place.

Students will demonstrate reading proficiency by scoring in the 41th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 3rd grade. 3rd grade reading readiness rates will increase by 5% of students meeting or exceeding the 41th percentile.

Students will demonstrate reading proficiency by scoring in the 41th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 8th grade. 8th grade reading rates will increase increased by 5% of students meeting or exceeding the 41th percentile.

Students will demonstrate math readiness by scoring at or above the 40th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 6th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.

Students will demonstrate math readiness by scoring at or above the 41th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 8th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.

All Instructional Materials will be compliant according to Williams.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Maintain State required Class Size Reduction for TK-3 at 25 students and grades 4-6 to 30 students to meet state requirements.</p>	<p>LEA- All Elementary Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sustain 10 (FTE) Elementary Teachers Supplemental/Concentration \$811,535</p> <p>Major Object Codes: 1100- Salaries- \$571,652 3000-Benefits- \$239,883</p>
<p>2.2 Develop a DW Assessment plan:</p> <ul style="list-style-type: none"> • Administer NWEA tests 3 times per year for grades K-12 to monitor student progress • Preparing students for the CAASPP test that will be given in the spring. • Give the state test (CAASPP) in the spring • Use Adoption assessments that go with daily and unit instruction • Analyze results to determine best next steps 	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>45,000 NWEA assessment \$10,000-CAASPP Total- \$55,000 Supplemental/concentration Major Object Codes: 5800 Data Analysis Meetings: Funding Source Supplemental Concentration-\$30,000 Object Code:1000- Subs- \$20,000 Object Code: 4300- Materials & Supplies- \$10,000</p>

<p>2.3 Professional Development Plan for all teachers that focuses on:</p> <ul style="list-style-type: none"> • Instructional Adoption materials • Supplementary Materials/Designated Materials • Parent Training • Technology that enhanced instruction • CCSS training • Videos & Resources that Support Fisher & Frey training • Math Coaching at Elem & HS • 	<p>LEA: - All schools TK-12</p>	<p><u>X</u>All OR: _Low Income pupils <u>X</u> English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Fisher & Frey \$90,000 plus \$5,000 resources</p> <p>Mobius Consultant (Chase Orton) for Math \$78,000</p> <p>Math Coach for the HS- \$20,000</p> <p>Major Object Codes: 5800</p> <p>Total- \$193,000</p> <ul style="list-style-type: none"> • Professional Development paid \$20,000 out of Title I <p>Rest will be paid out of Supplemental Concentration- \$148,000</p> <p>Major Object Code: 4300- Materials & Supplies/videos/resources for Fisher & Frey-\$5,000- Supplemental Concentration</p>
<p>2.4 Refine Student Study Team (SST) process for supporting student achievement through collaboration with School Counselors.</p>	<p>LEA- All schools</p>	<p><u>X</u>All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Counselor Salaries (5FTE)</p> <p>Total-\$496,028</p> <p>Base- 1 Counselor-Salary- \$72,581- Benefits \$38,190 = \$110,771</p> <p>Supplemental Concentration- 4 Counselors- \$286,417 Benefits- \$98,838= \$385,255</p> <p>1200- Salaries- \$358,999</p> <p>3000-Benefits- \$137,029</p>
<p>2.5 Full implementation of LCAP actions to support Foster Youth, Homeless, and low socio-economic students.</p>	<p>LEA- All sites</p>	<p><u>X</u>All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Special Projects Coordinator- Total \$143,652</p> <p>1300- Salary- \$98,765</p> <p>3000- Benefits- \$44,887</p> <p>Materials- Object Code- 4300-(Toiletry, Backpacks, & Clothing Kits) \$20,000</p> <p>Supplemental/Concentration Total \$163,652</p>

<p>2.6 After School Program aligned to LCAP Actions.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><u>After School Programs State Grant \$590,000</u> Object Code 1000- Salaries- \$138, 165 Object Code 2000- Salaries- \$221,147 Object Code 3000- Benefits- \$133,814 Object Code 4300- \$44, 382 Object Code 4400- \$8,091 Object Code 5200-\$1,235 Object Code 5600-\$371 Object Code 5800-\$14,700 Object Code 7310- \$28,095 <u>After School Programs Title I \$100,000</u> Major Object Codes: 4300- \$75,000 5800-\$15,00 5200- \$10,000 Total=\$690,000</p>
<p>2.7 Provide Accountable School dollars system to site discretion funds that support LCAP Actions.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$1,000 given to each teacher <u>Total cost= \$225,000- Base</u> General Fund- Object Code- 4300 <u>\$750,000 Total Supplemental Concentration –</u> distributed to schools according to number of students Object Code: 4000 and 5000 Object Code 4000- Material and Supplies- \$500,000 Object Code 5000- Conferences- & PD \$250,000 Total together- \$975,000</p>

<p>2.8 Hardware for local and state assessment administration (leases)</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hardware & Assessments Used \$380,000 per year.- to lease iPads General Fund Major Object Codes: 5620</p>
<p>2.9 Develop and implement a robust early learning program & materials to support preschool, TK, JK and K teachers.</p>	<p>LEA- All Schools that have Early Childhood Programs</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>On-going training, support and articulation for early learning Supplemental/Concentration \$30,000 Major Object Codes: 5800</p>
<p>2.10 District support for Administrators so that they in turn support the teachers with effective feedback on instruction.</p>	<p>LEA- Support all school site administrators at all schools district-wide.</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Support</p>	<p>Director of Teaching & Learning Salary & Benefits 1 FTE Total \$168,070- Object Code 1300 Salaries-\$134,050 Object Code- 3000 Benefits- \$34,020 PD for Admin. \$1,000 per session times 8 sessions Total for PD for Admin. Training -\$8,000 Object Code- 5800 Supplemental Concentration Budget Code- 5800- ACSA subscription - \$450 per administrator times 23= \$10,350 Supplemental Concentration Consultant for Admin. Budget Code- 5800- Salary- \$45,000 Funding Source Supplemental Concentration</p>

2.11 Adopt, train, and implement new adoption materials for Science and Social Studies and Foreign Language.	LEA- All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adoption materials \$900,000 K-12 Adoption of Science and Social Studies Object Code- 4100 Total-\$ 900,000 Base Funding
2.12 Adopt Stem Scopes Curriculum for new Science Standards	LEA- All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	License Fee per Student- \$5.00 for purchasing Stem Scopes Includes all elementary students and MS students Base Funding \$22, 320 for K-8 License Object Code- 5600 Object Code- 4300- Tool Kits & Consumables \$213,611.13 for Stem Scopes Tool Kits & Consumables- Base Funding
2.13 Hire 7 full time Library Media Technicians, one for each school site.	LEA-All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7 FTE Library Media Technicians- 1 for each site- Budget Code: Salaries \$205,791 Budget Code: Benefits \$60,275 Work 5 additional days at the beginning of the year. Total \$266,066 Supplemental Concentration

<p>2.14 Tech Committee Stipends to provide professional development for all school sites.</p> <ul style="list-style-type: none"> • Hire 1 FTE Teacher to coordinate academics with technology- (Coach for Technology) • Send sites teams to the CUE Conference or other Tech Conferences <p>Provide Stipends for Report Card Committee work.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for Tech Committee- \$200,000 Budget Code: 1100 Supplemental Concentration 1 FTE Coach for Technology Budget Code 2100- Salary- \$90,000 Budget Code 3000-Benefits-\$27,000 Total \$117,000 Funding Source- Supplemental Concentration Budget Code: 5800- Conferences - \$50,000-Supplemental Concentration Object Code 1100- Stipends for Report Committee Work- \$20,000- Supplemental Concentration</p>
<p>2.15 Implement a strong RTI Intervention program at all sites. Include AmeriCorps Tutoring for students below grade level for San Vicente, Gabilan, and Rose Ferrero through MCOE.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Same as Goal 6 Action 3 Object Code 5800- \$36,345 – Tutors that will work at San Vicente, Gabilan, and Rose Ferrero. We have a MOU through MCOE for these tutors.</p>
<p>2.16 Visit Lighthouse Districts to Analyze Best Practices.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source: Supplemental Concentration \$30,000 Object Code: 1000- Sub costs- \$15,000 Object Code: 5200 Travel- \$1500</p>

LCAP PLAN: 2018-2019

Expected Annual Measurable Outcomes:

Continue to refine IDTs & Pathways at the secondary schools to achieve transformational student impact;

Support teachers in instructional framework implementation via coaching and meaningful feedback, resulting in improved classroom teaching with 95% of teachers meeting district expectation for performance according to evaluation rubric of CSTPs

Incorporate CCSS Shifts, rigorous and relevant 21st century skills into all curricular areas
Inclusive practices for all students and strategies that promote multiple methods of student expression and assessments, as well as all students have access to core content areas equitably. Percentage of students Inside of the regular class 80% or more of the day will increase to 60% and the number average number of minutes in the regular class will increase by 2.5%.

Increase by 5% of students meeting standards based on K-2 Literacy assessments, 5% Increase of students demonstrating age appropriate social/emotional ratings on Kindergarten readiness assessment

Percentage of students in grades 3-8 and 11 who met or exceeded standards among all those tested in the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual growth from the baseline, which will be established in SY 2014-15.

Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced Mathematics Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual from the baseline, which will be established in SY 2014-15.

Meet AMAO Percentages required for Title III=Percentage of English Learners who improved one or more performance levels on CELDT over the course of the school year will increase by 5% and percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification will decrease (the percentage of ELs that are LTEL) by 2% annually.

Gap between foster youth and general student population decreased by 30% on each metric. At least 80% of the LEAs foster youth will be receiving educational counseling and have a support plan in place.

Students will demonstrate reading proficiency by scoring in the 41th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 3rd grade. 3rd grade reading readiness rates will increase by 5% of students meeting or exceeding the 41th percentile.

Students will demonstrate reading proficiency by scoring in the 41th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 8th grade. 8th grade reading rates will increase increased by 5% of students meeting or exceeding the 41th percentile.

Students will demonstrate math readiness by scoring at or above the 41th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 6th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.

Students will demonstrate math readiness by scoring at or above the 41th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 8th grade mathematics rates will increase increased by 5% of students meeting or exceeding 41th percentile.

All Instructional Materials will be compliant according to Williams.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Maintain State required Class Size Reduction for TK-3 at 25 students and grades 4-6 to 30 students to meet state requirements.</p>	<p>LEA- All Elementary Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Sustain 10 (FTE) Elementary Teachers Supplemental/Concentration \$831,943</p> <p>Major Object Codes: 1100- Salaries-\$588,802 3000-Benefits-\$243,141</p>
<p>2.2 Develop a DW Assessment plan:</p> <ul style="list-style-type: none"> Administer NWEA tests 3 times per year for grades K-12 to monitor student progress Preparing students for the CAASPP test that will be given in the spring. Give the state test (CAASPP) in the spring Use Adoption assessments that go with daily and unit instruction as well as multiple measures Analyze results to determine best next steps 	<p>LEA- All K-12 students</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>45,000 NWEA assessment \$10,000-CAASPP Total- \$55,000 Supplemental/concentration Major Object Codes: 5800 Data Analysis Meetings: Funding Source Supplemental Concentration-\$30,000 Object Code:1000- Subs- \$20,000 Object Code: 4300- Materials & Supplies- \$10,000</p>
<p>2.3 Professional Development Plan that focuses on:</p> <ul style="list-style-type: none"> Instructional Adoption materials Supplementary Materials/Designated Materials Parent Training Technology that enhanced instruction CCSS training Videos & Resources that Support Fisher & Frey training Math Coaching at Elem & HS 	<p>LEA: - All schools TK-12</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fisher & Frey \$90,000 plus resources \$5,000 Mobius Consultant (Chase Orton) for Math \$78,000 Math Coach for the HS- \$20,000 Major Object Codes: 5800 Total- \$193,000</p> <ul style="list-style-type: none"> Professional Development paid \$20,000 out of Title I Rest will be paid out of Supplemental Concentration- \$148,000 <p>Major Object Code: 4300- Materials & Supplies/videos/resources for Fisher & Frey-\$5,000- Supplemental Concentration</p>

<p>2.4 Refine Student Study Team (SST) process for supporting student achievement through collaboration with School Counselors.</p>	<p>LEA- All Schools & students that need extra support</p>	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other</p>	<p>Counselor Salaries (5FTE) Total-\$510,475 Base- 1 Counselor-Salary- \$74,695- Benefits \$39,303 = \$113,998 Supplemental Concentration- 4 Counselors- \$294,760 Benefits- \$101,716 = 396,476 1200- Salaries- \$369,455 3000-Benefit \$141,020</p>
<p>2.5 Full implementation of LCAP actions to support Foster Youth, Homeless, and low socio-economic students.</p>	<p>LEA- All Schools & students that need extra support</p>	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other</p>	<p>Special Projects Coordinator- Total \$147,962 1300- Salary- \$101,728 3000- Benefits- \$46,234 Materials- Object Code- 4300-(Toiletry, Backpacks, & Clothing Kits) \$20,00 Supplemental/Concentration Total \$167,962</p>

<p>2.6 After School Program aligned to LCAP Actions.</p>	<p>LEA- All Schools & students that need extra support</p>	<p><u>All</u> ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u>Other</u></p>	<p><u>After School Programs State Grant \$590,000</u></p> <p>Object Code 1000- Salaries- \$138, 165</p> <p>Object Code 2000- Salaries- \$221,147</p> <p>Object Code 3000- Benefits- \$133,814</p> <p>Object Code 4300- \$44, 382</p> <p>Object Code 4400- \$8,091</p> <p>Object Code 5200-\$1,235</p> <p>Object Code 5600-\$371</p> <p>Object Code 5800-\$14,700</p> <p>Object Code 7310- \$28,095</p> <p><u>After School Programs Title I \$100,000</u></p> <p>Major Object Codes: 4300- \$75,000</p> <p>5800-\$15,00</p> <p>5200- \$10,000</p> <p>Total=\$690,000</p>
<p>2.7 Provide Accountable School dollars system to site discretion funds that support LCAP Actions.</p>	<p>LEA- All Schools & students will be supported with extra materials.</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <u>Other</u></p>	<p>\$1,000 given to each teacher</p> <p><u>Total cost= \$225,000- Base</u></p> <p>General Fund- Object Code- 4300</p> <p><u>\$750,000 Total Supplemental Concentration –</u> distributed to schools according to number of students Object Code: 4000 and 5000</p> <p>Object Code 4000- Material and Supplies- \$500,000</p> <p>Object Code 5000- Conferences- & PD \$250,000</p> <p>Total together- \$975,000</p>

<p>2.8 Hardware for local and state assessment administration (leases)</p>	<p>LEA- All sites</p>	<p><u>X</u>All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Hardware & Assessments Used \$380,000 per year.- to lease iPads General Fund Major Object Codes: 5620</p>
<p>2.9 Develop and implement a robust early learning program & materials to support preschool, TK, JK and K teachers.</p>	<p>LEA- All Schools that have Early Childhood Programs</p>	<p><u> </u>All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify)</p>	<p>On-going training, support and articulation for early learning Supplemental/Concentration \$30,000 Major Object Codes: 5800</p>

<p>2.10 District support for Administrators so that they in turn support the teachers with effective feedback on instruction.</p>	<p>LEA- Support all school site administrators at all schools district-wide.</p>	<p>__All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient <u>X</u> Other Subgroups: (specify)</p>	<p>Director of Teaching & Learning Salary & Benefits 1 FTE Total \$173,1113 Object Code 1300 Salaries-\$138,072 Object Code- 3000 Benefits- \$35,041 PD for Admin. \$1,000 per session times 8 sessions Total for PD for Admin. Training -\$8,000 Object Code- 5800 Supplemental Concentration Budget Code- 5800- ACSA subscription - \$450 per administrator times 23= \$10,350 Supplemental Concentration Consultant for Admin. Budget Code- 5800- Salary- \$45,000 Funding Source Supplemental Concentration</p>
<p>2.11 Adopt, train, and implement new adoption materials for Science and Social Studies and Foreign Language.</p>	<p>LEA- Support all schools</p>	<p>-XAll OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (specify)</p>	<p>Adoption materials \$900,000 K-12 Adoption of Science and Social Studies Object Code- 4100 Total-\$ 900,000 Base Funding</p>
<p>2.12 Adopt Stem Scopes Curriculum for new Science Standards</p>	<p>LEA- Support Elementary Schools and Middle School</p>	<p><u>X</u>All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>License Fee per Student- \$5.00 for purchasing Stem Scopes Includes all elementary students and MS students Base Funding \$22,320 for K-8 License Object Code- 5600 Object Code- 4300- Tool Kits & Consumables- Base Funding \$213,611.13 for Stem Scopes Tool Kits & Consumables</p>

<p>2.13 Hire 7 full time Library Media Technicians, one for each school site.</p>	<p>LEA- All schools</p>	<p><u>X-All</u> ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>7 FTE Library Media Technicians- 1 for each site- Budget Code: Salaries \$211,965 Budget Code: Benefits \$62,084 Work 5 additional days at the beginning of the year. Total \$274,049 Supplemental Concentration</p>
<p>2.14 Tech Committee Stipends to provide staff development for all school sites. Hire 1 FTE Teacher to coordinate academics with technology- (Coach for Technology) Send sites teams to the CUE Conference or other Tech Conferences Provide Stipends for Report Card Committee work.</p>	<p>LEA- All Schools</p>	<p><u>X-All</u> ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>Stipends for Tech Committee- \$200,000 Budget Code: 1100 Supplemental Concentration Supplemental Concentration 1 FTE Coach for Technology Budget Code 2100- Salary- \$90,000 Budget Code 3000-Benefits-\$27,000 Total \$117,000 Funding Source- Supplemental Concentration Budget Code: 5800- Conferences - \$50,000-Supplemental Concentration Object Code 1100- Stipends for Report Committee Work- \$20,000-Supplemental Concentration</p>
<p>2.15 Implement a strong RTI Intervention program at all sites. Include AmeriCorps Tutoring for students below grade level for San Vicente, Gabilan, and Rose Ferrero through MCOE.</p>	<p>LEA- All Schools</p>	<p><u>X-All</u> ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>As in Goal 6 Action 3 Object Code 5800- \$36,345 – Tutors that will work at San Vicente, Gabilan, and Rose Ferrero. We have a MOU through MCOE for these tutors.</p>
<p>2.16 Visit Lighthouse Districts to Analyze Best Practices.</p>	<p>LEA- All Schools</p>	<p><u>X-All</u> ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>Funding Source: Supplemental Concentration \$30,000 Object Code: 1000- Sub costs- \$15,000 Object Code: 5200 Travel- \$1500</p>

Identified Need :	GOAL 3:	<p>Safety: All District departments and school sites will provide a safe and secure environment for all staff and students.</p> <p>Priority strategies:</p> <p>3.1: Positive Interventions: Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices.</p> <p>3.2: Student Engagement: Decrease the number of suspensions for all students. 3.3: Facilities: Maintain school facilities in good repair</p> <p>3.4: Socio-emotional Safety: Reduce bullying instances at all sites</p> <p>3.5 21st Century Safety and Awareness: Increase awareness of digital citizenship</p> <p>3.6 Coherent system of support: A support system that identifies and responds to at-risk students' socio emotional, behavioral and health needs.</p> <p>3.7 Student engagement: Design and implement responsive process that ensures satisfaction and engagement through surveys, daily attendance, monthly suspension and expulsion.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 <input checked="" type="checkbox"/> 4 5 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 10 ___ Local : Specify</p>
Identified Need :		<p>Need: The district's annual Williams report stated that 100% of the district facilities are in good repair, sufficient instructional materials were provided for all students. All of the district schools are fully trained and are in the preliminary stage of implementing PBIS, the goal is to increase use of PBIS strategies in 2016-2017. Fully implement PBIS /Restorative Justice will result in a decrease in student behavior in and out of classrooms. All five elementary school teams have attending the PBIS training and put procedures and process in place to be implemented in 2016-2017. There were bullying instances this year related to technology, creating the need to ensure students understand and practice digital citizenship. The suspension and expulsion rate are part of Goal 4.</p> <p>SUSD metrics: SARC Reports, Williams Reports, Maintenance Ticket System, # or % of schools having implemented consistent Positive Behavior Interventions and Supports and/or restorative justice practices-Targets will programmatic goals an priorities. Behavioral referrals (baseline to be established 2016-2017) Safety Plans Healthy Kids Survey Attendance Suspension and expulsion rates</p>	
Goal Applies to:	Schools: All Schools and each sub-groups		

LCAP PLAN: 2016-17

Implementation goals:

- 3.1: 50% of schools will be implementing systematic Positive Behavior Interventions and Supports as well as restorative justice practices.
- 3.2: Decrease Office Referrals by 10% at all schools and decrease number of suspensions and expulsions by 5% annually.
- 3.3: 100% in good or exemplary repair
- 3.4: Baseline data will be established in 2016-2017 and the targets for this measure are set to decrease in areas of bullying and being bullied are set to decrease by 10 % annually while increasing in areas of safety 10% annually.
- 3.5: Train 100% of all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online and 70% Digital Citizenship curriculum implementation with students. (Targeting grades 6-12)
- 3.6 Decrease suspensions and expulsion by 5% district wide and in each significant subgroup.
- 3.7 Decrease incidents of Cyber Bullying.
- 3.8 Reduce Office Referrals of inappropriate usages
- 3.9 Track parent attendance with IEP's and SST's
- 3.10 Increase student connectedness with CHICKs survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Full Implementation of PBIS Tier 1 & 2, and Tier III as appropriate for (SPED). Implement Restorative Justice as appropriate at the secondary schools. Utilize the School Resource Officer when appropriate.</p>	<p>LEA- All Schools</p>	<p>X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____</p>	<p>Staff Time Compensation Supplemental/Concentration \$30,000 Conferences and training- 5200 – \$10,000 Subs for staff time for the 4 PBIS trainings throughout the year by MCOE Object Code- 1000- Subs-\$20,000</p>
<p>3.2 Provide Counselors for grades TK-12 to support:</p> <ul style="list-style-type: none"> • Social Emotional needs • Academics • Post Secondary • Anti-Bullying 	<p>LEA- All Schools</p>	<p>__ALL or __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups __Specify</p>	<p>Encumbered in Goal 2 Action 4</p>

<p>3.3 Maintain school facilities in good repair by upgrading equipment and facilities as needed.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: ____ (Specify)</p>	<p>Maintaining Facilities and Equipment (upgrade) Base Funding -\$2,000,000 Budget Code- 6000- Equipment- \$500,000 Budget Code- 5999- Facilities- \$1.5 Million</p>
<p>3.4 Administer Healthy Kids survey at all sites in order to analyze student survey results on safety perceptions and bullying. Analyze results for next steps. Give survey to grades 5,7,9,11.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Healthy Kids survey and data Supplemental/Concentration \$1,000 Major Object Codes: 4300 1 dollar per student for grades 5-7-9-11</p>
<p>3.5 Provide ongoing professional development in curriculum for teachers, administrators, students, & parents in understanding Digital Citizenship.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultants, conferences, stipends, substitutes Supplemental/Concentration \$10,000 Object Code 1100- Stipends-\$3,000 Object Code 5200- Conferences- \$6,000 Object Code 5800- Consultants- \$1,000</p>

<p>3.6 Continue to track student's attendance & monitor and provide incentives for students who are attending school every day.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement Incentives at each school site- \$6,000 per site Supplemental Concentration \$48,000 total Object Code: 4300</p>
<p>3.7 Behavioral health counselors to provide support for students with socio-emotional needs through Monterey County Behavior Health.</p>	<p>LEA Wide-All Schools</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: X (Specify)</p>	<p>2 FTE's Behavioral Health Counselors - Supplemental/Concentration \$134,000 Object Code: 5800- Salaries- \$134,000 No Benefits because they are Consultants</p>

<p>3.8 Pupil Supervisors are implemented at our elementary schools and Security Guards are provided for our secondary schools that are trained to provide Safe Campuses for all school sites. Also provide training so they are highly qualified.</p>	<p>LEA- All School Sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Pupil Supervisors Base Funding Object Code 2200 Salaries -\$100,000 No Benefits 4 FTEs Security- G u a r d s Base Funding Total -\$122,000 Object Code- 2200 Salaries \$85, 400 Object Code- 3000 Benefits \$36,060 2 FTE Security Guards Supplemental/Concentration \$80,000 Object Code- 2200 Salaries \$56,000 Object Code- 3000 Benefits \$24,000 Object Code: 5800 -Training \$20,000- Supplemental Concentration</p>
<p>3.9 Offer Teacher PD on Student Behavior</p>	<p>LEA- All School Sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Trainer and Materials and Supplies – Funding Source- Supplemental Concentration Object Code- 5800- Trainer-\$10,000 Object Code- 4300- Materials & Supplies \$5,000</p>

LCAP PLAN: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Implementation goals:</p> <p>3.1: 100% of schools will be implementing systematic Positive Behavior Interventions and Supports as well as restorative justice practices</p> <p>3.2: Out of classroom referrals will decrease by 10% at all schools and decrease of suspension and expulsions by 5% annually</p> <p>3.3: 100% in good or exemplary repair</p> <p>3.4: Base line data established but the targets for this measure are set to decrease in areas of bullying and being bullied are set to decrease by 10% annually while increasing in areas of safety 10 % annually.</p> <p>3.5: Train 100% of all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online and 100% Digital Citizenship curriculum implementation with students (Targeting all grades JK-12)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Full Implementation of PBIS Tier 1 & 2, and Tier III as appropriate for (SPED). Implement Restorative Justice as appropriate at the secondary schools. Utilize the School Resource Officer when appropriate.</p>	<p>LEA- Wide, Each School</p>	<p>X All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Staff Time Compensation Supplemental/Concentration \$30,000</p> <p>Conferences and training- 5200 – \$10,000</p> <p>Subs for staff time for the 4 PBIS trainings throughout the year by MCOE Object Code- 1000-Subs- \$20,000</p>
<p>3.2 Provide Counselors for grades TK-12 to support:</p> <ul style="list-style-type: none"> • Social Emotional needs • Academics • Post-Secondary • Anti-Bullying 	<p>LEA- All Schools</p>	<p>X All ----- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>See Goal 2 Action 4</p>

<p>3.3 Maintain school facilities in good repair by upgrading equipment and facilities as needed.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintaining Facilities and Equipment (upgrade) Base Funding -\$2,000,000 Object Code- 6000- Equipment- \$500,000 Object Code- 5999- Facilities- \$1.5 Million</p>
<p>3.4 Administer Healthy Kids survey at all sites in order to analyze student survey results on safety perceptions and bullying. Analyze results for next steps. Give survey to grades 5,7,9,11.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Healthy Kids survey and data Supplemental/Concentration \$1,000 Major Object Codes: 4300 1 dollar per student for grades 5-7-9-11</p>
<p>3.5 Provide ongoing professional development for teachers and administrators in understanding Digital Citizenship as well as to learn and plan for ways of imparting this information.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultants, conferences, stipends, substitutes Supplemental/Concentration \$10,000 Object Code 1100- Stipends-\$3,000 Object Code 5200- Conferences- \$6,000 Object Code 5800- Consultants- \$1,000</p>
<p>3.6 Continue to track student's attendance & monitor and provide incentives for students who are attending school every day.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement Incentives at each school site- \$6,000 per site Supplemental Concentration \$48,000 total Object Code: 4300</p>

<p>3.7 Behavioral health counselors to provide support for students with socio-emotional needs through Monterey County Behavior Health.</p>	<p>LEA-All school sites</p>	<p><u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: X (Specify)</p>	<p>2 FTE's Behavioral Health Counselors - Supplemental/Concentration \$134,000</p> <p>Object Code: 5800- Salaries- \$134,000 No Benefits because they are Consultants</p>
<p>3.8 Pupil Supervisors are implemented at our elementary schools and Security Guards are provided for our secondary schools that are trained to provide Safe Campuses for all school sites. Also provide training so they are highly qualified.</p>	<p>LEA- All school sites</p>	<p><u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>Pupil Supervisors Base Funding</p> <p>Object Code 2200 Salaries -\$100,000 No Benefits</p> <p><u>4 FTEs Security- G u a r d s</u></p> <p>Base Funding Total -\$122,000</p> <p>Object Code- 2200 Salaries \$85, 400</p> <p>Object Code- 3000 Benefits \$36,060</p> <p>2 FTE Security Guards Supplemental/Concentration \$80,000 Object Code- 2200 Salaries \$56,000 Object Code- 3000 Benefits \$24,000</p> <p>Object Code: 5800 -Training \$20,000- Supplemental Concentration</p>
<p>3.9 Offer Teacher PD on Student Behavior</p>	<p>LEA- All School Sites</p>	<p><u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>Trainer and Materials and Supplies – Funding Source- Supplemental Concentration</p> <p>Object Code- 5800- Trainer-\$10,000</p> <p>Object Code- 4300- Materials & Supplies \$5,000</p>

LCAP PLAN: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Implementation goals:</p> <p>3.1: 100% of schools will be implementing systematic Positive Behavior Interventions and Supports as well as restorative justice practices</p> <p>3.2: Out of classroom referrals will decrease by 10% at all schools and decrease of suspension and expulsions by 5% annually</p> <p>3.3 : 100% in good or exemplary repair</p> <p>3.4 : Base line data established but the targets for this measure are set to decrease in areas of bullying and being bullying are set to decrease by 10% annually while increasing in areas of safety 10 % annually.</p> <p>3.5 : Train 100% of all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online and 100% Digital Citizenship curriculum implementation with students (Targeting all grades JK-12)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Full Implementation of PBIS Tier 1 & 2, and Tier III as appropriate for (SPED). Implement Restorative Justice as appropriate at the secondary schools. Utilize the School Resource Officer when appropriate.</p>	<p>LEA- Wide, Each School</p>	<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Time Compensation Supplemental/Concentration \$30,000</p> <p>Conferences and training- 5200 – \$10,000</p> <p>Subs for staff time for the 4 PBIS trainings throughout the year by MCOE</p> <p>Object Code- 1000- Subs-\$20,000</p>
<p>3.2 Provide Counselors for grades TK-12 to support:</p> <ul style="list-style-type: none"> • Social Emotional needs • Academics • Post Secondary • Anti-Bullying 	<p>LEA- All Schools</p>	<p>X All</p> <p>X Low Income pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Goal 2 Action 4</p>

<p>3.3 Maintain school facilities in good repair by upgrading equipment and facilities as needed.</p>	<p>LEA- All Schools</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Maintaining Facilities and Equipment (upgrade) Base Funding -\$2,000,000 Object Code- 6000- Equipment- \$500,000 Object Code- 5999- Facilities- \$1.5 Million</p>
<p>3.4 Administer Healthy Kids survey at all sites in order to analyze student survey results on safety perceptions and bullying. Analyze results for next steps. Give to grades 5,7,9,11.</p>	<p>LEA- All Schools</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Healthy Kids survey and data Supplemental/Concentration \$1,000 Object Code: 4300 1 dollar per student for grades 5-7-9-11</p>
<p>3.5 Provide ongoing professional development for teachers and administrators in understanding Digital Citizenship as well as to learn and plan for ways of imparting this information.</p>	<p>LEA-All Schools</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Consultants, conferences, stipends, substitutes Supplemental/Concentration \$10,000 Object Code 1100- Stipends-\$3,000 Object Code 5200- Conferences- \$6,000 Object Code 5800- Consultants- \$1,000</p>
<p>3.6 Continue to track student's attendance & monitor and provide incentives for students who are attending school every day.</p>	<p>LEA-All Schools</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Implement Incentives at each school site- \$6,000 per site Supplemental Concentration \$48,000 total Object Code: 4300</p>

<p>3.7 Behavioral health counselors to provide support for students with socio-emotional needs through Monterey County Behavior Health.</p>	<p>LEA-All Schools</p>	<p><u>X</u>All _____ OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>2 FTE's Behavioral Health Counselors - Supplemental/Concentration \$134,000</p> <p>Object Code: 5800- Salaries- \$134,000 No Benefits because they are Consultants</p>
<p>3.8 Pupil Supervisors are implemented at our elementary schools and Security Guards are provided for our secondary schools that are trained to provide Safe Campuses for all school sites. Also provide training so they are highly qualified.</p>	<p>LEA- All Schools</p>	<p><u>X</u>All _____ OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Pupil Supervisors Base Funding Object Code 2200 Salaries -\$100,000 No Benefits 4 FTEs Security- G u a r d s Base Funding Total -\$122,000 Object Code- 2200 Salaries \$85, 400 Object Code- 3000 Benefits \$36,060 2 FTE Security Guards Supplemental/Concentration \$80,000 Object Code- 2200 Salaries \$56,000 Object Code- 3000 Benefits \$24,000 Object Code: 5800 -Training \$20,000- Supplemental Concentration</p>
<p>3.9 Offer Teacher PD on Student Behavior</p>	<p>LEA- All School Sites</p>	<p><u>X</u>All _____ OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Trainer and Materials and Supplies – Funding Source- Supplemental Concentration Object Code- 5800- Trainer-\$10,000 Object Code- 4300- Materials & Supplies \$5,000</p>

GOAL 4:	<p>Community and Family Engagement: SUSD will ensure students, staff, parents and the community are both satisfied and engaged</p> <p>Priority strategies</p> <p>4.1 Student engagement: Design and implement student school perception/experience survey</p> <p>4.2 Employee engagement: Design and implement responsive process that ensures employee satisfaction and engagement</p> <p>4.3 Parent engagement: Build capacity of staff and increase opportunities for families to advocate for their children</p> <p>4.4 Community partnerships: Activities and partnerships with industry, government and other organizations to build and reinforce 21st Century skills for our students</p> <p>4.5 Communication: Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion.</p> <p>4.6 Increase attendance of students attending school 96% of the time by 5%</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 7 _ 8 <u>X</u></p> <p>COE only: 9 10 __</p> <p>Local : Specify</p>
Identified Need :	<p>Need: The district will continue to focus on increasing the number of parents to support learning at home and school, to increase the knowledge of goals and objectives among all stakeholders by highlighting specific practices aligned to the LCAP, to improve communication among stakeholders within the District.</p> <p>In 2014-2015, the percentage of students attending school 96% of the time districtwide was 76% and at each site were: Gabilan = 67%; San Vicente = 77%; Main St. = 76%; Soledad High School = 80%; Frank Ledesma = 80%; Rose Ferrero=68%; Jack Franscioni = 75%; The Truancy rate for 2013-2014 was 36.85, which is approximately 28% higher than the previous school year. The suspension rate for 2013-2014 was 12.3% districtwide with one expulsion</p> <p>Metric: School Experience Survey Parent academic workshops Parent event attendance Workshop evaluations Social media Climate Survey School Messenger Reports Student attendance</p>	
Goal Applies to:	Schools: Every School	Applicable Pupil all significant sub-groups

LCAP Plan: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Percentage of 3rd – 12th grade students who completed the School Experience Survey among the total number of student surveys administered will increase by 10% • Percentage of students (grades 3 – 12) who answered “Agree” or “Strongly Agree” on the statement “I feel successful at this school” and "This school prepares me will for what I want to do after high school" in the School Experience Survey will increase by 20% • Beginning in the 2015-2016 school year, the percentage of increase of all employees report high levels of job satisfaction and engagement as evidenced by the SUSD Staff Climate Survey will be 10% annually. • Percentage of parents who completed the School Experience Survey among the total number of parent surveys administered will have rate of 3% annual growth. • The district will track the percentage of schools that have certified having completed four academic workshops (Graduation Requirements, Common Core State Standards/Assessments, Digital Citizenship, and Enrichment/Intervention) that they are required to offer parents annually as well as see an increase of 10% of parent attendance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Administer surveys that lead to potential trainings to support community and family engagement.	LEA – All schools	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Survey Monkey Supplemental Concentration \$300 (7 FTE) Parent Liaison Supplemental Concentration \$314,000 Object Code: 2200- Salaries \$216,300 Object Code: 3000- Benefits \$97,700 Total - \$314,000

<p>4.2 Transportation for students based upon academic learning needs throughout district.</p>	<p>LEA- All schools</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Transportation Base Funding – Total- \$641,262</p> <p>Object Code- 2200-Salaries \$300,000 Object Code-3000-Benefits\$ \$100,000 Object Code-4300-Materials & Supplies- \$191,262 Object Code- 5000-Training- \$50,000</p>
<p>4.3 Student Leadership opportunities to include College Career Activities such as Student Body, Athletics, student intern service learning.</p>	<p>LEA- All schools</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Intern partnerships Supplemental Concentration \$100,000</p> <p>Activities and Supplies Base Funding \$50,000</p> <p>Object Code- 2900- Stipends-\$100,000 Object Code-4300- Materials & Supplies \$50,000</p> <p>Total- \$150,000</p>
<p>4.4 Coach Stipends for Student Athletics & Music supplies for K-12</p>	<p>LEA- All schools</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Base Funding High School \$116,000 MSMS \$16,500 Total: \$132,500</p> <p>Object Code: 2200- Salaries- \$132, 500 Object Code: 3000- Benefits- \$38,500 Total with benefits \$171,000 Object Code: 43000- Music supplies- \$50,000 The breakdown is \$20,000 for HS; \$15,000 for MS; & \$15,000 for Elem. Schools</p>

LCAP Plan: 2016-17

<p>4.5 Dedicated District wide intervention specialist to partner with community organizations to provide School mental health services, and educationally related Counseling support groups. Give parents resources so they can access for student support.</p>	<p>LEA- All Sites</p>	<p><u> </u> All <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>Intervention Specialist (partially funded) Title I \$44,000 Intervention Specialist (partially funded) Supplemental/Concentration \$44,000 Total \$88,000 Object Code: 2200- Salary- \$62,800 Object Code: 3000- Benefits- 25,200</p>
<p>4.6 District Nurse to support the health needs and outreach needed to the community to support preventative health care for students. Include training for CPR classes.</p>	<p>LEA-All Sites</p>	<p><u> </u> All <input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>1 FTE District Nurses Base \$113,397 Object Codes: 2400- Salary- \$79,377.90 Object Code: 3000- Benefits- \$34,019.10 Object Code: 5200-CPR certification - \$500 Total \$113,897 Funding Source- Base Funding</p>
<p>4.7 Train office personnel in customer service and communication through auto-dialers, marquees, etc. Make sure School Websites are friendly and current.</p>	<p>LEA- All sites</p>	<p>All <input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>School Messenger/Securily/Hapara/Wordpress Supplemental/Concentration \$62,000 Object Codes: 5800 – Training/Consultant- \$5,000 Object Codes: 4300- Supplies & Materials- \$62,000 Total- \$67,000</p>

<p>4.8 Ensure that schools have access to Mental Health Services to support all students and families.</p>	<p>LEA-All Schools</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Expenditures encumbered in Goal 3 Action 7</p>
<p>4.9 Provide parent engagement opportunities, in order to close the achievement gap. Houghton Mifflin trains teacher to give 5 parent trainings at their Site.</p>	<p>LEA- All Schools</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (</p>	<p>Soluciones workshop- Training on “Closing the Achievement Gap” Team to attend per site: (3-4 staff per site =32 staff members) . 1 parent . 1 administrator . 1 teacher . 1 FSSC . 2 District Office staff \$699 per person Object Code: 5200- Training- \$22,368 Total- \$22,368 Supplemental Concentration Object Code: 5800- HM Consultant Trains teacher on Parent Component \$14,000 Funding Source- Supplemental Concentration</p>
<p>4.10 Provide communication with parent groups such as DELAC, ELAC, & Site Council. Through these groups, communicate the Progress on the LCAP goals and the implementation of District Initiatives.</p>	<p>LEA- All Schools</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:</p>	<p>Object Code: 4300-Materials and Supplies- \$4,000 Funding Source -Supplemental Concentration</p>

LCAP Plan: 2017-2018

Expected Annual Measurable Outcomes:

Beginning in the 2015-2016 school year, the percentage of increase of all employees report high levels of job satisfaction and engagement as evidenced by the SUSD Staff Climate Survey will be 10% annually.

Percentage of 3rd – 12th grade students who completed the School Experience Survey among the total number of student surveys administered will increase by 10%

Percentage of students (grades 3 – 12) who answered “Agree” or “Strongly Agree” on the statement “I feel successful at this school” and "This school prepares me will for what I want to do after high school" in the School Experience Survey will increase by 20%

Percentage of parents who completed the School Experience Survey among the total number of parent surveys administered will have rate of 3% annual growth.

The district will track the percentage of schools that have certified having completed four academic workshops (Graduation Requirements, Common Core State Standards/Assessments, Digital Citizenship, and Enrichment/Intervention) that they are required to offer parents annually as well as see an increase of 10% of parent attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Administer surveys that lead to potential trainings to support community and family engagement.	LEA-Wide, Each school	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Survey Monkey Supplemental Concentration \$300 (7 FTE) Parent Liaison Supplemental Concentration \$314,000 Object Code: 2200- Salaries \$216,300 Object Code: 3000- Benefits \$97,700 Total - \$314,000

<p>4.2 Transportation for students based upon academic learning needs throughout district.</p>	<p>LEA- All schools</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Transportation Base Funding – Total- \$641,262</p> <p>Object Code- 2200-Salaries \$300,000 Object Code-3000-Benefits\$ \$100,000 Object Code-4300-Materials & Supplies- \$191,262 Object Code- 5000-Training- \$50,000</p>
<p>4.3 Student Leadership opportunities to include College Career Activities such as Student Body, Athletics, student intern service learning.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intern partnerships Supplemental Concentration \$100,000</p> <p>Activities and Supplies Base Funding \$50,000</p> <p>Object Code- 2900- Stipends-\$100,000 Object Code-4300- Materials & Supplies \$50,000</p> <p>Total- \$150,000</p>
<p>4.4 Coach Stipends for Student Athletics & Music supplies for K-12</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base Funding High School \$116,000 MSMS \$16,500 Total: \$132,500</p> <p>Object Code: 2200- Salaries- \$132, 500 Object Code: 3000- Benefits- \$38,500 Total with benefits \$171,000 Object Code: 43000- Music supplies- \$50,000 The breakdown is \$20,000 for HS; \$15,000 for MS; & \$15,000 for Elem. Schools</p>
<p>4.5 Dedicated District wide intervention specialist to partner with community organizations to provide School mental health services, and educationally related Counseling support groups. Give parents resources so they can access for student support.</p>	<p>LEA- Wide</p>	<p><input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless 70</p>	<p>Intervention Specialist (partially funded) Title I \$44,000 Intervention Specialist (partially funded) Supplemental/Concentration \$44,000 Total \$88,000</p> <p>Object Code: 2200- Salary- \$62,800 Object Code: 3000- Benefits- 25,200</p>

<p>4.6 District Nurse to support the health needs and outreach needed to the community to support preventative health care for students.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1 FTE District Nurses Base \$113,397 Object Codes: 2400- Salary- \$79,377.90 Object Code: 3000- Benefits- \$34,019.10 Object Code: 5200-CPR certification - \$500 Total \$113,897 Funding Source- Base Funding</p>
<p>4.7 Train office personnel in customer service and communication through auto-dialers, marquees, etc. Make sure School Websites are friendly and current.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Messenger/Securily/Hapara/Wordpress Supplemental/Concentration \$62,000 Object Codes: 5800 – Training/Consultant-\$5,000 Object Codes: 4300- Supplies & Materials-\$62,000 Total- \$67,000</p>
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<p>4.9 Provide parent engagement opportunities, in order to close the achievement gap. Houghton Mifflin trains teacher to give 5 parent trainings at their Site</p>	<p>LEA- All Schools</p>	<p><u>X</u>All ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)</p>	<p>Soluciones workshop- Training on “Closing the Achievement Gap” Team to attend per site: (3-4 staff per site =32 staff members) . 1 parent . 1 administrator . 1 teacher . 1 FSSC . 2 District Office staff \$699 per person Object Code: 5200- Training- \$22,368 Total- \$22,368 Funding Source- Supplemental Concentration Object Code: 5800- HM Consultant Trains teacher on Parent Component \$14,000 Funding Source- Supplemental Concentration</p>
<p>4.10 Provide communication with parent groups such as DELAC, ELAC, & Site Council. Through these groups, communicate the Progress on the LCAP goals and the implementation of District Initiatives.</p>	<p>LEA- All Schools</p>	<p><u>X</u>All ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)</p>	<p>Object Code: 4300-Materials and Supplies- \$4,000 Funding Source -Supplemental Concentration</p>

LCAP Plan: 2018-2019

Expected Annual Measurable Outcomes:

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Administer surveys that lead to potential trainings to support community and family engagement.	LEA- All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Survey Monkey Supplemental Concentration \$300 (7 FTE) Parent Liaison Supplemental Concentration \$314,000 Object Code: 2200- Salaries \$216,300 Object Code: 3000- Benefits \$97,700 Total - \$314,000
4.2 Transportation for students based upon academic learning needs throughout district.	LEA- All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation Base Funding - Total -\$641,262 Object Code- 2200-Salaries \$300,000 Object Code-3000-Benefits\$ \$100,000 Object Code-4300-Materials & Supplies- \$191,262 Object Code- 5000-Training- \$50,000

<p>4.3 Student Leadership opportunities to include College Career Activities such as Student Body, Athletics, student intern service learning.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intern partnerships Supplemental Concentration \$100,000 Activities and Supplies Base Funding \$50,000 Object Code- 2900- Stipends-\$100,000 Object Code-4300- Materials & Supplies\$50,000 Total- \$150,000</p>
<p>4.4 Coach Stipends for Student Athletics & Music supplies for K-12</p>	<p>LEA- All schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base Funding High School \$116,000 MSMS \$16,500 Total: \$132,500 Object Code: 2200- Salaries- \$132, 500 Object Code: 3000- Benefits- \$38,500 Total with benefits \$171,000 Object Code: 43000- Music supplies- \$50,000 The breakdown is \$20,000 for HS; \$15,000 for MS; & \$15,000 for Elem. Schools</p>
<p>4.5 Dedicated District wide intervention specialist to partner with community organizations to provide School mental health services, and educationally related Counseling support groups. Give parents resources so they can access for student support.</p>	<p>LEA- Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>	<p>Intervention Specialist (partially funded) Title I \$44,000 Intervention Specialist (partially funded) Supplemental/Concentration \$44,000 Total \$88,000 Object Code: 2200- Salary- \$62,800 Object Code: 3000- Benefits- 25,200</p>
<p>4.6 District Nurse to support the health needs and outreach needed to the community to support preventative health care for students.</p>	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1 FTE District Nurses Base \$113,397 Object Codes: 2400- Salary- \$79,377.90 Object Code: 3000- Benefits- \$34,019.10 Object Code: 5200- CPR certification - \$500 Total \$113,897 Funding Source- Base Funding</p>

<p>4.7 Train office personnel in customer service and communication through auto-dialers, marquees, etc. Make sure School Websites are friendly and current.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Messenger/Security/Hapara/Wordpress Supplemental/Concentration \$62,000 Object Codes: 5800 – Training/Consultant-\$5,000 Object Codes: 4300- Supplies & Materials- \$62,000 Total- \$67,000</p>
<p>4.8 Ensure that schools have access to Mental Health Services to support all students and families.</p>	<p>LEA- All Schools</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>Expenditures encumbered in Goal 3 Action 7</p>
<p>4.9 Provide parent engagement opportunities, in order to close the achievement gap. Houghton Mifflin trains teacher to give 5 parent trainings at their Site</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Soluciones workshop- Training on “Closing the Achievement Gap” Team to attend per site: (3-4 staff per site =32 staff members) . 1 parent . 1 administrator . 1 teacher . 1 FSSC . 2 District Office staff \$699 per person Object Code: 5200- Training- \$22,368 Total- \$22,368 Funding Source- Supplemental Concentration Object Code: 5800- HM Consultant Trains teacher on Parent Component \$14,00 Funding Source- Supplemental Concentration</p>
<p>4.10 Provide communication with parent groups such as DELAC, ELAC, & Site Council. Through these groups, communicate the Progress on the LCAP goals and the implementation of District Initiatives.</p>	<p>LEA- All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code: 4300-Materials and Supplies- \$4,000 Funding Source -Supplemental Concentration</p>

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

GOAL 5:	<p>High Quality Staff: SUSD will attract, recruit, support and retain a highly effective and diverse workforce</p> <p>Priority strategies:</p> <p>5.1 Recruitment and induction: Fully implement a new and improve system for recruiting, hiring and induction</p> <p>5.2 Professional growth and evaluation system: Design and implement a professional growth system for all employees to sustain and improve performance, including effective evaluation tools, recognition for high performance, support for low performance and career pathways</p>	<p>Related State and/or Local Priorities: 1 X 2 3 4 5 6 7 8</p> <p>COE only: 9 10 Local : Specify</p>
Identified Need :	<p>Need: Due to the teacher shortage and an 18% turnover, the district is placing a high priority on recruiting and retaining highly qualified teachers. In 2015-2016, 50 teachers new to the district were hired with varying degrees of experience. The high number of new teachers resulted from class size reduction requirements along with retirements, resignations and terminations. Recruitment incentives such as signing on bonus, vanpools, and district sponsored induction programs were effective in recruiting highly qualified teachers. Retention is vital and base funding has been identified to retain current staff. The district provides three vanpools for staff commuting from Monterey County to Soledad. The percentage of Highly Qualified teachers for 2015-16 is 96%. We have 12 teachers who utilized a Short Term Staff Permit or a Provisional Internship Permit before transitioning to a University Intern credential.</p> <p>Metrics: Rate of teacher misassignments Rate of teachers without full credential Teacher evaluation outcomes Retention of teachers who meet standards</p>	
Goal Applies to:	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups:</p>	<p>ALL</p> <p>Since this strategy impacts the adults in the system (teachers, administrators, support staff), the impact on students is indirect but universal</p>

LCAP Plan: 2016-17

Expected Annual Measurable Outcomes:

5.1: New recruitment and induction process fully implemented; all newly hired teachers will meet or exceed SUSD criteria. Percentage of teachers throughout the district who are assigned appropriately, meaning that they have a state recognized credential or certificate to teach the subject or students that they are assigned to teach in October of the new school year will be at 100%. School reports these data on the School Accountability Report Card (SARC). The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year. 98% of our teachers will be highly qualified.

5.2: Evaluation and compensation system refined and implemented with fidelity for Principals and Teachers. At least 92% of teachers will be meeting district California Standards of Teaching Practice (CSTPs) expectations based upon the Evaluation Rubric in the board adopted evaluation handbook with an anticipated 2% increase yearly.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Recruitment & hiring:</p> <ul style="list-style-type: none"> • Attend Recruitment Fairs across the United States • Ongoing communication and follow up conversations with potential teacher candidates • Thinking creatively about community members for potential hire • Incentives for signing • Better pay for subs so they will stay in the district 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code 5200- Travel for Recruitment Fairs - Base Funding \$108,000</p> <p>Object Codes: 4300- Materials & Supplies- \$25,000 Supplemental Concentration</p> <p>Object Code: 5800- Recruitment entry fees- \$25,00 Supplemental Concentration</p> <p>Object Code: 1100-Funding Source-New Teacher Signing Bonus-Incentives \$250,000 – Base Funding</p> <p>Object Code: 1000- Substitute pay- \$50,000 Funding Source- Supplemental Concentration</p>
<p>5.2-Provide support for new teachers through:</p> <ul style="list-style-type: none"> • New Teacher Coordinator • Learning Directors • Incentives for retention • Induction program • Site mentor 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>New Teacher Development Coordinator - Federal Grant- Title II \$137,700 Object Code</p> <p>Object Code-1300 Salary- \$113,811</p> <p>Object Code- 3000- Benefits-\$29, 378</p> <p>Learning Director salaries 1 per site (7FTEs) \$620,000</p> <p>Object Code: 1300 Salary, \$440,200</p> <p>Object Code: 3000- Benefits, \$179,800</p> <p>Learning Directors serving as coaches - Base Funding</p> <p>Object Code: 1100- \$200,000 Mentor Teacher Stipends- Funding Source- Supplemental</p>

<p>5.3-Peer Assistance Review- Assistance for struggling teachers in which:</p> <ul style="list-style-type: none"> • Provide a coach to support teacher. • Provide release time • Assign a Panel of administrators and teachers for Peer Assistance and Review (PAR) to support struggling teacher. 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development, Substitutes, Stipends Base Funding \$17,000</p> <p>Object Code: 1100- Coach Stipends- \$5,000</p> <p>Object Coed: 1000- Subs- \$5,000</p> <p>Object Code: 5200- Attend Conferences- \$7,000</p>
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5.4 Use refined evaluation system to improve effective instruction.	LEA wide-all schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Refine Evaluation System (Staff time) Supplemental/Concentration \$20,000 Major Object Codes: 1100- Teacher Stipends Funding Source- Supplemental Concentration
5.5 Principals, Vice Principals, & Learning Directors use a tool (McRel) to evaluate teachers and to give feedback on the California Teaching Standards.	LEA Wide-All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	McRel program \$7,000 Object Code: 5800 Funding Source- Supplemental Concentration
5.6 More support for teachers by adding 2 Academic Coaches.	LEA All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source Supplemental Concentration Object Code: 2100- Salaries- \$180,000 Object Code: 3000- Benefits- \$54,000 Object Code: 4300- Materials & Supplies- \$10,000 Total Cost out of Supplemental Concentration- \$244,000

LCAP Plan: 2017-2018

Expected Annual Measurable Outcomes:	<p>5.1: New recruitment and induction process fully implemented; all newly hired teachers will meet or exceed SUSD criteria. Percentage of teachers throughout the district who are assigned appropriately, meaning that they have a state recognized credential or certificate to teach the subject or students that they are assigned to teach in October of the new school year will be at 100%. These data are reported by school on the School Accountability Report Card (SARC). The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year. We expect 99% of our teachers to be highly qualified.</p> <p>5.2: Evaluation and compensation system refined and implemented with fidelity for Principals and Teachers. At least 90% of teachers will be meeting district California Standards of Teaching Practice (CSTPs) expectations based upon the Evaluation Rubric in the board adopted evaluation handbook with an anticipated 2% increase yearly.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Recruitment & hiring:</p> <ul style="list-style-type: none"> • Attend Recruitment Fairs across the United States • Ongoing communication and follow up conversations with potential teacher candidates • Thinking creatively about community members for potential hires • Incentives for signing • Better pay for subs so they will stay in the district 	LEA- All Schools	<p><u>X</u> All -----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)</p>	<p>Object Code 5200- Travel for Recruitment Fairs - Base Funding \$108,000</p> <p>Object Codes: 4300- Materials & Supplies- \$25,000 Supplemental Concentration</p> <p>Object Code: 5800- Recruitment entry fees- \$25,00 Supplemental Concentration</p> <p>Object Code: 1100-Funding Source-New Teacher Signing Bonus-Incentives \$250,000 – Base Funding</p> <p>Object Code: 1000- Substitute pay- \$50,000 Funding Source- Supplemental Concentration</p>
<p>5.2-Provide support for new teachers through:</p> <ul style="list-style-type: none"> • New Teacher Coordinator • Learning Directors • Incentives for retention • Induction program • Site mentor 	LEA- Wide, Each school	<p><u>X</u> All -----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)</p>	<p>New Teacher Development Coordinator - Federal Grant- Title II \$137,700 Object Code</p> <p>Object Code-1300 Salary- \$113,811</p> <p>Object Code- 3000-Benefits-\$29, 378</p> <p>Learning Director salaries 1 per site (7FTEs) \$620,000</p> <p>Object Code: 1300 Salary, \$440,200</p> <p>Object Code: 3000- Benefits, \$179,800</p> <p>Learning Directors serving as coaches - Base Funding</p> <p>Object Code: 1100- \$200,000 Mentor Teacher</p> <p>Stipends- Funding Source- Supplemental</p>

<p>5.3-Peer Assistance Review- Assistance for struggling teachers in which:</p> <ul style="list-style-type: none"> • Provide a coach to support teacher. • Provide release time • Assign a Panel of administrators and teachers for Peer Assistance and Review (PAR) to support struggling teacher. 	<p>LEA-All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development, Substitutes, Stipends Base Funding \$17,000</p> <p>Object Code: 1100- Coach Stipends- \$5,000</p> <p>Object Coed: 1000- Subs- \$5,000</p> <p>Object Code: 5200- Attend Conferences- \$7,000</p>
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<p>5.4 Use refined evaluation system to improve effective instruction.</p>	<p>LEA Wide- All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Refine Evaluation System (Staff time) Supplemental/Concentration \$20,000 Major Object Codes: 1100- Teacher Stipends Funding Source- Supplemental Concentration</p>
<p>5.5 Principals, Vice Principals, & Learning Directors use an electronic tool (McRel) to evaluate teachers in which to give feedback on the California Teaching Standards.</p>	<p>LEA wide- All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>McRel program \$7,000 Need Object Code: 5800 Funding Source- Supplemental Concentration</p>
<p>5.6 More support for teachers by adding 2 Academic Coaches.</p>	<p>LEA- All School Sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source Supplemental Concentration Object Code: 2100- Salaries- \$180,000 Object Code: 3000- Benefits- \$54,000 Object Code: 4300- Materials & Supplies- \$10,000 Total Cost out of Supplemental Concentration- \$244,000</p>

LCAP Plan: 2018-2019

Expected Annual Measurable Outcomes: : New recruitment and induction process fully implemented; all newly hired teachers will meet or exceed SUSD criteria. Percentage of teachers throughout the district who are assigned appropriately, meaning that they have a state recognized credential or certificate to teach the subject or students that they are assigned to teach in October of the new school year will be at 100%. These data are reported by school on the School Accountability Report Card (SARC). The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year. We expect 99% of our teachers to be highly qualified.

5.2: Evaluation and compensation system refined and implemented with fidelity for Principals and Teachers. At least 90% of teachers will be meeting district California Standards of Teaching Practice (CSTPs) expectations based upon the Evaluation Rubric in the board adopted evaluation handbook with an anticipated 2% increase yearly.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Recruitment & hiring:</p> <ul style="list-style-type: none"> • Attend Recruitment Fairs across the United States • Ongoing communication and follow up conversations with potential teacher candidates • Thinking creatively about community members for potential hires • Incentives for signing • Better pay for subs so they will stay in the district 	<p>LEA-Wide, Each school</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Object Code 5200- Travel for Recruitment Fairs - Base Funding \$108,000</p> <p>Object Codes: 4300- Materials & Supplies- \$25,000 Supplemental Concentration</p> <p>Object Code: 5800- Recruitment entry fees- \$25,00 Supplemental Concentration</p> <p>Object Code: 1100-Funding Source-New Teacher Signing Bonus-Incentives \$250,000 – Base Funding</p> <p>Object Code: 1000- Substitute pay- \$50,000 Funding Source-Supplemental Concentration</p>
<p>5.2-Provide support for new teachers through:</p> <ul style="list-style-type: none"> • New Teacher Coordinator • Learning Directors • Incentives for retention • Induction program • Site mentor 	<p>LEA-Wide, Each school</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>New Teacher Development Coordinator - Federal Grant- Title II \$137,700 Object Code</p> <p>Object Code-1300 Salary- \$113,811</p> <p>Object Code- 3000- Benefits-\$29, 378</p> <p>Learning Director salaries 1 per site (7FTEs) \$620,000</p> <p>Object Code: 1300 Salary, \$440,200</p> <p>Object Code: 3000- Benefits, \$179,800</p> <p>Learning Directors serving as coaches - Base Funding</p> <p>Object Code: 1100- \$200,000 Mentor Teacher Stipends- Funding Source- Supplemental</p>
<p>5.3-Peer Assistance Review- Assistance for struggling teachers in which:</p> <ul style="list-style-type: none"> • Provide a coach to support teacher. • Provide release time • Assign a Panel of administrators and teachers for Peer Assistance and Review (PAR) to support struggling teacher. 	<p>LEA-All Schools</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)</p>	<p>Professional Development, Substitutes, Stipends Base Funding \$17,000</p> <p>Object Code: 1100- Coach Stipends- \$5,000</p> <p>Object Coed: 1000- Subs- \$5,000</p> <p>Object Code: 5200- Attend Conferences- \$7,000</p>

<p>5.4 Use refined evaluation system to improve effective instruction</p>	<p>LEA Wide- All Schools</p>	<p><u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Refine Evaluation System (Staff time) Supplemental/Concentration \$20,000 Major Object Codes: 1100- Teacher Stipends Funding Source- Supplemental Concentration</p>
<p>5.5 Principals, Vice Principals,& Learning Directors use an electronic tool (McRel) to evaluate teachers and to give feedback on the California Teaching Standards.</p>	<p>LEA- All School Sites.</p>	<p><u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>McRel program \$7,000 Need Object Code: 5800 Funding Source- Supplemental Concentration</p>
<p>5.6 More support for teachers by adding 2 Academic Coaches.</p>	<p>LEA- All School Sites</p>	<p><u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)</p>	<p>Funding Source Supplemental Concentration Object Code: 2100- Salaries- \$180,000 Object Code: 3000- Benefits- \$54,000 Object Code: 4300- Materials & Supplies- \$10,000 Total Cost out of Supplemental Concentration- \$244,000</p>

GOAL 6:	Provide resources for ELs and other students requiring additional support. Priority strategies: 6.1 Professional Development to support the achievement of ELs and other groups 6.2 Family Student Support Coordinators assist with reclassification, effective instructional strategies 6.3 Implement a robust RTI model 6.4 Implement CELDT test prep per school site 6.5 Reclassification is based on the EL Master Plan 6.6 Counselor support for students with special needs 6.7 Family Student Support Liaisons support RTI & IEP services 6.8 Provide communication with parent groups, such as DLAC, ELAC, & Site Council	Related State and/or Local Priorities: 1 X 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
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Identified Need :	Need: This goal is to improve the academic achievement of our ELs and other special populations. We are providing extra support by training teachers with EL instruction and purchasing materials that are specific to these students. Metrics: <ul style="list-style-type: none"> • CELDT test • Reclassification Rate • Curriculum Associates CELDT assessments of Language fluency • NWEA assessments • CAASPP data • SWIS/Aeries data
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups:	Subgroups
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Expected Annual Measurable Outcomes:	<p>6.1 Our focus is to provide Professional Development to our teachers to improve focused instruction for our EL learners.</p> <p>6.3 We are working with all school sites to implement a robust Response To Intervention model to help all types of learners.</p> <p>6.4 Our Family Student Support Coordinator's are working hard to put together test prep materials for all sites to help students do well on the CELDT tests.</p> <p>6.5 We will measure growth of our EL students with the NWEA tests, the CELD assessments from Curriculum Associates, the CELDT scores, and the CAASPP scores.</p> <p>6.6 We will measure the growth for our students with disabilities and our other specials populations with the NWEA tests, and the CAASPP scores.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Professional Development to support the achievement of ELs and other subgroups who may be struggling academically.	LEA- All Schools	<p><u> </u>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7 FTEs- Family Student Support Coordinator's Salaries (1 per school site)</p> <p>\$890,000</p> <p>Object Code: 1300- Salaries-\$623,000</p> <p>Object Code: 3000- Benefits- \$267,000</p> <p>Object Code: 4300-Materials and Supplies \$3,000</p> <p>Funding Source- Supplemental Concentration Total- \$893,000</p> <p>2 FTEs- for SHS-- Tutor EL students</p> <p>Object Code: 1100- Stipends- \$90,000</p> <p>No Benefits</p> <p>Funding Source Supplemental Concentration</p>
<p>6.2- Family Student Support Coordinators (FSSC) assist with:</p> <ul style="list-style-type: none"> • reclassification, • implementing effective EL instructional strategies • coaching teachers to support EL instruction • providing materials for focused EL instruction • provide newcomer support • provide consistent progress monitoring 	LEA- All Schools	<p><u> </u>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Same as Goal 6 Action 1</p> <p>Funding Source- Supplemental Concentration</p>

<p>6.3 Robust Response to Intervention (RTI) Program to support students who are struggling, ELs, and students who would benefit from enrichment to support students academically.</p>	<p>LEA-All Schools</p>	<p><u><input checked="" type="checkbox"/></u>All OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)</p>	<p>Object Code: 4300-Materials & Supplies- \$20,000 Funding Source Supplemental Concentration Family Student Liaison’s salary (7 FTEs) – per Goal 6.1 Funding Source- Supplemental Concentration 13 - 5.5 hours and 5 FTEs at 8 hours- site based Instructional Aides Supplemental/Concentration \$283,500 Object Code: 2000- Salaries-\$198,450 Object Code: 3000- Benefits- \$85,050 Funding Source- Supplemental Concentration Total- \$303,500</p>
<p>6.4 Implement:</p> <ul style="list-style-type: none"> • CELDT test prep for all school sites • Data Analysis of CELDT Scores • ELD Instruction 	<p>LEA- All Schools</p>	<p>All OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u><input checked="" type="checkbox"/></u> Foster Youth <u><input checked="" type="checkbox"/></u> Redesignated fluent English proficient <u><input checked="" type="checkbox"/></u> Other Subgroups: (Specify)</p>	<p>Family Student Support Coordinator’s Salaries (7 FTE positions) Same as Goal 6 Action 1. Materials and Supplies 4300- \$5,000 Funding Source- Supplemental Concentration</p>
<p>6.5 EL Master Plan – Follow the guidelines of the Master Plan to ensure that we are reclassifying our EL learners and are supporting our long term English Learners.</p>	<p>LEA- All Schools</p>	<p>All OR: ___Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)</p>	<p>Adoption materials \$900,000 K-12 Adoption of Science and Social Studies Object Code- 4100 Total-\$ 900,000 Base Funding</p>

<p>6.6 Counselor support for students with special needs</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselor salaries. See Goal 2 Action 4.</p>
<p>6.7 Family Student Support Liaisons support for Response To Intervention implementation & Individual Educational Plan for SPED students.</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Encumbered in Goal 4 Action 1</p>
<p>6.8 Provide communication with parent groups, such as DLAC, ELAC, & Site Council</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code- 4300-Materials and Supplies -\$4,000 Funding Source- Supplemental Concentration</p>
<p>6.9 Purchase ELA/ELD adoption materials as well as designated EL materials and provide training on these new materials to provide:</p> <ul style="list-style-type: none"> • Effective ELD instruction • Effective Instructional Strategies 	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Same as Goal 2 Action 11 Object Code: 4100- Designated ELD materials- \$300,000 Funding Source- Base Funding</p>

<p>6.10 Clerk/typist to support student success through scheduling of parental meetings for behavioral interventions and SSTs. 6 FTEs will be hired.</p>	<p>LEA- All elementary schools & MS</p>	<p><input checked="" type="checkbox"/> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>6- FTEs Outreach Clerk/Typist at each site Supplemental/Concentration \$252,000 Object Code: 2400- Salaries-\$180,000 Object Code: 3000- Benefits- \$72,000 Funding Source- Supplemental Concentration</p>
<p>6.11 Family-Student Coordinator & site staff to engage parents through parent education programs and site-based classes. They will help to coordinate Family Nights in Literacy and Math. Parent liaisons to provide targeted literacy intervention support to English Learners, Foster and homeless youth students.</p>	<p>LEA- All sites</p>	<p><input checked="" type="checkbox"/> All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Encumbered in Goal 6 Action 1 Also encumbered in Goal 4 Action 1</p>

LCAP Plan: 2017-2018

Expected Annual Measurable Outcomes:	<p>6.1 Our focus is to provide Professional Development to our teachers to improve focused instruction for our EL learners.</p> <p>6.3 We are working with all school sites to implement a robust Response To Intervention model to help all types of learners.</p> <p>6.4 Our Family Student Support Coordinator's are working hard to put together test prep materials for all sites to help students do well on the CELDT tests.</p> <p>6.5 We will measure growth of our EL students with the NWEA tests, the CELD assessments from Curriculum Associates, the CELDT scores, and the CAASPP scores.</p> <p>6.6 We will measure the growth for our students with disabilities and our other specials populations with the NWEA tests, and the CAASPP scores.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Professional Development to support the achievement of ELs and other subgroups who may be struggling academically.	LEA- All Schools	<p><u> </u> All -----</p> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> X Other Subgroups: (Specify)</p>	<p>7 FTEs- Family Student Support Coordinator's Salaries (1 per school site)</p> <p>\$916,700</p> <p>Object Code: 1300- Salaries-\$641,690</p> <p>Object Code: 3000- Benefits- \$275,010</p> <p>Object Code: 4300-Materials and Supplies \$3,000</p> <p style="padding-left: 20px;">Funding Source- Supplemental Concentration Total- \$919,700</p> <p>2 FTEs- for SHS-- Tutor EL students</p> <p style="padding-left: 20px;">Object Code: 1100- Stipends- \$90,000</p> <p style="padding-left: 20px;">No Benefits</p> <p>Funding Source Supplemental Concentration</p>
<p>6.2- Family Student Support Coordinators (FSSC) assist with:</p> <ul style="list-style-type: none"> • reclassification, • implementing effective EL instructional strategies • coaching teachers to support EL instruction • providing materials for focused EL instruction • provide newcomer support • provide consistent progress monitoring 	LEA- All Schools	<p><u> </u> All -----</p> <p>OR:</p> <p><u> </u> X Low Income pupils</p> <p><u> </u> X English Learners</p> <p><u> </u> X Foster Youth</p> <p><u> </u> X Redesignated fluent English proficient</p> <p><u> </u> X Other Subgroups: (Specify)</p>	<p>Same as Goal 6 Action 1</p> <p>Funding Source- Supplemental Concentration</p>

<p>6.3 Robust Response to Intervention (RTI) Program to support students who are struggling, ELs, and students who would benefit from enrichment to support students academically.</p>	<p>LEA-All Schools</p>	<p><u>All</u>----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code: 4300-Materials & Supplies- \$20,000 Funding Source Supplemental Concentration Family Student Liaison's salary (7 FTEs) – per Goal 6.1 Funding Source- Supplemental Concentration 13 FTE- 5.5 hours and 5 FTEs at 8 hours- site based Instructional Aides Supplemental/Concentration \$283,500 Object Code: 2000- Salaries-\$198,450 Object Code: 3000- Benefits- \$85,050 Funding Source- Supplemental Concentration Total- \$303,500</p>
<p>6.4 Implement:</p> <ul style="list-style-type: none"> • CELDT test prep for all school sites • Data Analysis of CELDT Scores ELD Instruction 	<p>LEA- All Schools</p>	<p><u>All</u>----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Family Student Support Coordinator's Salaries (7 FTE positions) Same as Goal 6 Action 1. Materials and Supplies 4300- \$5,000 Funding Source- Supplemental Concentration</p>

6.5 EL Master Plan – Follow the guidelines of the Master Plan to ensure that we are reclassifying our EL learners and are supporting our long term English Learners.	LEA- All Schools	All _____ OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Object Code: 1300-Special Projects Salary – \$84,645 Object Code: 3000- Benefits- \$33, 738 Total- \$120,922 Funding Source- Supplemental Concentration
6.6-Counselor support for students with special needs	LEA- All schools	All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Counselor salaries. See Goal 2 Action 4. Funding Source- Supplemental Concentration
6.7-Family Student Support Liaisons support for Response To Intervention implementation & Individual Educational Plan for SPED students	LEA- All schools	All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Encumbered in Goal 4 Action 1
6.8-Provide communication with parent groups, such as DLAC, ELAC, & Site Council	LEA- All schools	All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Object Code- 4300-Materials and Supplies -\$4,000 Funding Source- Supplemental Concentration

<p>6.9 Purchase ELA/ELD adoption materials as well as designated EL materials and provide training on these new materials to provide:</p> <ul style="list-style-type: none"> • Effective ELD instruction • Effective Instructional Strategies 	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Same as Goal 2 Action 1 Object Code: 4100- Designated ELD materials- \$300,000 Funding Source- Base Funding</p>
<p>6.10 Clerk/typist to support student success through scheduling of parental meetings for behavioral interventions and SSTs. 6 FTEs will be hired.</p>	<p>LEA- All elementary schools & MS</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6- FTEs Outreach Clerk/Typist at each site Supplemental/Concentration \$252,000 Object Code: 2400- Salaries-\$180,000 Object Code: 3000- Benefits- \$72,000 Funding Source- Supplemental Concentration</p>
<p>6.11 Family-Student Coordinator & site staff to engage parents through parent education programs and site-based classes. They will help to coordinate Family Nights in Literacy and Math. Parent liaisons to provide targeted literacy intervention support to English Learners, Foster and homeless youth students.</p>	<p>LEA- All sites</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups</p>	<p>Encumbered in Goal 6 Action 1 Also encumbered in Goal 4 Action 1</p>

LCAP Plan: 2018-2019

Expected Annual Measurable Outcomes:

6.1 Our focus is to provide Professional Development to our teachers to improve focused instruction for our EL learners.

6.3 We are working with all school sites to implement a robust Response To Intervention model to help all types of learners.

6.4 Our Family Student Support Coordinator's are working hard to put together test prep materials for all sites to help students do well on the CELDT tests.

6.5 We will measure growth of our EL students with the NWEA tests, the CELD assessments from Curriculum Associates, the CELDT scores, and the CAASPP scores.

6.6 We will measure the growth for our students with disabilities and our other specials populations with the NWEA tests, and the CAASPP scores.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Professional Development to support the achievement of ELs and other subgroups who may be struggling academically.	LEA- All Schools	<u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	7 FTEs- Family Student Support Coordinator's Salaries (1 per school site) \$944,201 Object Code: 1300- Salaries-\$660,940 Object Code: 3000- Benefits- \$283,260 Object Code: 4300-Materials and Supplies \$3,000 Funding Source- Supplemental Concentration Total- \$944,200 2 FTEs- for SHS-- Tutor EL students Object Code: 1100- Stipends- \$90.00 No Benefits Funding Source Supplemental Concentration

<p>6.2- Family Student Support Coordinators (FSSC) assist with:</p> <ul style="list-style-type: none"> • reclassification, • implementing effective EL instructional strategies • coaching teachers to support EL instruction • providing materials for focused EL instruction • provide newcomer support • provide consistent progress monitoring 	<p>LEA- All Schools</p>	<p><u>All</u>----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify)</p>	<p>Same as Goal 6 Action 1 Funding Source- Supplemental Concentration</p>
<p>6.3 Robust Response to Intervention (RTI) Program to support students who are struggling, ELs, and students who would benefit from enrichment to support students academically.</p>	<p>LEA-All Schools</p>	<p><u>All</u>----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify)</p>	<p>Object Code: 4300-Materials & Supplies- \$20,000 Funding Source Supplemental Concentration Family Student Liaison's salary (7 FTEs) – per Goal 6.1 Funding Source- Supplemental Concentration 13 FTE- 5.5 hours and 5 FTEs at 8 hours- site based Instructional Aides Supplemental/Concentration \$283,500 Object Code: 2000- Salaries-\$198,450 Object Code: 3000- Benefits- \$85,050 Funding Source- Supplemental Concentration Total- \$303,500</p>

<p>6.4 Implement:</p> <ul style="list-style-type: none"> • CELDT test prep for all school sites • Data Analysis of CELDT Scores • ELD Instruction 	<p>LEA- All Schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Family Student Support Coordinator's Salaries (7 FTE positions) Same as Goal 6 Action 1.</p> <p>Materials and Supplies 4300- \$5,000</p> <p>Funding Source- Supplemental Concentration</p>
<p>6.5 EL Master Plan – Follow the guidelines of the Master Plan to ensure that we are reclassifying our EL learners and are supporting our long term English Learners.</p>	<p>LEA- All Schools</p>	<p>All _____ OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>	<p>Adoption materials \$900,000 K-12</p> <p>Adoption of Science and Social Studies</p> <p>Object Code- 4100</p> <p>Total-\$ 900,000</p> <p>Base Funding</p>
<p>6.6 Counselor support for students with special needs</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counselor salaries. See Goal 2 Action 4</p>
<p>6.7 Family Student Support Liaisons support for Response To Intervention implementation & Individual Educational Plan for SPED students</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Encumbered in Goal 4 Action 1</p>

<p>6.8 Provide communication with parent groups, such as DLAC, ELAC, & Site Council</p>	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Object Code- 4300-Materials and Supplies -\$4,000 Funding Source- Supplemental Concentration</p>
<p>6.9 Purchase ELA/ELD adoption materials as well as designated EL materials and provide training on these new materials to provide:</p> <ul style="list-style-type: none"> • Effective ELD instruction • Effective Instructional Strategies 	<p>LEA- All schools</p>	<p>All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Same as Goal 2 Action 1 Object Code: 4100- Designated ELD materials- \$300,000 Funding Source- Base Funding</p>
<p>6.10 Clerk/typist to support student success through scheduling of parental meetings for behavioral interventions and SSTs. 6 FTEs will be hired.</p>	<p>LEA- Elementary & MS sites</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6- FTEs Outreach Clerk/Typist at each site Supplemental/Concentration \$252,000 Object Code: 2400- Salaries-\$180,000 Object Code: 3000- Benefits- \$72,000 Funding Source- Supplemental Concentration</p>
<p>6.11 Family-Student Coordinator & site staff to engage parents through parent education programs and site-based classes. They will help to coordinate Family Nights in Literacy and Math. Parent liaisons to provide targeted literacy intervention support to English Learners, Foster and homeless youth students.</p>	<p>LEA- All elementary schools</p>	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups</p>	<p>Encumbered in Goal 6 Action 1 Also encumbered in Goal 4 Action 1</p>

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.
LCAP Year 1: 2015-16

Original GOAL from prior year LCAP: GOAL 1	<ul style="list-style-type: none"> Increase graduation rate for all students who are college and career-ready (pathways). <p>Priority Strategies:</p> <ul style="list-style-type: none"> School redesign: Rethink our school structures, time and space to inspire students and provide personalized and transformational learning experiences and college and career pathways for high school students. 	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 6 7X 8 X COE only: 9 10 ____ Local: Specify	
Goal Applies to:	<p>Schools: 7-12th grade Schools (secondary schools)</p> <p>Applicable Pupil Subgroups:</p>	<p>Four year Graduation rate for all students (including RFEP) and each significant subgroup including but not limited to: 82%</p> <ul style="list-style-type: none"> Low Socio-economically disadvantaged students: English Learners: Foster Youth: Students with Disabilities: Latino A-G Completion rate for all students and each significant subgroup 	
Expected Annual Measurable Outcomes:	<p>Four year Graduation rate for All student (including RFEP) and each significant subgroup including but not limited to:</p> <ul style="list-style-type: none"> Total: 82% Low Socio-economically disadvantage students: 82.9% English Learners (EL): 80.4% Foster Youth: Increase by 5% Students with Disabilities: 88.4% Latino: 89.3% <p>A-G Completion rate for all students and each significant subgroup: Increase by 5% for each school and each significant subgroup</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> The four-year high school graduation rate for all students including RFEP and each significant subgroup for 2015 is: <ul style="list-style-type: none"> 85.2% district wide increased from 79.4% 2013-2014 85.6% Low Socio-economically disadvantaged students increased from 78.2% 2013-2014 74.1% English Learners increased from 69.7% 2013-2014 Foster Youth: Data not available 78.6% Migrant increased from 63% 2013-2014 88.6% Students with Disabilities increased from 63.6% 85.4% Latino increased from 79.4% 2013-2014 AP: 2014-2015: increase administration of AP Exams to 365 on which 35% received a score of 3+ which is up from 165 AP Exams administrated with 25% receiving a score of 3+ CSU EAP College Readiness Exam: Increased from 15% to 50% in ELA NWEA Fall 2015 DATA: <ul style="list-style-type: none"> 9th: ELA: 36%; Mathematics: 41% 10th: ELA: 44%; Mathematics: 49% 11th: ELA 53%; Mathematics: 57% Baseline Data for 11th Grade CAASP: <ul style="list-style-type: none"> CAASP ELA – 51% of the 11th graders meeting state standards CAASP Mathematics: Only 16% of 11th graders meeting state standards A-G readiness 12th graders: <ul style="list-style-type: none"> All students: 33.3% Hispanic: 33.3% RFEP: 35.8% Socio-Econ: 31.7% Special Education: 4.2% White – Non Hispanic: 27.3%

LCAP Year 1: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Implement school redesign concepts at Main Street Middle (increase elective offering & Interdisciplinary teams) (High School to increase College (A-G) course offering and Career pathways supporting local economy) Additional teachers will support with additional sections of AP classes, additional support classes for English learners, Career Path leads to align pathways, and WASC coordinator to lead the WASC visit.)</p>	<p>Sustain 8 HS Teachers and 4 MSMS Teachers. Additional 1 HS and 2 MS Teachers Supplemental/Concentration \$1,218,500</p>	<p>The schools have implemented school redesign concepts both Main Street Middle school has increased elective offering & forming interdisciplinary teams) & Soledad High (College and Career Pathways). Sustained 4 Teachers at Main Street middle School and 8 teachers at Soledad High School. There were 2 FTE's added at MSMS and 1 FTE at SHS. The increase of teachers provided support and enrichment classes for English Learners and students struggling in Mathematics and English. In addition, the secondary schools were able to increase sections of AP classes. Funds from goal 2 were utilized to support this goal. Both high schools completed a detailed WASC report and had a very positive WASC visit.</p>	<p>Sustained 8 and added 1 HS Teachers and sustained 4 and added 1 MSMS Teachers HS 9 Teachers \$625,579 MS 6 Teachers \$502,111 Total \$1,127,690 (CSAM code 1000) 1100-Salaries-\$872,501 3000-Benefits-\$255,189</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide a College and Career Pathways Coordinator to assist Pinnacles and Soledad High School in developing course alignment with high-quality curriculum, instruction, and student internships to help ensure that students are career and collect ready and to prepare them for future careers.</p>	<p>Pathways/ROP Coordinator Supplemental/Concentration \$114,000</p>	<p>This position was not filled this year; the money will be rolled over to next year and it will be partially funded out of the CTE grant. SUSU hired a Director of Secondary Services to support the work of the academies, pathways and WASC in 2015-2016.</p>	<p>Pathways/ROP Coordinator Supplemental/Concentration \$0 Secondary Director of Teaching & Learning \$164,342 1100- Salaries-\$113,039 3000-Benefits- \$49,302 (CSAM Code 1000)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Virtual K-12 will be offered as an alternative pathway for students. This includes modified graduation requirements for Foster and Homeless Youth and to create flexibility for credit recovery intervention.</p>	<p>Virtual K-12 School Base \$750,000</p>	<p>66 online courses are offered to all high school students through two vendors: Acellus and Edgenuity. In addition, during summer- the students can take online courses as well.</p>	<p>Virtual K-12 School Base \$0 The funds will be rolled over to general funds. Staff was not hired in 2015-2016 but the plan is to hire in 2016-2017</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The secondary schools have completed their WASC visit and are currently implementing a 6-year WASC action plan. The middle school has four academies with their own identities to support their students. The high school has created mission and visions and course programming within each pathway to support students. There is a need to add additional metrics because most of the high school data is not released until June and with a lag time of one year.</p> <p>The cohort graduation rate for the high school, district wide and each subgroup increased from the previous year based on the data from DATAQUEST. There was a 5.8% increase in cohort graduation rate district wide; 7.4% increase in students Low Socio-economically disadvantaged students cohort graduation rate; 4.4% increase in English learners cohort graduation rate; 15.6% increase in Migrant cohort graduation rate; 25% increase in Students with Disabilities cohort graduation rate; and 6% increase in Latino Cohort graduation rate.</p> <p>In addition, several additional metrics and actions will be included to measure high school and middle school student progress such as: percentage of students passing all academic core classes (English, Mathematics, Social Studies, and Science) in 8th and 9th and 10th grade. NWEA spring data to determine percentage of students meeting or exceeding 41% percentile. Percentage of students meeting A-G requirements, Percentage of students enrolled in AP courses and taking the AP examination, and percentage receiving a score of 3 or higher, as well as 11th grade CAASPP to provide data regarding students being prepared and college readiness. This process will allow staff to monitor student progress to ensure all students are graduating college and career ready.</p>		

<p>Original GOAL from prior year LCAP: GOAL 2:</p>	<p>Proficiency For ALL: SUSD will provide a high quality and comprehensive instructional program</p> <p>Priority Strategies</p> <ul style="list-style-type: none"> • 2.1 School redesign: Rethink our school structures, time and space to inspire students and provide personalized and transformational learning experiences • 2.2 Systematic instructional framework: Implement a highly structured process for teaching which responds to student learning in real time • 2.3 Common Core implementation: Implement new K-12 national standards that ensure all students attain deeper knowledge and skills Additional strategies (Implementation goals to be refined in LCAP Annual Update) • 2.4 Comprehensive assessment: Continuous checks for understanding that drive instruction and summative assessments that align to CCSS • 2.5 Intervention and enrichment: Identify instructional needs of all students, including those behind and ahead of grade level, and provide an effective response to help achieve full potential • 2.6 Kindergarten Readiness: Student academic achievement will be improved by increasing the number of students who have at least one year of preschool or public education (JK or TK) prior to entering Kindergarten. • 2.7 Equity: The educational outcomes of foster youth will mirror that of the general student population, closing the achievement gap and decreasing the adverse effects of school mobility. 		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>X</u> 10 <u>X</u> Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Schools and each sub-groups</p>	
	<p>Applicable Pupil Subgroups:</p>	<ul style="list-style-type: none"> • Low Socio-economically disadvantage students English Learners (EL) • Reclassified Full English Proficient Students (RFEP) • Foster Youth • Students with Disabilities Latino 	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<ol style="list-style-type: none"> 1. Continue to refine IDTs & Pathways at the secondary schools to achieve transformational student impact; 2. Support teachers in instructional framework implementation via coaching and meaningful feedback, resulting in improved classroom teaching with 95% of teachers meeting district expectation for performance according to evaluation rubric of CSTPs 3. Inclusive practices for all students and strategies that promote multiple methods of student expression and assessments, as well as all students have access to core content areas equitably. Percentage of students Inside of the regular class 80% or more of the day will increase to 50% and the number average number of minutes in the regular class will increase by 2.5%. 4. Increase by 5% of students meeting standards based on K-2 Literacy assessments, 5% Increase of students demonstrating age appropriate social/emotional ratings on Kindergarten readiness assessment 5. Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual growth from the baseline, which will be established in SY 2014-15. 6. Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced Mathematics Test (SBAC) throughout the district. The targets for this measure were set at a rate of 5% annual from the baseline, which will be established in SY 2014-15. 		<ul style="list-style-type: none"> • Redesigned is happening at both MS and SHS. The next step is for the pathways to be located in close proximity to support students. • Staff participated in site based instructional rounds, monthly lesson studies in mathematics, and over 600 formals and informals observations feedback was provided as documented in McRel. • Inclusive practices for all students and strategies that promote multiple methods of student expression and assessments, as well as all students have access to core content areas equitably. Percentage of students Inside of the regular class 80% or more of the day increased to 60.2%, exceeding by 10.2% of district target. • Students demonstrated reading and mathematics (numeracy) proficiency by scoring in the 40th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading and mathematics (numeracy) assessment by the end of Kindergarten, 1st and 2nd grade. <ul style="list-style-type: none"> ○ Reading: Kindergarten 63.3, 1st grade 63.5, and 2nd 63.8 ○ Mathematics (numeracy): Kindergarten 63.7, 1st grade 69.3, and 2nd 61 • CAASPP BASELINE data from 2015 in grades 3-8 & 11 can be found in appendix 1: District wide overall CAASPP data is <ul style="list-style-type: none"> ○ CAASPP Scores- Mathematics: <ul style="list-style-type: none"> ▪ Total % of Students Met and Exceeded was 19% in Math District Wide ○ CAASPP Scores- ELA- <ul style="list-style-type: none"> ▪ Total % of Students Met and Exceeded was 28% in ELA District Wide • We won't have SBAC data until June at the earliest.

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Meet AMAO Percentages required for Title III= AMAO 1 (Percentage of English Learners who improved one or more performance levels on CELDT over the course of the school year) 62% and AMAO 2= percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification will decrease (the percentage of ELs that are LTEL) 52.8% • Gap between foster youth and general student population decreased by 10% on each metric. At least 40% of the LEAs foster youth will be receiving educational counseling and have a support plan in place. • Students will demonstrate reading proficiency by scoring in the 40th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 3rd grade. 3rd grade reading readiness rates will increase from 41% to 50% of students meeting or exceeding the 40th percentile. • Students will demonstrate reading proficiency by scoring in the 40th percentile or above in the NWEA Measures of Academic Progress Common Core State Standards reading assessment by the end of 8th grade. 8th grade reading rates will increase from 21% to 30% of students meeting or exceeding the 40th percentile. • Students will demonstrate math readiness by scoring at or above the 40th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 6th grade mathematics rates will increase from 32% to 40% of students meeting or exceeding 40th percentile. • Students will demonstrate math readiness by scoring at or above the 40th percentile or above on NWEA Measures of Academic Progress Common Core State Standards mathematics assessment. 8th grade mathematics rates will increase from 11% to 30% of students meeting or exceeding 40th percentile. • All Instructional Materials will be compliant according to Williams. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • AMAO DATA Percentages required for Title III • AMAO 1: Goal: 62% District: 46.2% - The percentage goal of English Learners who improved one or more performance levels on the CELDT, was suppose to increase by 2% from 53 to 55% but instead it decreased by 6.8%. • AMAO 2 Cohort 2: Goal: 52.8% District: 24% • The students who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting criteria for reclassification was suppose to increase (the percentage of ELs that are LTEL) by 2% from 36% to 38% but decreased by 12%. • CELDT Data 2015-2016 <ul style="list-style-type: none"> ○ Initial Assessment: 338 students <ul style="list-style-type: none"> ▪ Beginning: 52%; Early Intermediate: 17%; Intermediate: 22%; Early Advanced: 6% and Advanced: 2% ○ Annual Assessment: 1,699 students <ul style="list-style-type: none"> ▪ Beginning: 9%; Early Intermediate: 18%; Intermediate: 43%; Early Advanced: 26% and Advanced: 4% • The CELDT remains the same from 2014-2015 school year with a slight decline in total number of students. In 2014-2015, SUSD had 1760 students but in 2015-2016, it declined slightly to 1699. The same with initial assessments decreased from 347 to 338 students. • NWEA Scores 2015-2016 as of the Winter DATA: Final data will be updated in June. <ul style="list-style-type: none"> ○ Reading 3rd grade scored 30% at 41% and above and the goal was 41%- None of the schools met the 41% (Frank Ledesma 32%, San Vicente 31%, Gabilan 30%, Jack Franscioni 29%, Rose Ferrero 27%) ○ Math 6th grade scored 21% at 41% and above (Schools meeting the goals are Frank Ledesma 33% and Jack Franscioni 30%. Schools not meeting goals are Gabilan17%, San Vicente 17% and Rose Ferrero 8%). ○ NWEA (Fall 2015) Math 8th grade scored 40% at 41% and above. ○ NWEA (Fall 2015) ELA 8th grade scored 48% at 41% and above.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Maintain State required Class Size for TK-3 to meet state requirements.	Sustain Additional 10 Elementary Teachers Supplemental/Concentration \$809,000	SUSD met its class size reductions in most of the classrooms with addition of 11 FTEs. We currently have 24 students in most of the K-2 classrooms. We have 2 classes at 25 in 2nd grade. We have 1 class of Kinder at 25.	Sustain Additional 10 Elementary Teachers Supplemental/Concentration \$1,164,628.87 (CSAM code 1000)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2.2. Certificated and classified staff will be provided professional development on purchased software (Rosetta Stone) /hardware to support the use of data driven instruction while implementing the instructional framework and CCSS with quality.	Professional Development Title I \$60,000 Curriculum and Instruction (MESA, PLW, Alexandria, and other programs) Supplemental/Concentration \$20,000	Certificated and classified staff was provided professional development on purchased software (Rosetta Stone & Ellevation). Ellevation participants (certificated & classified) trained in Spring 2016 and will utilize many of the program's tools to analyze EL data, generate reports, and paperwork. Rosetta Stone is set to expire at SHS, expired at RF and they have not renewed, MSMS retains 20 licenses that they utilize 100% with their newcomer, their license will expire in Feb. 2017, they will not renew.	Professional Development Title I \$60,000 Curriculum and Instruction (MESA, PLW, Alexandria, and other programs) Supplemental/Concentration \$20,000 (CSAM 4300)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>2.2 Administrators at every school site will provide professional development to certificated and classified staff on CCSS and ELD standards to meet the specific to the needs of English Learners while ensuring implementation of the instructional framework and CCSS in every classroom.</p>	<p>Professional Development Title I \$20,000 Professional Development Supplemental/ Concentration \$40,000</p>	<p>All school sites have received a general overview and initial training on the ELD standards. Certificated staff was taught how to access the new ELD standards for further implementation. Classified staff has not been trained as many of these trainings happen at a staff meeting and their workday ends before these meetings.</p> <p>Staff attended CABE conference to receive professional development in supporting students who are English Learners.</p>	<p>Professional Development Title I \$20,000 (Resource 3010) Professional Development Supplemental/Concentration \$40,000 (CSAM 5800)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.2 Site based Learning Directors to provide professional development and support teachers with implementation of the instructional framework and CCSS.</p>	<p>Sustain 2 add 3 Learning Directors Supplemental/ Concentration \$500,000</p>	<p>The District Learning Directors are providing professional development with the principals during staff meetings. The Learning Directors therefore are assisting the principals with providing professional development to support teachers with the implementation of the new frameworks in ELA/ELD and in math, which are based on the CCSS.</p>	<p>Sustain 2 add 2 Learning Directors Supplemental/Concentration \$281,894.45 (CSAM 1000) 3000- Benefits- \$84,568 We couldn't fill one position with highly qualified individuals. The position will be filled in 2016-2017</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>2.2 Director of Teaching and Learning to oversee CCSS-aligned content development and provide training content and materials aligned to CCSS.</p>	<p>Director of Teaching and Learning Supplemental/Concentration \$131,000</p>	<p>The Directors of Teaching & Learning have provided teachers training for the new "Go Math" program at the beginning of the year as well as training on the new Lucy Calkins Writing materials. We piloted 2 programs for ELA/ELD this year. The pilot teachers were given training on both Houghton Mifflin and on the McGraw Hill Programs. The Pilot teachers will give a presentation to the other teachers regarding the pros & cons of each program. The teachers will then vote on the program that they want to adopt in ELA/ELD for the 2016-2017 school year.</p>	<p>Director of Teaching and Learning Supplemental/Concentration Cost was: \$ (CSAM 1000) Salary-\$117, 435 3000-Benefits \$29,709 Original rate higher due to benefits</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.4 & 2.2 Strategic Professional Development on CCSS and ELD standards for teachers and support staff to ensure English Learners and Students with disabilities receives targeted instruction to support academic success.</p>	<p>Strategic Professional Development Supplemental/Concentration \$30,000</p>	<p>Principals plan staff development for the year around CCSS embedding the ELD standards and subject frameworks within this plan. The district will continue to target professional development around the ELD standards for teachers to further support English Learners to support their academic success.</p>	<p>Strategic Professional Development Supplemental/Concentration \$56,500 (CSAM 1000/5000)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>2.2 & 2.3 Staff to develop and implement a replicable process for improving student achievement (ie evaluating existing process and data, researching best practices, identifying opportunities for improvement, and implementing solutions) while developing and implementing a transparent system of accountability for school performance (Lesson studies, Instructional Rounds, Formative and Summative assessment data).</p>	<p>Professional Development Supplemental/Concentration \$30,000</p>	<p>SUSD held various instructional rounds both at the district and site level to assess the quality of instruction as well as to determine fidelity with PD implementation.</p> <p>SUSD plan is to provide summer PD to teacher leaders and admin around lesson inquiry to further develop this process at all sites.</p> <p>Secondary Houses/Academies as well as Elementary Grade Level Teams are the PLCs where data analysis and student interventions are planned and implemented collaboratively.</p>	<p>Professional Development Supplemental/Concentration \$30,000 (CSAM 5000)</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.1, 2.3, & 2.4 Counseling and Assessment Coordinator to oversee/supervise the counseling department to ensure students are receiving academic, social and emotional assistance, the effective implementation of required state and county and district assessments, provide training to school staff in using formative assessments to enhance and engage student learning, while certifying ethical testing practices within the school.</p>	<p>Counseling and Assessment Coordinator Supplemental/Concentration \$132,395</p>	<p>SUSD has a counseling and assessment coordinator who provides support and guidance for secondary schools. In addition, the coordinator coordinates services for students along with overseeing the college and career center at the high school.</p>	<p>Counseling and Assessment Coordinator Supplemental/Concentration \$132,395 (CSAM 1000) 3000- Benefits- \$39,718</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.6 Ensure upon full implementation of LCFF, every foster youth receives educational counseling, and plan is completed by Family Student Support Coordinator with the Foster Youth Education Tool Kit for every foster youth.</p>	<p>Resources and Metrics alignment Supplemental/Concentration \$20,000</p>	<p>The family student coordinators and liaisons work with foster youth to provide support and connect them with counseling as need as well complete their educational plan. SUSD currently has 28 Foster Students</p>	<p>Resources and Metrics alignment Supplemental/Concentration \$20,000 (CSAM 1000) 3000- Benefits- \$6,000</p>

<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.4 Site-level Family Student Support Coordinators and Family Student Support Liaisons to provide small group instruction, after school tutoring, outreach support, professional development, and training on how to provide support to ELLs, Foster Youth, and Homeless Students.</p>	<p>Family Coordinators Supplemental/Concentration \$778,680 Parent Liaison Supplemental/Concentration \$294,683</p>	<p>Staff have provided small group instruction/RTI for students as well as outreach for parents (Parent University, CELDT, Reclassification Celebration) parent meetings, resources during holidays, translators).</p> <p>Staff professional development included: MCOE Special Education by Nancy Meyers, training staff on how to support ELs with CELDT and new ELD Standards, and EL Support, Foster Youth Seminar and monthly Community Collaborative meetings.</p> <p>Staff distributed resources to students including: distributing resources for students such as lice kits, backpacks, school supplies, clothing, and bus passes.</p>	<p>Family Student Support Coordinators Supplemental/Concentration \$471,162.44</p> <p>3000- Benefits- \$141,348</p> <p>We were not able to fill 3 positions but plan to fill them next year. The learning directors at the two of the sites and the DW coordinator at the high school completed the work.</p> <p>Family Student Support Liaisons Supplemental/Concentration \$415,786 (added 1 more to SHS) (CSAM 1000)</p> <p>3000-Benefits- \$124,736</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.4 After School Programs to provide additional interventions to struggling students.</p>	<p>After School Programs State Grant \$590,000</p> <p>After School Programs Title I \$100,000</p>	<p>Academic intervention is provided daily as part of the Afterschool Education and Safety program. A class set of iPads was purchased for each elementary site to be used specifically for intervention for struggling students. The middle school site received Chromebooks dedicated for academic intervention.</p>	<p>After School Programs State Grant \$536,000 (resource 6010)</p> <p>After School Programs Title I \$100,000</p>

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.4 Adaptive online learning software programs to provide personalized interventions, create flexibility for credit recovery, intervention and enrichment while teaching students digital literacy.	Adaptive online learning software and hardware Supplemental/Concentration \$50,000	Edgenuity is used for online credit recovery. District is exploring learning management systems to create flexibility and enrichment. We have also started using Acellus, a similar program that is more accessible for our lower readers. Both programs are used for credit recovery and have the capacity to be used for intervention as well as blended learning opportunities for students. In addition, AR programing to support reading program K-8.	Adaptive online learning software and hardware Supplemental/Concentration \$35,500 (CSAM 4000) The remaining funds were used to purchase more computers to support online learning.
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2.1, 2.2, 2.3, 2.4, & 2.5 School Autonomy: Provide additional program with professional development, substitute cost related to professional development for instructional rounds, lesson study, and CCSS planning) behavioral intervention program such as PBIS, software and attendance plan on each campus.</p>	<p>Budget Autonomy Supplemental/Concentration \$652,142</p>	<p>Each school received funds to support their programs and students based on the needs of the students. Schools purchased materials to supports students with receiving technology skills, providing opportunities for staff to attend professional development and funds were used to pay for PD and substitutes.</p>	<p>Budget Autonomy Supplemental/Concentration \$652,142 (CSAM 4000)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.1 & 2.4 AP enrollment of high potential students from target subgroups.</p>	<p>AP Teacher Professional Development and Outreach Base \$60,000</p>	<p>Secondary staff has attended AP training. Middle School staff went to Pre-AP training offered in Texas to support their students. All Teachers wishing to teach AP classes must attend AP training.</p>	<p>AP Teacher Professional Development and Outreach Base \$60,000 (CSAM 5000) Teachers will attend the AP training over the summer to prepare for 2016-2017</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.4 Enrichment and Intervention: Additional site based support provided to enhance and create 21st Century teaching and Learning. Site based instructional aides will support and push in to close the achievement gap in learning.</p>	<p>18 site based instructional aides Supplemental/Concentration \$270,000</p>	<p>Each elementary school has hired instructional aides to provide push in or pull support to students at risk. The principals have created a schedule where students receive intensive support along with training for the instructional aides in working with students.</p>	<p>18 site based instructional aides Supplemental/Concentration \$270,000 (CSAM 1000) 3000- Benefits-\$81,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>2.3 State mandated and district level assessments, including placement assessments/criteria and progress monitoring assessments (NWEA, Illuminate, CAASPP, Renaissance Learning)</p>	<p>Assessment programs Supplemental/Concentration \$120,000</p>	<p>Elementary schools completed Interim Assessments for CAASPP. All sites administered at least 1 NWEA assessment. We still need to develop/update placement criteria for both enrichment and intervention opportunities.</p>	<p>Assessment programs Supplemental/Concentration \$120,000 (CSAM code 5800)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/>_ALL</p>		<p><input type="checkbox"/>_ALL</p>	
<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>2.2 & 2.3 Teams of teachers to create and revise CCSS aligned assessments and units (Substitutes or additional pay)</p>	<p>Assessments and Curriculum creation Title I \$50,000</p>	<p>SUSD Report Card Committee met & discussed the multi-measures that we needed to stimulate grades for the new standards-based report cards. Both grade level teams & individual teachers designed classroom assessments that measured growth on the CCSS. These teachers were paid for any outside hours of work at an hourly rate.</p>	<p>Assessments and Curriculum creation Title I \$50,000 (Resource 3010)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/>_X_ALL</p>		<p><input checked="" type="checkbox"/>_X_ALL</p>	
<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	
<p>2.3 Hardware for local and state assessment administration (leases)</p>	<p>Hardware & Assessments Base \$300,000</p>	<p>District spent nearly \$23,000 on keyboards and earphones for secondary students to use their iPads for CAASPP testing while following hardware requirements for CAASPP. In addition, a lease was used to purchase iPads for middle school to take the CAASPP testing</p>	<p>Hardware & Assessments base \$345,812.00 (CSAM code 5620)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/>_ALL</p>		<p><input type="checkbox"/>_ALL</p>	
<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	

<p>2.5 JK Program: All students who do not qualify (age by date) for Transitional Kindergarten enrollment but will enter into Kindergarten, will be able to be enrolled in a Junior Kindergarten program with the same program and curriculum as the Transitional Kindergarten class providing equitable access to learning for all students entering Kindergarten.</p>	<p>2 Teachers each included benefits plus classroom supplies \$165,000</p>	<p>SUSD are continuing to provide JK and TK classes for those students that do not qualify for Kindergarten. These classes support learning for our students that are entering the Kindergarten classes.</p>	<p>2 Teachers each included benefits plus classroom supplies \$165,000 3000-Benefits-\$47,850 (CSAM 1000)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2.5 Develop and implement a robust early learning program to build a strong brain-based foundation and deep content knowledge via TK and JK training, collaboration and standards-aligned and supplemental materials. Provide opportunities and support for articulation for early learning among preschool, TK, JK and K teachers. Provide training, support and release time for teachers to meet collaboratively in professional learning communities in order to analyze data, review student work and identify intervention.</p>	<p>Ongoing training, support and articulation for early learning Supplemental/Concentration \$30,000</p>	<p>SUSD held meetings with state preschool teachers combined with JK and TK teachers to allow collaboration and articulation. The collaboration was regarding topics such as eligibility, class size, staffing, and curriculum. JK, TK, and Kinder teachers meet on Thursdays during PLC time to discuss curriculum & lesson design. They have planned and implemented a very robust curriculum for JK, TK, and Kinder.</p>	<p>Ongoing training, support and articulation for early learning Supplemental/Concentration \$30,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to recruitment staff to fill the vacant positions in Family Student Support Coordinator. Based upon board direction, the 2 Directors of Teaching & Learning have been consolidated down to one. More detailed information on actions to support ELs is necessary. In addition, Special Project Coordinators along with FSSC are working on a strategic plan will be created to address long term English Learner progress on the CELDT.</p>		

Original GOAL from prior year LCAP: GOAL 3:	Safety: All District departments and school sites will provide a safe and secure environment for all staff and students. Priority strategies: 3.3 : Positive Interventions: Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices. 3.4 : Student Engagement: Decrease the number of suspensions for all students. 3.3: Facilities: Maintain school facilities in good repair 3.8: Socio-emotional Safety: Reduce bullying instances at all sites 3.9 21st Century Safety and Awareness: Increase awareness of digital citizenship	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All Schools and each sub-groups Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Implementation goals: 3.1: 50% of schools will be implementing systematic Positive Behavior Interventions and Supports as well as restorative justice practices 3.2: Out of classroom referrals will decrease by 10% at all schools and decrease of suspension and expulsions by 5% annually 3.3: 100% in good or exemplary repair 3.4: Base line data established but the targets for this measure are set to decrease in areas of bullying and being bullying are set to decrease by 10 % annually while increasing in areas of safety 10 % annually. 3.5: Train 100% of all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online and 30% Digital Citizenship curriculum implementation with students (Grades 6-8 targeted for beginning implementation).	Actual Annual Measurable Outcomes: 3.1 All 8 schools have received 4 trainings in Positive Behavior Intervention Support throughout the year by the county The training supports a more positive school culture as well as provide a safer learning environment. <ul style="list-style-type: none"> 5 of our 8 schools are implementing the Positive Behavior Intervention Support approach. 3 of the schools are planning for implementation. Secondary School is the only ones using the Restorative Justice practices at this time. 3.4: The Baseline data was not established in areas of bullying and being bullied. SUSD will be launching a bullying app to track this data in 2016-2017. 3.5: The middle school staff is piloting digital citizenship using relevant resources and appropriate interactions with others online 30% of the Digital Citizenship curriculum have been implemented with students (Grades 6-8 targeted for beginning implementation).

LCAP Year 1: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
3.1, 3.2, & 3.4 LEA team and stakeholders will determine programmatic goal and priorities for focusing on school climate and student engagement utilizing PBIS and restorative justice practices based on highest need.	<p>Staff Time Compensation Supplemental/Concentration \$20,000</p> <p>Professional Development Supplemental/Concentration \$10,000</p>	The goal was to have all 8 of our district schools participate in the PBIS training. MCOE did conduct 4 trainings this year for all of our schools. Our schools are implementing PBIS at various levels. Most are implementing Tier I, which includes: implementing school-wide expectations, school-wide incentives, tracking student behaviors, and monthly team discussions. Restorative practices are implemented mainly in the secondary school.	<p>Staff Time Compensation Supplemental/Concentration \$20,000 (CSAM 1000)</p> <p>3000-Benefits- \$5,800</p> <p>Professional Development Supplemental/Concentration \$10,000 (CSAM 5800)</p>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.1 & 3.2 Site based counselors to provide academic and social emotional support including post-secondary options for students TK-8th grade.	Site based counselors Supplemental/Concentration \$355,000	Each site has a counselor that helps with both academic and social emotional support in Grades TK-8th grade. The counselors are involved in holding SST meetings that support students by putting in place interventions for both academics and social/emotional help.	Site based counselors Supplemental/Concentration \$355,000 (CSAM code 1000) 3000-Benefits- \$102,950
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.1 & 3.2 Clerk/typist to support student success through scheduling of parental meetings for behavioral interventions and SSTs while also being a integral member of systematic parental outreach.	Outreach clerk/typist at each site Supplemental/Concentration \$200,000	Clerk typists were not hired this year due to increase costs in other positions and benefits.	Outreach clerk/typist at each site Supplemental/Concentration \$0 The funds were rolled over to cover security and additional cost with counselors.

Scope of service:		Scope of service:	
<u> </u> X_ALL		<u> </u> X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.3 Maintain school facilities in good repair by upgrading equipment and facilities as needed.	Base \$2,000,000	Williams conducted their annual facilities audit and found the identified schools to be in good repair. The high school had noted repairs to be completed. Priority projects have been identified at the sites needing of repair and painting. SHS, PHS, Gab, San Vicente all received painting. This is why there is an increase in costs.	Base \$2,242,401.37 (Function 8200)
Scope of service:		Scope of service:	
<u> </u> X_ALL		<u> </u> X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.4 Administer Healthy Kids survey at all sites in order to analyze student survey results on safety perceptions and bullying.	Healthy Kids survey and data Supplemental/Concentration \$1,000	SUSD administers the California Healthy Kids Survey in May and analyze the data in June.	Healthy Kids survey and data Supplemental/Concentration \$1,000 (CSAM code 4000)
Scope of service:		Scope of service:	
<u> </u> X_ALL		<u> </u> X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.5 Provide ongoing professional development for teachers and administrators in understanding Digital Citizenship as well as to learn and plan for ways of imparting this information.	Consultants, conferences, stipends, substitutes Supplemental/Concentration \$10,000	Staff from each site attended the CUE conference in Palm Springs and the District Tech Committee was re-vamped to create consistent Tech PD plan and help plan PD and assess the needs of our teachers.	Consultants, conferences, stipends, substitutes Supplemental/Concentration \$14,000 (CSAM 5800)
Scope of service:		Scope of service:	
<u> </u> X_ALL		<u> </u> X_ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.5 Implement Digital Citizenship curriculum and course with an emphasis on appropriate interactions with others and self-online.</p>	<p>Curriculum Supplemental/Concentration \$20,000</p>	<p>The district has begun to establish a Digital Citizenship Committee to pave the way for increased digital citizenship instruction to our students.</p> <p>Main Street Middle School is piloting the app Nearpod and its main focus has been specifically on digital citizenship. Nearpod offers a wide range of lessons geared towards Digital Citizenship. They have various lessons that are bundled to be grade appropriate. Nearpod has partnered with Common Sense Media to provide the most up to date information in order to better inform our students about internet safety and literacy in the 21st Century.</p>	<p>Curriculum Supplemental/Concentration \$20,000</p> <p>The remaining funds will be rolled over to launch Digital Citizenship district wide. (CSAM 4000)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.5 Provide parent and student orientations and trainings on responsible digital citizenship and internet safety.</p>	<p>Consultants Supplemental/Concentration \$10,000</p>	<p>The Student Internet Safety and Technology Agreement were updated to reflect the changes in the accessibility of internet and technology for all students. It was modified to include student and parent signatures to ensure parents are aware of the policies and expectations of their students with regards to digital citizenship.</p> <p>All parents and students who checked out an iPad watched a video on responsible digital citizenship and internet safety basics. The agreement they signed to check out the iPad also gave some instruction and tips for parents to coach their children on digital citizenship and internet safety.</p>	<p>Supplemental/Concentration \$10,000 (CSAM Code 5800)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

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

SUSD will maintain this goal for the upcoming school year (2016-2017). Main Street Middle School staff piloted digital citizenship curriculum in 2015-2016 and based on their recommendation, the program will expand to at least 2 elementary schools in 2016-2017. The expulsion and suspension data is listed in goal 4. All schools were trained in PBIS by Monterey County Office of education. The data is being tracked using SWISS in elementary schools and Aeries in secondary schools. The students are taking the healthy kid survey in May and data will be forthcoming.

Original GOAL from prior year LCAP: GOAL 4:	Community and Family Engagement: SUSD will ensure students, staff, parents and the community are both satisfied and engaged	Related State and/or Local Priorities: 1 <u> </u> 2 <u> </u> 3 <u>X</u> 4 <u> </u> 5 <u>X</u> 6 <u> </u> 7 <u> </u> 8 <u>X</u>
	<p>Priority strategies</p> <p>11.1 Student Engagement: Design and implement responsive process that ensures student satisfaction and engagement through surveys, daily attendance, monthly suspension and expulsion.</p> <p>11.2 Employee engagement: Design and implement responsive process that ensures employee satisfaction and engagement</p> <p>11.3 Coherent system of support: A support system that identifies and responds to at-risk students' socio- emotional, behavioral and health needs</p> <p>11.4 Parent engagement: Build capacity of staff and increase opportunities for families to advocate for their children</p> <p>11.5 Community partnerships: Activities and partnerships with industry, government and other organizations to build and reinforce 21st Century skills for our students</p> <p>11.6 Communication: Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion.</p>	

Goal Applies to:	Schools: Every School
	Applicable Pupil Subgroups: all significant sub-groups

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase attendances by 5% of students who have attendance of greater than 96%. Current 14-15 % of students attending school 96% of the time <ul style="list-style-type: none"> 14-15 Attendance rates were: <ul style="list-style-type: none"> Gabilan = 67% Frank Ledesma = 80% Jack Francioni = 75% Main St. = 76% Rose Ferrero=68% San Vicente = 77% Soledad High School = 80% District Average=76% Truancy rates <ul style="list-style-type: none"> 11-12: 12.6%, 12-13: 8.89%, 13-14: 36.85% 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students attending school at or above 96% of the time for 2015 - 2016 were: (This will be a baseline data moving forward from Aries) <ul style="list-style-type: none"> Gabilan = 65.6% Frank Ledesma = 72% Jack Francioni = 72.5% Main St. = 70.6% Rose Ferrero = 58.1% San Vicente = 73.4% Soledad High School = 74.5% District Average=70.7% Truancy rates (DataQuest) <ul style="list-style-type: none"> 14-15: 3.34%

- Decrease suspensions and expulsion by 5% district wide and in each significant subgroup:
 - In 13-14:
 - 55 in school suspensions,
 - 222 out of school suspensions,
 - 277 total suspensions,
 - 3.8 Expulsion rates,
 - 0 expulsions
- Beginning in the 2015-2016 school year, the percentage of increase of all employees report high levels of job satisfaction and engagement as evidenced by the SUSD Staff Climate Survey will be 10% annually.
- Percentage of 3rd – 12th grade students who completed the School Experience Survey among the total number of student surveys administered will increase by 10%.
 - Current data shows Student School Perception/Experience participation rate in
 - 14-15: 1,846 student participation
 - Percentage of students (grades 3 – 12) who answered "Agree" or "Strongly Agree" on the statement
 - "I feel successful at this school" and "This school prepares me well for what I want to do after high school" in the School Experience Survey will increase by 20%.
 - Current data shows the percent of students who answer "Agree" or "Strongly Agree" on "I feel successful at this school" = 68.74%
- Percent of students who answer "Agree" or "Strongly Agree" on "This school prepares me well for what I want to do after high school" =66.95%
- Percentage of parents who completed the School Experience Survey among the total number of parent surveys administered will have rate of 3% annual growth. Current Participation was Parent School Experience participation rate: 156 participants
- Beginning in the 2015-16 school year, the district will track the percentage of schools that have certified having completed four academic workshops (Graduation Requirements, Common Core State Standards/Assessments, Digital Citizenship, and Enrichment/Intervention) that they are required to offer parents annually as well as monitor attendance The targets for this measure are set based on programmatic goals and priorities.

- Decrease suspensions and expulsion by 5% district wide and in each significant subgroup: (DataQuest)

	13-14	14-15
Students Suspended	193	163
Suspension Rate	3.8	3.2
Students Expelled	1	0
Expulsion Rate	0.0	0.0

- The survey is being administered in May and results will be entered into LCAP in June.
- All schools provided at least four academic workshops to parents but only 25% percentage of parents attended the meetings. The goal is to continue to track the percentage of parents participating in the academic workshops.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Budgeted Expenditures
4.2 & 4.4 Administer Student Perception Survey, Employee Climate Survey, Parent Engagement Survey, and LCAP to all students, parents and staff members to collect baseline data on engagement, safety and job satisfaction.	Survey Monkey Supplemental/Concentration \$300	The data from the survey is attached in appendix 2	Survey Monkey Supplemental/Concentration \$300 (CSAM 5800)
Scope of service:		Scope of service:	
<input type="checkbox"/> _X_ALL		<input type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1 & 4.3 Guidance and academic counselors and parent liaisons to provide targeted intervention support to students.	Encumbered in Goal 2 & 3	<ul style="list-style-type: none"> All elementary schools have guidance counselors and liaisons. In addition, SUSD offers MFTs at the secondary schools along with liaisons. There are two liaisons at the high school. 	Encumbered in Goal 2 & 3
Scope of service:		Scope of service:	
<input type="checkbox"/> _X_ALL		<input type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1, 4.3, & 4.5 Dedicated District wide intervention specialist to partner with community organizations to provide School mental health services, and educationally related Counseling support groups	Intervention Specialist (partially funded) Title I \$42,000 & partially funded from Supplemental/Concentration \$42,000	<p>The District-wide Intervention Specialist partnered with community organization to empower students and encourage healthy activities. The following organizations provided supports and resources: Partners for Peace to train staff and deliver the parent education series <i>Strengthening Families</i>; Partnerships also resulted in <i>Girls' Health in Girls' Hands</i>; <i>Cuidate</i>, and <i>Be Proud! Be Responsible!</i> In addition, B.I. Inc. was a partnership with Senator Cannella's office to offer a South County Gang Awareness forum. Cooperating with Sunrise House; <i>Youth Alternative to Violence</i> was offered at to students at Pinnacles High School and Main Street Middle School.</p> <p>With Community Human Service, <i>Positive Parenting Program</i> was offered several times throughout the year. <i>REAL Peer Leaders</i> is the result of partnership with Planned Parenthood</p>	<p>Intervention Specialist (partially funded) Title I \$41,723 (Title 1 3010)</p> <p>Interventional Specialist (partially funded) Supplemental/Concentration \$41,723</p> <p>Object Code: Benefits-\$24,200 (CSAM Code 2000)</p>

Scope of service:		Scope of service:	
--X--_ALL		_X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1 & 4.3 Transportation for students based on need.	Transportation Base \$641,262	Elementary students were transported to fieldtrips as front-loading activities for instructional support. CSUMB High School Youth, Freshman Youth, Code, and Middle School Youth Day, Junior Otters, Christina's Smile Dental Clinic, Pebble Beach Authors and Ideas Festival, Speech and Debate Tournament and trainings. Students who qualify for services under McKinney-Vento were provided with bus passes so they could attend their school of origin while domiciled outside the school district. Transportation was provided for parents and students to attend <i>Saving Tomorrow's Youth</i> at Soledad Correctional Training Facility	Transportation Base \$608,093.22 (CSAM 3600)
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1 & 4.3 Programs and staff that support school safety, including school resource officers, "Positive Behavior Interventions & Supports" program training and incentives, and Pupil supervisors and/or security trained in PBIS and restorative justice practices.	2 School Resource Officers Base \$120,000 Pupil Supervisors Base \$50,000 Security Base \$120,000 Security Supplemental/Concentration \$40,000	SUSD parent liaisons and counselors have received the PBIS training. Principals provide on-going training in safety & PBIS to our campus supervisors. Each elementary school has pupil supervisors while secondary schools have security. The security at the middle school increased from two part time to one full time and two part time. The security at the high school increased from one full time and two part time to 2 full time and two part time. SUSD did not add an additional SRO due to the shortage of City of Soledad Police Officers. The plan will continue for next year.	School Resource Officers Base \$60,000 because the City of Soledad had shortage of staffing. (CSAM 5800) Pupil Supervisors Base \$50,000 (CSAM 2000) Security Base \$120,000 Security Supplemental/Concentration \$40,000 (CSAM Code 2000)
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4 & 4.5 Family-Student Coordinator & site staff to engage parents through parent education programs and site-based classes. Provide PD to certificated and classified staff in meeting the needs of English Learners, Foster and Homeless Youth. Parent liaisons to provide targeted intervention support to English Learners, Foster and homeless youth students.	Encumbered in Goal 2	Family Student Support Coordinators and Liaisons have provided parent education programs and site base classes. Family student support coordinators have all provided an overview to the ELD standards for certificated staff. They require more training in Foster youth and homeless youth in order to train their staff members. Family & Student Support Coordinators and Liaisons received training on AB 854. District-wide Intervention Coordinator Family and Student Support Coordinators, and Liaisons identified students who qualify for services through McKinney -Vento and coordinated selection, ordering, and distribution of items need for school. District-wide Intervention Coordinator, Family & Student Support Coordinators and Liaisons assisted families including foster and homeless youth in applying for community based services.	Encumbered in Goal 2
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.5 Activities to build leadership and other 21st century skills in students, including Associated Student Body Athletics, Athletics, student intern service learning in district early childhood education classes and other business within the community.	Intern partnerships Supplemental/Concentration \$75,000 Activities and Supplies Base \$100,000 Stipends Base \$150,000	SUSD hired 12 student interns to support the program of "Future Educators". The Future Educators program is being piloted at Frank Ledesma and will expand to include other elementary schools next year as well as the food services and technology department. The stipend based increased due to additional athletics sports being added to support student interest.	Intern partnerships Supplemental/Concentration \$4,421.25 The remaining funds will be used to provide internship opportunities during summer school program. Activities and Supplies (ASB) Base \$119,850 Stipends Base \$214,922.66 (CSAM Code: 1000) 3000-Benefits \$53,730
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.6 Ensure adequately trained school office personnel, Long term planning alignment of School SPSA's with District's LCAP, implementation of and upkeep of District and site websites, social media, and School Messenger.	School Messenger/Securly/Hapara/Wordpress Supplemental/Concentration \$60,000 Training and development Supplemental/Concentration \$20,000	District Website is kept up to date with department information as well as announcements and other public information. District Facebook page is increasing in awareness and is a great communication avenue to notify parents and the community of events or notifications. School Messenger has been updated to call home every school day at 5pm to notify all parents if their student was absent or tardy.	School Messenger/Securly/Hapara/Wordpress Supplemental/Concentration \$60,000 (CSAM code 4300) Training and development Supplemental/Concentration \$20,000 (CSAM code 5200)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1, 4.3, 4.4, & 4.5 Initiate and maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth.	Communication and Partnerships Supplemental/Concentration \$30,000	Counselor, Truancy Clerk, Intervention Specialist have all maintained connections with the Monterey County Office of Education and County of Monterey Social Services, foster families, and local agencies such as Voices for Children. For a few families, Departments of Social Services from other California counties and states were included to support students.	Communication and Partnerships Supplemental/Concentration \$30,000 (CSAM 5800)
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.1 & 4.3 Monterey County's District Attorney's Truancy Abatement program student attendance review board (SARB).	Monterey County Truancy Program Base \$9,500	SUSD has an MOU with the Monterey County's District Attorney's Truancy Abatement Program student attendance review board. SUSD Truancy clerk works closely works with the DA's office.	Monterey County Truancy Program Base \$9,500

Scope of service:		Scope of service:	
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.3 & 4.5 Behavioral health counselors to provide support students with socio-emotional needs through Monterey County Behavioral Health.	2 Behavioral Health Counselors Supplemental/Concentration \$120,000	Through a formal partnership with Monterey County Behavioral Health, two behavioral health counselors assigned to Main Street Middle School and Soledad High School provided counseling services to students in Soledad Unified School District.	2 Behavioral Health Counselors Supplemental/Concentration \$120,000 (CSAM code 3120) No Benefits as they are Consultants
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> _X_ALL		<input checked="" type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>4.3 District Nurses (may be contracted from Maxim Staffing) to support the health needs and outreach needed to the community to support preventative health care for students.</p>	<p>District Nurses Base \$110,632</p>	<p>The District has a full time license vocational nurse who supports students' health needs by providing health care through assessment, intervention, and track in the school setting. She also addresses the physical, mental, emotional, and social needs of students. SUSD has a full time RN who oversees the LVN and the CNA program.</p>	<p>District Nurses Base RN: \$110,632 3000-Benefits-\$27,658 (CSAM code 1000)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/>_X_ALL</p>		<p><input checked="" type="checkbox"/>_X_ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>SUSD is utilizing Aeries Analytics to track the 96% attendance data for accuracy. Last year the data was tabulated and averaged over the 9 months where as the new data system will allow accurate comparison of data utilizing the same process each year. To ensure SUSD data is tabulated in the same format moving forward, the baseline data for 96% attendance will be from 2015-2016 instead of 2014-2015. The suspension and expulsion rate continues to decline as evident by data from DataQuest. In addition, the Truancy rate reported on Dataquest for 13-14 was incorrect because the SUSD truancy rate for 12-13 was 8.89% and increased to 36.85% because the district did not have 1257/1327 students truant for 13-14. SUSD only had 117 students truant in 13-14, which is similar to 15-16. The truancy rate for 15-16 was 3.34%.</p> <p>There was an addition of MFT, and school security at the secondary schools to support students with social emotional while providing a safe learning environment.</p> <p>SUSD staff, students and parents are in the process of completing the School Experience Survey district-wide with the assistance of Family Student Support Coordinators</p> <p>SUSD faced staff challenge in filling three Family–Student Support Coordinators positions and the data highlights the need to have the positions filled at those three schools. SUSD is actively recruiting for the positions.</p> <p>SUSD has a full time LVN who works with health aides at each of the schools to ensure the district is following board policy and providing necessary services to all students.</p>		

Original GOAL from prior year LCAP: GOAL 5:	<p>High Quality Staff: SUSD will attract, recruit, support and retain a highly effective and diverse workforce</p> <p>Priority strategies:</p> <ul style="list-style-type: none"> Recruitment and induction: Fully implement a new and improve system for recruiting, hiring and induction Professional growth and evaluation system: Design and implement a professional growth system for all employees to sustain and improve performance, including effective evaluation tools, recognition for high performance, support for low performance and career pathways 	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 3 4 5 6 7 8 _____</p> <p>COE only: 9 10 ____</p> <p>Local : Specify</p>
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Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	<p>ALL</p> <p>Since this strategy impacts the adults in the system (teachers, administrators, support staff), the impact on students is indirect but universal</p>

LCAP Year 1: 2015-16

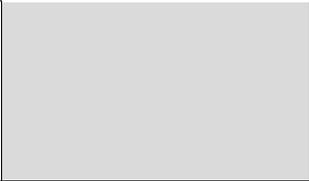
Expected Annual Measurable Outcomes:	<p>5.1: New recruitment and induction process fully implemented; all newly hired teachers will meet or exceed SUSD criteria. Percentage of teachers throughout the district who are assigned appropriately, meaning that they have a state recognized credential or certificate to teach the subject or students that they are assigned to teach in October of the new school year will be at 100%. School reports this data on the School Accountability Report Card (SARC). The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year.</p> <ul style="list-style-type: none"> The percent of Highly Qualified teacher for <ul style="list-style-type: none"> 13-14 is 96.59% 2013-14- 0 interns 2014-15- 18 interns <p>5.2: Evaluation and compensation system refined and implemented with fidelity for Principals and Teachers. At least 90% of teachers will be meeting district California Standards of Teaching Practice (CSTPs) expectations based upon the Evaluation Rubric in the board adopted evaluation handbook with an anticipated 2% increase yearly.</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 96.7 % of SUSD are highly qualified teachers. In 2015-2016 there are 11 interns who working towards becoming NCLB compliant. At least 90% of the teachers are meeting California Standards of Teaching Practice (CSTPs) expectations based upon the Evaluation Rubric. SUSD did not have any teachers on PAR during the 2015-2016 school year.
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LCAP Year 1: 2015-16

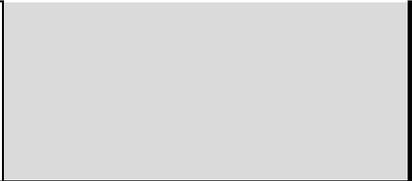
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Budgeted Expenditures
5.1 Staff and supplies to redesign system for recruitment and hiring	Staff and Supplies Base \$400,000	Recruitment strategies identified: district sponsored van pool, signing bonus, high quality bimonthly professional development, assigned mentors Next Steps: continue to improve interview tools and update job descriptions	Staff and Supplies Base \$150,000 (CSAM 5200, 4300, 5800) 5200- \$100,00 5800- \$25,000 4300- \$25,000 Stipends are moved to Goal 5.6 that is why we spent less on this goal.
Scope of service:		Scope of service:	
<input type="checkbox"/> C_ALL		<input type="checkbox"/> X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____	
5.2 New Teacher Development Coordinator will support new teachers to the district and profession including state-mandated "Beginning Teacher Support and Assessment" system.	New Teacher Development Coordinator Federal Grant \$135,000	Bimonthly meetings with district interns as well as leading the BTSA program with the support of the UC Riverside online program	New Teacher Development Coordinator Federal Grant \$142,847 Benefits- \$35,711 (CSAM 1000)
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____	
5.3 Attend recruitment fairs and obtain contracts with local universities for intern support and recruitment (e.g., CSUMB, SJSU, across states)	Teacher Recruitments Supplemental/Concentration \$50,000	MOU contracts with approximately 8 universities (i.e Brandman, CSUMB, National) to support University Intern teachers with mentorship and curricular support. Staff has attended over 26 recruitment fairs, 21 in California and 5 out of state and made contact with over 600 candidates thus far.	Teacher Recruitments Supplemental/Concentration \$47,525 (CSAM code: 5200, 5800)

Scope of service: _X_ALL		Scope of service: _X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____	
5.4 District Office staff to work with certificated and classified bargaining units to refine the evaluation system for teachers, classified and administrators.	Refine Evaluation System (Staff time) Supplemental/Concentration \$20,000	Certificated Evaluation Workshops with school leaders and teachers to update and refine tool to reflect 21 st Century skills and strategies	Refine Evaluation System (Staff time) Supplemental/Concentration \$3500.00. The remaining funds were used to support goal 5.1. (CSAM 1000)
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____	
5.5 Panel made up of administrators and teachers for Peer Assistance and Review (PAR) to support veteran teachers in meeting district CSTP expectations. Consulting teachers within PAR work to provide intensive, individualized instructional support and resources to every teacher in PAR.	Professional Development, Substitutes, Stipends Base \$17,000	Yearly recommendation of teachers for PAR support based on unsatisfactory performance. For the 2015-2016 no teachers were placed in PAR.	Professional Development, Substitutes, Stipends Base \$0 No teachers on PAR The funds will rollover to 2015-2016
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____	
5.6 New teachers will be provided incentives to come to the district	Incentives Base \$250,000	Signing bonus, High Quality PD, grade level mentor support, paid induction program –BTSA	Incentives Base \$250,000 (CSAM 1100)
Scope of service: __ALL		Scope of service: __ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient Other
SubgroupsⓈSpecify) _____



OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient Other
SubgroupsⓈSpecify) _____



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 charter wide 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 school site 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:	\$11,430,549 million
<p>Soledad Unified School District has identified funding in FY is \$11,430, 549 million. These actions that are found in the above goals were determined to be the most effective use of the supplemental and concentration funds for low income, Foster Youth, English Learners and Students with disabilities to meet District’s goals based upon best practices, research for ELs and stakeholder input.</p>	
<p>Actions and services for these subgroups include:</p>	
<p>To support our unduplicated student count, SUSD will put in place a variety of research based school-wide and district-wide support programs designed to improve and increase student learning (CST, CELDT, AMAO, NWEA data); improve classroom environment (incorporate technology, cooperative learning opportunities-based on instructional round data, staff data), improve instruction (student data), and school climate (student and staff survey data) at every school based. Specifically, we wanted to positively impact all students but particularly EL, low income, foster youth, students with disabilities, and re-designated fluent English proficiency students. Research states that we must first meet the student’s basic needs so they can focus on academic learning. Cafeteria will continue to provide breakfast from 7:30 a.m. to 8 a.m. daily. Based on the student survey data from 2014-2015, the district focused on school climate by training all school sites on PBIS/Restorative justice. The Main Street Middle School piloted Digital Citizenship to create a culture of feeling safe and welcomed at school for all students and staff. In addition, the district is piloting a bullying app for students to report if they are being bullied at school or online. To support student needs, one full time counselor is assigned to each elementary school, two at middle school, four at the high school and one at the continuation/alternative school. Furthermore, the district worked with Monterey County Health to hire two social emotional counselors to support students with more in-depth needs at the middle and high school. District Intervention Liaison is the liaison between the school and services provided in and around Soledad by Monterey County or other non-profit agencies to support students and families. Every Friday staff and community is provided an update regarding services available for students and families via the Superintendent’s newsletter. Family Student Support Coordinators (FSSC) and Liaisons (FSSL) are placed at every site to monitor, support, and advocate for English Learners, Foster and Homeless Youth students and parents/guardians. The FSSC work to ensure English Learners, Foster, and Homeless Youths are receiving the services they need to make progress and are accurately placed in the correct classes at the secondary schools and obtaining support to be successful. The challenge this year was to hire qualified FSSC at each of the sites. The sites that had a FSSC showed positive progress verse sites where the position was vacant. District staff is making it a priority to fill these positions. FSSC will continue to provide parent workshops to ensure parents understand the reclassification process, student data, common core standards, parent conference and strategies to assist their children to succeed in school. Liaison will work on parent recruitments, home visits, monitor students with excessive absences, and provide parent workshops just to name a few things. Staff will receive training on how to utilize technology and use data to monitor student progress to drive instruction. In addition, staff will receive on-going professional development on implementing CCSS, and New Generation Standards via learning directors, director of teaching and learning, Monterey county office of education, consultants and through attendance at conferences related to their discipline. The Support programs and services included Professional Development for Certificated and Classified Staff, Class Size Reduction and sufficient Instructional Materials, Assessment and Data collecting, Programs & Intervention, Safe School Programs, District Wide Support and Parent Workshops and Communication.</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.

31.22%	%	<p>In 2016-2017, The focus will be to improve outcomes and supports for English Learners, foster and homeless youth. The data collected via surveys, CELDT and staff indicated that English Learners need support in reading and writing. Based on the input and data, we have hired Fisher and Frey to provide target support in meeting the needs of English Learners, Foster and Homeless students to close the achievement gap. The district continued to identify sources of data collections and creating baseline and consistent monitoring tools for upcoming school years. There were 28 Foster Youth's identified in the district and the reclassification rate according DATAQUEST was 3.1% which indicates a 10% decline. Based on our internal reclassification data, the district reclassified 9.1 percentages of students, which is a decline of 1%. Upon further research, we have discovered our data is skewed due to staff training regarding data input. Next year, all staff that enters CELDT data will be trained on how to enter data and data will be entered in October as required. Based on the decline, in 2016-2017, professional development to support English Learners will a focus in the areas of writing and reading. It was further noted the schools that didn't have Family Student Support Coordinators and Liaison had lower scores. To support the unduplicated pupils, the district will be prioritizing the hiring Family-student Support Coordinators and Liaison's to monitor and provide intervention supports to English Learners, and Foster Youth at every stie. The focused services provided to English learners increased across all sites. Language programs such as Rosetta Stone along with headphones and technology was provided to English Learners at the high school but the need continues based on the data. Additional support classes were provided to English learners at all secondary schools. Instructional assistants were hired at each elementary school to provide additional focus support under the guidance's of the FSSC to provide small group instruction to English Learners. There is a need to provide strategic professional development to liaisons and staff working to support English learners, foster youth and homeless students. Foster youth were met and welcomed by FSSC at all sites. The personalization allowed Foster and Homeless Youth to connect to at least one adult at the site who will be their advocate. FSSC will continue to connect with Foster parents and Social workers to support the Foster Youth.</p>
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	12,614,094.00	12,301,661.00	15,866,673.00	15,169,533.00	16,057,115.00	47,093,321.00
Base	5,113,894.00	4,755,949.00	6,985,590.00	6,058,590.00	6,958,590.00	20,002,770.00
Federal Grant	272,000.00	271,723.00	281,700.00	281,700.00	281,700.00	845,100.00
State Grant	590,000.00	536,000.00	590,000.00	590,000.00	590,000.00	1,770,000.00
Supplemental/Concentration	6,638,200.00	6,737,989.00	8,009,383.00	8,239,243.00	8,226,825.00	24,475,451.00

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]

LCAP 2015-16 Time line



Soledad Unified School District Local Control and Accountability 3 Year Plan (LCAP) Timeline 2015-2016

LCAP Goals

1. All Students Graduate College and Career Ready
2. Proficiency for All: SUSD will provide a High Quality and Comprehensive Instructional Program
3. Safe and Secure Environment: All District departments and school sites will provide a safe and secure environment for all staff and students
4. Community and Family Engagement: SUSD will ensure students, staff, and parents, are both satisfied and engaged
5. High Quality Staff: SUSD will attract, recruit, support, and retain highly effective and diverse workforce

Actions	Timeline	Responsible: Accountability
<p>District Leadership Retreat at the Pinnacles National Park: Focus on communicating our Five LCAP Goals, reinforcing our commitment to the five goals.</p> <ul style="list-style-type: none"> • Secondary and Elementary Directors develop PD around LCAP goals, as a result of retreat; consistent messaging • District Wide Professional Development Day; focus on inclusion strategies, data and delivery of LCAP priorities for consistent messaging and clarity 	<p>August 5, 2015</p> <p>August 6-10, 2015</p> <p>August 12, 2015</p>	<p>Dr. Dianne Witwer Antonio Garcia Denise Estrella Erin Ramirez Anthony Miranda Jorge Z. Guzman Lisa Kleinhofer Annette Trujillo Cesar Vega Dr. Rupi Boyd Principals: Elizabeth Austin Jessica Swift Jeff Lopez</p>
<p>Board Retreat with District Leadership Team:</p> <p>Review, presentation of Executive Summary on LCAP, chart prototypes, focusing on our five goals, communicating the five goals and priorities. Our board liked the LCAP posters, and individual site posters on the data; they also liked the idea of the committees to continue their work on communication plan, safety, etc.</p>	<p>Saturday, September 26, 2015</p>	<p>Matthew Harris Kristine Vasquez Rosalinda Silva Patricia Moreno Hecate Rosewood Coordinators DLAC, SSC, ASB, Migrant PAC LCAP Stake Holders Curriculum Council Board of Trustees</p>
<p>District Wide Curriculum Council: Review the goals , share out implementation</p>	<p>September 22, 2015</p>	
<p>School Sites: Principal's and Directors presentation of LCAP to School Site Councils , Migrant, ELAC, DELAC; implementation, feedback on progress, expenditure update</p>	<p>District Wide Calendar Schedule September - June</p>	
<p>LCAP Committee: Update on LCAP, progress, expenditures, budget; feedback</p>	<p>November 17, 2015</p>	
<p>LCAP Update Curriculum Council, progress, expenditures, budget, input</p>	<p>March 22, 2016</p>	

Actions	Timeline	Responsible: Accountability
STA, CSEA Presidents touch down on the LCAP, staff, ELAC, SSC, Migrant, Stake holder committee; progress, input, budget	March- April, 2016	Dr. Dianne Witwer Antonio Garcia Denise Estrella Erin Ramirez Anthony Miranda Jorge Z. Guzman Lisa Kleinhofer Annette Trujillo Cesar Vega Dr. Rupi Boyd Principals: Elizabeth Austin Jessica Swift Jeff Lopez Matthew Harris Kristine Vasquez Rosalinda Silva Patricia Moreno Hecate Rosewood Coordinators DLAC, SSC, ASB, Migrant PAC LCAP Stake Holders Curriculum Council STA/CSEA Board of Trustees
Develop and disseminate surveys, responding to district LCAP Goals	March 25-April 12, 2016	
Gather data, analysis of data based on district's metrics; add budget elements, funding based on goals or revised goals	April 11-15, 2016	
Update, revise the LCAP plan based on input	April 16-17, 2016	
Review updated plan with stakeholders; i.e. SSC, Migrant, ELAC, DLAC. , High school ASB, unions. MCOE with SUSD Support	April 20-April 24, 2016 April 26, 2016	
District team to review input and adjust LCAP as necessary; input from MCOE Team	April 27-30, 2016	
Board public update with CBO on financials	April 13, 2016	
Submission of Draft to MCOE , Feedback	May 13- May 20	
LCAP public hearing announcement, advertisement and posting	May 26, 2016	
Board of Trustees Public Hearing on LCAP	June 8, 2016	
LCAP revisions based on input and board direction	June 9-10, 2016	
MCOE TEAM review and input	June 13-14, 2016	
Board approval of the LCAP	June 29, 2016	
LCAP Submission to Monterey County Office of Education or review and approval	June 30, 2016	
School Improvement Plans updates, align to LCAP goals	June 30-September 30,2016	

LCAP is also posted on the District website at: soledadusd.org/community/lcap-lcff-resources