

Introduction:

LEA: Cloverdale Unified School District Contact: Jeremy Decker, Superintendent, deckerj@cusd.org, (707) 894-1992 LCAP Year: 2014/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>August 2014 – District and site action plans are developed as a means of monitoring all of the goals, strategies and targets in the LCAP (and LEAP). These actions plans are reviewed and items are checked off as completed at District Administrative Team (DAT) meetings.</p> <p>February 17-18, 2015 – DLT observes classroom instruction at all schools and summarizes findings. These observations address the status of implementing the LCAP and include the level of implementing CCSS.</p> <p>October/November 2014 – Conduct a parent survey to collect information on parent engagement in the school program. We received no questions/comments in writing from parents. Therefore, was no response necessary from the District.</p> <p>February 18, 2015 – DAT reviews findings from classroom observations and plans how to integrate them into the LCAP.</p> <p>March 18, 2015 – DAT reviews data on the LCAP goals, outcomes, data and work to date for 2014/15. DAT discusses what was learned in 2014/15 that should be used to refine the LCAP for the next three years. The DAT reviews and edits the staff and parent surveys and discusses the schedule for soliciting input from DELAC, parents and staff.</p> <p>Late March 2015 – Staff are surveyed to solicit input on goals and strategies in the LCAP. The survey addresses professional development, implementation of CCSS, formative assessment and how to increase the use of technology in the educational program.</p> <p>April 15, 2015 – Superintendent meets with all Jefferson Elementary school teachers (Grade K-4) to solicit input on goals and strategies in the LCAP.</p> <p>April 22, 2015 – Superintendent meets with all Washington school teachers (Grade 5-8) to solicit input on goals and strategies in the LCAP.</p> <p>April 23, 2015 – Superintendent meets with DELAC to provide LCAP update and solicit feedback for the annual update. We received no questions/comments in writing from parents. Therefore, was no response necessary from the District.</p> <p>May 6, 2015 – Superintendent meets with all high school teachers to solicit input on goals and strategies in the LCAP.</p> <p>May 7, 2015 – Superintendent meets with 8 high school students</p>	<p>Increased Elementary electives- Administrative team, Washington School staff, Jefferson Elementary staff, DELAC, Classified staff</p> <p>Instructional Technology Coach- Administrative team, Cloverdale High staff, Washington School staff, Jefferson Elementary staff, Technology committee, Student Advisory team</p> <p>Library staffing- Administrative team, Cloverdale High staff, Washington School staff, Jefferson Elementary staff, Technology committee, Student Advisory team</p> <p>Eureka Math textbook- Administrative team, Washington School staff, Jefferson Elementary staff</p> <p>Writing program- Administrative team, Washington School staff, Jefferson Elementary staff</p> <p>School science supplies- Cloverdale High staff, Washington School staff, Jefferson Elementary staff, DELAC, Student Advisory team</p> <p>Library books- Cloverdale High staff, Washington School staff, Jefferson Elementary staff, DELAC, Classified staff, Student Advisory team</p> <p>Expansion of High School electives- Administrative team, Cloverdale High staff, Washington School staff, DELAC, Classified staff, Technology committee, Student Advisory team</p> <p>Increased parent engagement- Administrative team, Washington School staff, DELAC, Classified staff</p> <p>After school tutoring- Administrative team, Washington School staff, Jefferson Elementary staff, DELAC</p> <p>Homework club- Jefferson Elementary staff, DELAC</p> <p>Credit recovery (Grades 7-8)- Administrative team, Cloverdale High staff, Washington School staff, DELAC</p> <p>Summer school enrichment courses- Administrative team, Cloverdale High staff, Washington School staff, DELAC, Student Advisory team</p> <p>Curriculum map/Benchmark development- Administrative team, Cloverdale High staff, Washington School staff, Jefferson Elementary staff</p> <p>Professional development for teachers- Administrative team, Cloverdale High staff, Washington School staff, Jefferson Elementary staff, DELAC, Technology committee, Student Advisory team</p> <p>Professional development for Paraprofessionals- Administrative team, Jefferson Elementary staff, Classified staff</p>

<p>to solicit input on goals and strategies in the LCAP. June 22, 2015 – Board holds a public hearing on the LCAP along with public hearing on the budget. June 25, 2015 – Board approves the LCAP at the same time that it approves the budget.</p>	<p>Site level funding- Cloverdale High staff, Washington School staff, Jefferson Elementary staff, Expand social skills curriculum at Washington- Administrative team, Washington School staff, DELAC</p>
<p>Annual Update: October/November 2014 – Conduct a parent survey to collect information on parent engagement in the school program. Late March 2015 – Staff are surveyed to solicit input on goals and strategies in the LCAP. The survey addresses professional development, implementation of CCSS, formative assessment and how to increase the use of technology in the educational program. April 8, 2015 – Superintendent meets with CSEA representatives to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: FIT report, Latino Community Outreach Liaison, staffing for maintenance and technology support, and transportation) April 15, 2015 – Superintendent meets with all Jefferson Elementary school teachers (Grade K-4) to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: Professional development, curriculum map/benchmark development, after school tutoring, summer school, course offerings, instructional materials, technology purchases, class size reduction, site level funding, ELD program, Latino Community Outreach Liaison, libraries, and counseling staffing) April 22, 2015 – Superintendent meets with all Washington school teachers (Grade 5-8) to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: Professional development, curriculum map/benchmark development, after school tutoring, summer school, course offerings, instructional materials, technology purchases, class size reduction, site level funding, ELD program, Latino Community Outreach Liaison, libraries, and counseling staffing) April 23, 2015 – Superintendent meets with DELAC to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: Professional development, curriculum map/benchmark development, after school tutoring, summer school, course offerings, instructional materials, technology purchases, class size reduction, site level funding, ELD program,</p>	<p>Annual Update: October/November 2014 (Parent survey) – Based on the feedback from the parent survey (27 responses) we determined that we needed to provide further social/emotional support at Washington. In addition, due to the low number of responses, we determined that we needed to enhance what we are currently doing to gain more parent involvement. Numerous dates (Teacher input) – Based on the feedback from teachers, there wasn't anything that they felt should be discontinued from the LCAP. Their feedback centered around expanded services. These included: Increased Elementary electives, provide an Instructional Technology Coach, Eureka Math textbook, Articulated writing program, increased science supplies, upgraded library books, expansion of High School electives, after school tutoring and Credit recovery (Grades 7-8), Summer school enrichment courses, Curriculum map/Benchmark development, out of area professional development for teachers, continue ELD program (but integrate Thinking Maps), and there was direction to continue with the Director of Curriculum and Instruction position. April 8, 2015 – Based on feedback from CSEA it was determined that we should continue with our Latino Community Outreach Liaison position. The feedback from CSEA was centered around salary increases and addition of classified positions. The district is adding two unit members (library manager and library clerk), and assessing the need to add more positions in the future. April 23, 2015 – Based on the feedback from the DELAC it was determined that we should continue with the Latino Community Outreach Liaison as well as the current ELD program. Much of the feedback centered around expanded services. These included: increased after school tutoring, a homework club that parents are able to also attend, parent engagement nights that help them to learn about topics relevant to school, and continuation/expansion of summer</p>

<p>Latino Community Outreach Liaison, libraries, and counseling staffing) May 6, 2015 – Superintendent meets with all high school teachers to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: Professional development, curriculum map/benchmark development, after school tutoring, summer school, course offerings, instructional materials, technology purchases, class size reduction, site level funding, ELD program, Latino Community Outreach Liaison, libraries, and counseling staffing) May 7, 2015 – Superintendent meets with 8 high school students to provide annual update and to solicit input on goals and strategies in the LCAP (Information shared: After school tutoring, summer school, course offerings, instructional materials, technology purchases, class size reduction, site level funding, ELD program, libraries, and counseling staffing)</p>	<p>school. May 6, 2015 – Based on the feedback from the 8 high school students it was determined that we should add/expand the following: supplies for teachers/students (science supplies were specifically mentioned), upgraded library books, professional development/coaching for teachers centered around technology, and increased High School course offerings (hands on classes).</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1) Teachers are supported in implementing a rigorous, high quality and engaging CCSS-based educational program. Teachers support each student and every significant subgroup in mastering the CCSS in ELA, math, science, and history/social studies. Formative assessment and benchmarks are used to identify when a students needs additional support and/or an intervention. These supports or interventions are provided to students.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Teachers need professional development and planning time to support them in providing a rigorous, high quality and engaging CCSS and ELD standards based educational program to meet the needs of each student and significant subgroups. Currently, 64% of teachers are implementing common core state standards at least 60% of the instructional day. • Curriculum maps are needed to drive instruction, and appropriately develop benchmarks. Curriculum maps are needed for the English, Math, Social Studies, and Science. Currently, curriculum maps are created for English and Math for all grade levels. Curriculum maps are needed for Science and Social Studies at all grade levels. • Benchmarks and formative assessments are needed to identify when students need additional instruction or an intervention. Currently, 2 out of 13 grade levels have common benchmark assessments developed for Math and ELA(Grade 5 and 6). No benchmarks are created for Science and History/Social Studies grade 7-12 • A baseline will be established for the Smarter Balanced state assessment when scores are provided. Growth targets will to be met once CAASPP scores are provided. 	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Administrator observations of teacher instruction at the school level and annual observations by the administrative team will show that most instruction is aligned to CCSS/NGSS/ELD standards and students are engaged in this instruction. In addition, the annual LCAP teacher survey will show that 70% of teachers report that they are teaching CCSS/NGSS standards for more at least 60% of the instructional day and that they are seeing growth for ELs. • Curriculum maps are completed for science and history/social studies at grades Kindergarten through 12th grade. • Benchmarks are developed for ELA, and math at grades K-12 (13 grade levels), and for science and history/social studies at grades 7-12. 	

- Growth targets will to be met once CAASPP scores are provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Continue and expand professional development including coaching for Response to Intervention teachers and paraprofessionals. This includes how to have/support special education students in regular education classrooms for more of the day. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ <u>[JD1]</u> 8920.00, Object: 1130,2130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Continue to identify/develop benchmarks for ELA and math at grades K-12. Set a baseline with the first administration of benchmarks. Develop/identify science and history/social studies curriculum maps and benchmarks at grades 7-12. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ <u>[JD2]</u> 10,120. Object: 1130 Fund: 01 Res: 3010
<ul style="list-style-type: none"> ▪ To support student mastery of benchmarks, formative assessments and data on benchmarks is used to plan instruction, monitor performance and identify the need for interventions. If students or subgroups are not progressing toward the benchmark target, teachers work with the coach to consider instructional strategies to increase student achievement. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ <u>[JD3]</u> 47,431. Object: 1312, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Interventions continue and expand as needed based on student achievement data. This includes summer school and after school tutoring. Student progress in intervention programs is monitored through pre/post assessment data. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ <u>[JD4]</u> 129,000. Object : 1130,1330,223 0,2430, 4362 Fund: 01 Res: 0400, 3010, 6500
<ul style="list-style-type: none"> ▪ Continue to provide appropriate professional development to support implementing CCSS, NGSS and ELD standards. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ <u>[JD5]</u> 118,000 Object: 1130, 5800 Fund: 01 Res:0400

<ul style="list-style-type: none"> Continue to observe effective instructional strategies using the district rubric. These strategies include: using data to drive instruction, active engagement, grouping for instruction, project based learning, analyzing complex text and use of technology as an instructional tool. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[UD6]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Pilot a Pre-K summer school for incoming kindergarteners who have not attended preschool. Pilot a 8th grade algebra summer course. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[UD7]9,620 Object: 1130 Fund: 01 Res: 0400

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Administrator observations of teacher instruction at the school level and annual observations by the administrative team will show that most instruction is aligned to CCSS/NGSS/ELD standards and students are engaged in this instruction. In addition, the annual LCAP teacher survey will show that 75% of teachers report that they are teaching CCSS/NGSS standards for more at least 60% of the instructional day and that they are seeing growth for ELs.
- Maintenance: Curriculum maps are completed for science and history/social studies at grades Kindergarten through 12th grade.
- Benchmarks are developed for ELA, and math at grades K-12 (13 grade levels), and for science and history/social studies at grades Kindergarten-12.
- Growth targets will to be met once CAASPP scores are provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue professional development including coaching for Response to Intervention teachers and paraprofessionals. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[UD8]1700, Object: 1130,2130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Set a baseline for science and history/social studies benchmarks at grades 7-12. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[UD9]10,120. Object: 1130 Fund: 01 Res: 3010

<ul style="list-style-type: none"> To support student mastery of benchmarks, formative assessments and data on benchmarks are used to plan instruction, monitor performance and identify the need for interventions. If students or subgroups are not progressing toward the benchmark target, teachers work with the coach to consider instructional strategies to increase student achievement. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD10]47,431. Object: 1312, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Interventions continue and expand as needed based on student achievement data. This includes summer school and after school tutoring. Student progress in intervention programs is monitored through pre/post assessment data. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD11]129,000. Object : 1130,1330,223 0,2430, 4362 Fund: 01 Res: 0400, 3010, 6500
<ul style="list-style-type: none"> Continue to provide appropriate professional development to support implementing CCSS, NGSS and ELD standards. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD12]79,000 Object: 1130, 5800 Fund: 01 Res:0400
<ul style="list-style-type: none"> Continue to observe effective instructional strategies using the district rubric. These strategies include: using data to drive instruction, active engagement, grouping for instruction, project based learning, analyzing complex text and use of technology as an instructional tool. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD13]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Offer a Pre-K summer school for incoming kindergarteners who have not attended preschool. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD14]9,620 Object: 1130 Fund: 01 Res: 0400

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Administrator observations of teacher instruction at the school level and annual observations by the administrative team will show that most instruction is aligned to CCSS/NGSS/ELD standards and students are engaged in this instruction. In addition, the annual LCAP teacher survey will show that 80% of teachers report that they are teaching CCSS/NGSS standards for more at least 60% of the instructional day and that they are seeing growth for ELs.
- Maintenance: Curriculum maps are completed for science and history/social studies at grades Kindergarten through 12th grade.
- Maintenance: Benchmarks are developed for ELA, and math at grades K-12 (13 grade levels), and for science and history/social studies at grades Kindergarten-12.
- Growth targets will to be met once CAASPP scores are provided.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Continue coaching professional development. 	LEA-wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ <u>[JD15]</u> 1700, Object: 1130,2130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ To support student mastery of benchmarks, formative assessments and data on benchmarks will be used to plan instruction, monitor performance and identify the need for interventions. If students or subgroups are not progressing toward the benchmark target, work with the coach to consider instructional strategies to increase student achievement. 	LEA-wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ <u>[JD16]</u> 47,431. Object: 1312, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Interventions will continue and expand as needed based on student achievement data. This includes summer school and after school tutoring. Student progress in intervention programs will be monitored through pre/post assessment data. 	LEA-wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ <u>[JD17]</u> 129,000. Object : 1130,1330,223 0,2430, 4362 Fund: 01 Res: 0400, 3010, 6500
<ul style="list-style-type: none"> ▪ Continue to provide professional development to support implementing CCSS, NGSS and ELD standards. 	LEA-wide	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ <u>[JD18]</u> 79,000 Object: 1130, 5800 Fund: 01 Res:0400

<ul style="list-style-type: none"> Continue to observe effective instructional strategies using the district rubric. These strategies include: using data to drive instruction, active engagement, grouping for instruction, project based learning, analyzing complex text and use of technology as an instructional tool. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[UD19]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue Pre-K summer school for incoming kindergarteners who have not attended preschool. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[UD20]9,620 Object: 1130 Fund: 01 Res: 0400

GOAL:	2) The district meets the requirements for the Williams Review. Teachers are supported in developing and/or planning how to use instructional resources and materials to teach CCSS and NGSS. As high-quality CCSS aligned instructional materials become available, these materials will be reviewed and considered for adoption. Teachers will have the science equipment needed to teach NGSS.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____
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Identified Need:	<ul style="list-style-type: none"> Teachers and students need access to standards-aligned instruction materials; including high quality CCSS/NGSS/ELD aligned instructional resources. Currently, we do not have aligned materials for the following subjects: Math, English, and Science. Teachers need time to plan instruction using materials developed around common core as materials are adopted. Currently, we do not have science supplies purchased for NGSS (Grades K-12). Teachers need to have a unified writing program K-8. Currently, teachers do not have a common mechanism for teaching writing.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The District meets the annual Williams Review requirements for student access to standards-aligned instructional materials (EC 60119). However, we will pilot a Math curriculum for the 2015-16 school year. Science equipment is purchased for grades K-12 to support instruction of NGSS. A K-8 writing program is adopted and implemented at grades K-4.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Provide release time for teachers at grades K-8 to develop and review an aligned “book” for the math curriculum. Math teachers at grades 9-12 have release time to continue to plan how to use instructional resources and texts to teach CCSS. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[UD21]34,290. Object:1130, 4310 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to provide planning time for teachers to 	LEA-wide	<input checked="" type="checkbox"/> ALL	\$[UD22]58,000

work with curricular resources, technology and instructional strategies to support student mastery of CCSS, NGSS and ELD standards.		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: 1110 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Provide site level funding for CCSS/NGSS instructional materials and/or duplication costs. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[UD23]147,222 Object: 4310 Fund: 01 Res: 0400
<ul style="list-style-type: none"> The district researches and selects /develops an articulated writing program at grades K-8. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[UD24]30,000 Object:1312, 1130, 4310 Fund: 01 Res: 0000, 0400

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The District meets the annual Williams Review requirements for student access to standards-aligned instructional materials (EC 60119). However, we will adopt materials for Science and English to support the common core state standards. Maintenance: Science equipment is purchased for grades K-12 as needed (consumables)to support instruction of NGSS. A K-8 writing program is adopted and implemented at grades K-8. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review the availability of CCSS/NGSS texts and other curriculum resources. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[UD25]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Provide release time for teachers at grades K-8 to evaluate and recommend new CCSS aligned math curriculum resources as needed. Math teachers at 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$[UD26]34,290. Object:1130, 4310

grades 9-12 have release time to continue to plan how to use instructional resources and texts to teach CCSS.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to provide planning time for teachers to work with curricular resources, technology and instructional strategies to support student mastery of CCSS. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ _[JD27] 58,000 Object: 1110 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Provide site level funding for CCSS instructional materials and/or duplication costs. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ _[JD28] 15,000 Object: 4310 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Fully implement the articulated writing program at grades K-8. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ _[JD29] 10,000 Object:1312, 1130, 4310 Fund: 01 Res: 0000, 0400

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintenance: The District meets the annual Williams Review requirements for student access to standards-aligned instructional materials (EC 60119). However, we will adopt materials for Science and English to support the common core state standards. Maintenance: Science equipment is purchased for grades K-12 as needed (consumables) to support instruction of NGSS. Maintenance: A K-8 writing program is adopted and implemented at grades K-8. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review the availability of CCSS/NGSS texts and other curriculum resources. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$ _[JD30] n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue to provide planning time for teachers to 	LEA-wide	<input checked="" type="checkbox"/> ALL	\$ _[JD31] 58,000

work with curricular resources, technology and instructional strategies to support student mastery of CCSS.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object: 1110 Fund: 01 Res: 0400
▪ Provide site level funding for CCSS instructional materials and/or duplication costs.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object: 4310 Fund: 01 Res: 0400
▪ Continue the articulated writing program at grades K-8.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object: 1312, 1130, 4310 Fund: 01 Res: 0000, 0400

GOAL:	3) Provide leveled high quality English-language development for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners throughout the school day. Monitor student progress towards redesignation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Student progress towards redesignation needs to be carefully monitored and practices need to change if a student is not making progress. The percentage of English Learners who become fluent English proficient needs to increase to improve. Currently, we are at 14.8% for the 2014-15 school year. The EL reclassification (R-FEP) rate is currently at 6.7% for the 2014-15 school year. (EdData) 	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of English Learners who become fluent English proficient increases from 14.8% (2014/15) to 15.8% (2015/16). The EL reclassification (R-FEP) rate increases from 6.7% (2014/15) to 8% (2015/16). 	
Actions/Services	Scope of Service	Budgeted Expenditures
▪ Continue ELD professional development	LEA-wide	Object: 6310 Fund: 01 Res: 0400 \$[JD34]63,200

		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)_____	Object: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Observe district wide implementation of instructional strategies that increase access to content for English Learners (every 6-weeks and annually). 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Provide dedicated ELD time. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Plan an ELD summer school 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object: 1130 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Set-up a periodic redesignation monitoring review that includes monitoring progress on CELDT levels. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object: 2110 Fund: 01 Res: 0000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of English Learners who become fluent English proficient increases from 15.8% (2015/16) to 16.8% (2016/17). The EL reclassification (R-FEP) rate increases from 8% (2015/16) to 9% (2016/17). 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> Continue ELD professional development 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD39]63,200 Object: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to observe district wide implementation of instructional strategies that increase access to content for English Learners (every 6-weeks and annually). 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD40]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue to provide dedicated ELD time. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD41]n/a Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Implement an ELD summer school. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD42]7,000 Object: 1130 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue a periodic redesignation monitoring review that includes monitoring progress on CELDT levels. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD43]6,000 Object: 2110 Fund: 01 Res: 0000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of English Learners who become fluent English proficient increases from 16.8% (2016/17) to 18% (2017/18). The EL reclassification (R-FEP) rate increases from 9% (2016/17) to 10% (2017/18). 		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
<ul style="list-style-type: none"> Continue ELD professional development 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD44]63,200 Object: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to observe district wide implementation of instructional strategies that increase access to content for English Learners (every 6-weeks and annually). 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD45]n/a Object: 1312 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue to provide dedicated ELD time. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD46]n/a Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Implement an ELD summer school 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD47]7,000 Object: 1130 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue a periodic redesignation monitoring review that includes monitoring progress on CELDT levels. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$[JD48]6,000 Object: 2110 Fund: 01 Res: 0000

GOAL:	4. Students are prepared for college/career readiness through learning with and through 21 st Century technology resources, enrollment in A-G and AP classes (HS level), enrollment in Career Technical Education (CTE) classes/pathways (HS level) and a range of electives (grades 7-12). College/career readiness will begin at the elementary level through a STEAM class.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<ul style="list-style-type: none"> Students need access to the courses and technology resources that will prepare them for college/career readiness. Currently, the number of students taking an AP test is 28, and the number passing with a 3 or better is 18 of 28 (64%). The percentage of students who have completed A-G course requirements needs to increase. Currently, the number of students enrolled is 29.4% (2013-14 data. The most current that we have). CTE standards-aligned courses and/or career focused electives are needed. Currently we offer 5 CTE standards-aligned courses and/or career focused electives. The percentage of students scoring at the college ready level on the EAP needs to increase. Currently we score at 21% in English and 8% in math (total). On the Bright Bytes survey, all schools need to report that the speed of support for technology is at the proficient level and computer quality is at the proficient level. Currently, teachers are at emerging level at all schools. STEAM classes are needed at the elementary level. Currently students do not receive any STEAM classes.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of students taking an AP test, and passing with a score of 3 or better will increase by 2% over the 2014/15 base year. Enrollment: 29 students, Passing: 19 students. The percentage of students who have completed A-G course requirements will increase from 29.4% in 2013/14 to 32% in 2015/16. A-G course completion will be the criteria to determine if a student is college/career ready. (http://data1.cde.ca.gov/dataquest/SchGrad.asp?cSelect=Cloverdale^High--Cloverdale^Unif--4970656-4930855&cChoice=SchGrad&cYear=2013-14&cLevel=School&cTopic=Graduates&myTimeFrame=S&submit1=Submit) There will be 7 CTE standards-aligned courses and/or career focused electives (5 courses in 2014/15). The percentage of students scoring at the college ready level on the EAP will increase from 21% in English and 8% in math (total) in 2014 to 22% in English and 9% in math (total) in 2015-16. (Source: http://eap2014.ets.org/ViewReport.asp) On the Bright Bytes survey, all schools will report that the speed of support for technology is at the proficient level, and computer quality will be at the proficient level as well. 4 STEAM classes will be offered at the Elementary level.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> CHS expands its participation in pathway development services and collaboration with Santa Rosa JC and business partners available through the Career Pathways Trust Grant to increase college/career readiness opportunities for students in high school. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[1049]n/a Object: Fund: Res:
<ul style="list-style-type: none"> Teachers participate in SCOE professional development on aligning CTE curriculum with CCSS. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$[1050]n/a Object: Fund:

		__Other Subgroups: (Specify)_____	Res:
<ul style="list-style-type: none"> STEAM (Science, Technology, Engineering, Arts and Math) program begins at elementary level. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD51]205,048 Object: 1110 Fund: 01 Res: 0400
<ul style="list-style-type: none"> High school students have a range of elective and/or CTE pathway courses aligned with their interests. Professional development and resources are provided for STEAM teachers and elective teachers. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD52]30,000 Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Students have increased access and hands-on use of technology as a tool for 21st Century learning. The District increases funding for technology and provides professional development on how to use this technology effectively to teach CCSS and prepare students with 21st Century College/Career Readiness skills. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD53]50,000 Object: 4440 Fund: 17 Res: 0000
<ul style="list-style-type: none"> Technology staffing levels are adequate to support technology equipment. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD54]30,000 Object: 1100 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Libraries are upgraded to support 21st Century learning. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD55]50,000 Object: 4310,4400 Fund: 01 Res: 0000, 0400

LCAP Year 2: 2016-17

Expected Annual

- The percentage of students taking an AP test, and passing with a score of 3 or better will increase by 4% over the 2014/15 base

Measurable Outcomes:

year. Enrollment: 30 students, Passing: 20 students.

- The percentage of students who have completed A-G course requirements will increase from 29.4% in 2013/14 to 34% in 2016/17. A-G course completion will be the criteria to determine if a student is college/career ready. (<http://data1.cde.ca.gov/dataquest/SchGrad.asp?cSelect=Cloverdale^High--Cloverdale^Unif--4970656-4930855&cChoice=SchGrad&cYear=2013-14&cLevel=School&cTopic=Graduates&myTimeFrame=S&submit1=Submit>)
- There will be 9 CTE standards-aligned courses and/or career focused electives (7 courses in 2015/16).
- The percentage of students scoring at the college ready level on the EAP will increase from 22% in English and 9% in math (total) in 2015 to 23% in English and 10% in math (total) in 2016-17. (Source: <http://eap2014.ets.org/ViewReport.asp>)
- On the Bright Bytes survey, all schools will report that the speed of support for technology is at the proficient level, and computer quality will be at the proficient level as well.
- Maintenance: 4 STEAM classes will be offered at the Elementary level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ CHS continues its participation in pathway development services and collaboration with Santa Rosa JC and business partners available through the Career Pathways Trust Grant to increase college/career readiness opportunities for students in high school. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD56]n/a Object: Fund: Res:
<ul style="list-style-type: none"> ▪ Teachers continue to participate in SCOE professional development on aligning CTE curriculum with CCSS. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD57]n/a Object: Fund: Res:
<ul style="list-style-type: none"> ▪ The STEAM (Science, Technology, Engineering, Arts and Math) class continues at the elementary level. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD58]205,048 Object: 1110 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ High school students have range of elective and/or CTE pathway courses that are aligned with their interests. Professional development and resources are provided for STEAM teachers and elective teachers. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD59]60,000 Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> ▪ Students have increased access and hands-on use of 	LEA-wide	<input checked="" type="checkbox"/> ALL	\$[JD60]50,000

<p>technology as a tool for 21st Century learning. The District increases funding for technology and provides professional development on how to use this technology effectively to teach CCSS and prepare students with 21st Century College/Career Readiness skills.</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>Object: 4440 Fund: 17 Res: 0000</p>
<p>▪ Technology staffing levels continue to be adequate to support technology equipment.</p>	<p>LEA-wide</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>\$[UD61]30,000 Object: 1100 Fund: 01 Res: 0400</p>
<p>▪ Continue to upgrade libraries to support 21st Century learning (as needed).</p>	<p>LEA-wide</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>\$[UD62]5,000 Object: 4310,4400 Fund: 01 Res: 0000, 0400</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- The percentage of students taking an AP test, and passing with a score of 3 or better will increase by 10% over the 2014/15 base year. Enrollment: 31 students, Passing: 21 students.
- The percentage of students who have completed A-G course requirements will increase from 29.4% in 2013/14 to 35% in 2017/18. A-G course completion will be the criteria to determine if a student is college/career ready.
(<http://data1.cde.ca.gov/dataquest/SchGrad.asp?cSelect=Cloverdale^High--Cloverdale^Unif--4970656-4930855&cChoice=SchGrad&cYear=2013-14&cLevel=School&cTopic=Graduates&myTimeFrame=S&submit1=Submit>)
- Maintenance: There will be 9 CTE standards-aligned courses and/or career focused electives (7 courses in 2015/16).
- The percentage of students scoring at the college ready level on the EAP will increase from 23% in English and 10% in math (total) in 2016 to 24% in English and 11% in math (total) in 2017-18. (Source: <http://eap2014.ets.org/ViewReport.asp>)
- Maintenance: On the Bright Bytes survey, all schools will report that the speed of support for technology is at the proficient level, and computer quality will be at the proficient level as well.
- Maintenance: 4 STEAM classes will be offered at the Elementary level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Teachers continue to participate in professional development on aligning CTE curriculum with CCSS (as available). 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD63]n/a Object: Fund: Res:
<ul style="list-style-type: none"> ▪ The STEAM (Science, Technology, Engineering, Arts and Math) class continues at the elementary level. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD64]205,048 Object: 1110 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ High school students have range of elective and/or CTE pathway courses that are aligned with their interests. Professional development and resources are provided for STEAM teachers and elective teachers (as needed). 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD65]60,000 Object: 1110 Fund: 01 Res: 0000
<ul style="list-style-type: none"> ▪ Students continue to have access and hands-on use of technology as a tool for 21st Century learning skills. The District continues to provide professional development on how to use technology effectively to teach CCSS and prepare students with 21st Century College/Career Readiness skills. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD66]50,000 Object: 4440 Fund: 17 Res: 0000

<ul style="list-style-type: none"> Technology staffing levels continue to be adequate to support technology equipment. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD67]30,000 Object: 1100 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to upgrade libraries to support 21st Century learning (as needed). 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD68]5,000 Object: 4310,4400 Fund: 01 Res: 0000, 0400

GOAL:	5. With support from a bilingual parent liaison, provide parent participation events/activities that are targeted towards increasing participation and input from groups that have traditionally been less involved in the school. This includes parents with limited English.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<ul style="list-style-type: none"> Effective family engagement and literacy strategies for all students, including parents of unduplicated students and the parents of students with exceptional needs, are needed to increase the participation of parents who have not been meaningfully involved in their child’s education or the school. Currently 74% of parents reported that the school provides activities and events that help them to be involved in their child’s education. Participation rates at ELAC/DELAC meetings needs to increase. Currently, there are 92 members between each school level ELAC. Participation rates for PTA at Washington School need to improve. Currently there are 3 members.
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Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All students with an emphasis on EL students, R-FEP students and economically disadvantaged students.</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All students with an emphasis on EL students, R-FEP students and economically disadvantaged students.
Schools:	All				
Applicable Pupil Subgroups:	All students with an emphasis on EL students, R-FEP students and economically disadvantaged students.				

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of parents, including parents of unduplicated students and the parents of students with exceptional needs, who report that the school provides activities and events that help them to be involved in their child’s education by at least 1% to 75%. Increase the participation rates for ELAC/DELAC meetings by 3 parents (Total of 95 parents). Increase the participation rates for PTA at Washington School by 7 (Total of 10 members).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue the Bilingual Parent Liaison position. 	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD69]29,088 Object: 2210 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to conduct an annual ELAC needs assessment survey and an annual parent survey. Change practices based on survey findings. 	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$[JD70]5,000. Object: 4310 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Reach out to parents who have not been engaged in their child’s education or the school by piloting and then evaluating the effectiveness of parent engagement strategies and/or providing family 	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	\$[JD71]31,500 Object: 01 Fund: 0400 Res: 4440, 5800

literacy activities. Each school determines what works best at the site level.		__Other Subgroups:(Specify)_____	
▪ Hold monthly ELAC meetings at all sites.	LEA-wide	__ALL OR: x_Low Income pupils x_English Learners __Foster Youth x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	\$(UD72)n/a Object: Fund: Res:
▪ Begin an English class through SRJC. HS students (including Newcomers) could earn elective credit. Parents could also take this class.	LEA-wide	__ALL OR: x_Low Income pupils x_English Learners __Foster Youth x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	\$(UD73)5,400. Object: 2130 Fund: 01 Res: 0000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of parents, including parents of unduplicated students and the parents of students with exceptional needs, who report that the school provides activities and events that help them to be involved in their child’s education by at least 1% to 76%. • Increase the participation rates for ELAC/DELAC meetings by 2 parents (Total of 97 parents). • Increase the participation rates for PTA at Washington School by 2 (Total of 12 members).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
▪ Continue the Bilingual Parent Liaison position.	LEA-wide	__ALL OR: x_Low Income pupils x_English Learners __Foster Youth __Redesigned fluent English proficient __Other Subgroups: (Specify)_____	\$(UD74)29,088 Object: 2210 Fund: 01 Res: 0400
▪ Continue to conduct an annual ELAC needs assessment survey and an annual parent survey. Change practices based on survey findings.	LEA-wide	__ALL OR: x_Low Income pupils x_English Learners __Foster Youth __Redesigned fluent English proficient __Other Subgroups: (Specify)_____	\$(UD75)5,000. Object: 4310 Fund: 01 Res: 0400
▪ Continue to reach out to parents who have not been	LEA-wide	__ALL	\$(UD76)8,340

engaged in their child's education or the school by piloting and then evaluating the effectiveness of parent engagement strategies and/or providing family literacy activities. Each school determines what works best at the site level. (Three activities were added in 2014/15. These activities will be continued if they were successful and replaced if they were not successful.)		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify)_____	Object: 5800 Fund: 01 Res: 0400
▪ Hold monthly ELAC meetings at all sites.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify)_____	Object: n/a Fund: Res:
▪ Continue to provide an English class through SRJC. HS students (including Newcomers) could earn elective credit. Parents can also take this class.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify)_____	Object: 2130 Fund: 01 Res: 0000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of parents, including parents of unduplicated students and the parents of students with exceptional needs, who report that the school provides activities and events that help them to be involved in their child's education by at least 1% to 77%. • Increase the participation rates for ELAC/DELAC meetings by 3 parents (Total of 100 parents). • Increase the participation rates for PTA at Washington School by 2 (Total of 14 members). 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
▪ Continue the Bilingual Parent Liaison position.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Object: 2210 Fund: 01 Res: 0400
▪ Continue to conduct an annual ELAC needs	LEA-wide	__ALL	Object: 5,000.

assessment survey and an annual parent survey. Change practices based on survey findings.		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Object: 4310 Fund: 01 Res: 0400
▪Continue to reach out to parents who have not been engaged in their child’s education or the school by piloting and then evaluating the effectiveness of parent engagement strategies and/or providing family literacy activities. Each school determines what works best at the site level.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Object: 8,340 Fund: 01 Res: 0400
▪Hold monthly ELAC meetings at all sites.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	n/a Object: Fund: Res:
▪Continue to provide an English class through SRJC. HS students (including Newcomers) could earn elective credit. Parents can also take this class.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Object: 5,400. Fund: 01 Res: 0000

GOAL:	6. Counseling staff will be available to provide skilled guidance and support to students who are struggling academically due to social/emotional issues.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	<ul style="list-style-type: none"> • Students’ social/ emotional needs and sense of connection to school need to be addresses to increase student learning and healthy development. According to the most recent CHKS test results (2011-12): <ul style="list-style-type: none"> ○ Nearly 40% of the 7th, 9th, and 11th grade students do not feel close to others at school. ○ Nearly 80% are being hit or pushed at school some of the time. ○ Only about 55% of students feel safe at school most or all of the time. • Parents need to feel that their child is safe and supported at school: <ul style="list-style-type: none"> ○ 79% of parents reported on the annual LCAP parent survey that there is someone at the school who will help a student who is struggling socially or academically 	

- o 88% of EL parents reported that their child has not been harassed or mistreated (bullied).

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Students' social/ emotional needs and sense of connection to school need to be addresses to increase student learning and healthy development. Increase or maintain the following results:
 - o Nearly 40% of the 7th, 9th, and 11th grade students do not feel close to others at school. Increase to 45%.
 - o Nearly 80% are being hit or pushed at school some of the time. Decrease to 75%.
 - o Only about 55% of students feel safe at school most or all of the time. Increase to 60%.
- Parents need to feel that their child is safe and supported at school:
 - o 79% of parents reported on the annual LCAP parent survey that there is someone at the school who will help a student who is struggling socially or academically. Increase to 80%.
 - o 88% of EL parents reported that their child has not been harassed or mistreated (bullied). Maintain at 88%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Continue counseling staff levels to provide students with individual and/or group counseling on social/emotional issues that are impacting their mental health and academic progress. Counselors use data from CHKS to plan their services. 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$[JD84]84,930 Object: 1210, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Continue focus group process at Cloverdale High School and at Washington School to identify how to increase students' sense of connection to school. 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$[JD85]4,425. Object: 4310, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Recruit and hire a behaviorist for special education 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$[JD86]68,400 Object: 5830 Fund: 01 Res: 00006500
<ul style="list-style-type: none"> ▪ Research and select a character education program at the 	LEA-wide	x_ALL	\$[JD87]n/a

elementary level.	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: Fund: Res:
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students’ social/ emotional needs and sense of connection to school need to be addresses to increase student learning and healthy development. Increase or maintain the following results: <ul style="list-style-type: none"> ○ Nearly 40% of the 7th, 9th, and 11th grade students do not feel close to others at school. Increase to 50%. ○ Nearly 80% are being hit or pushed at school some of the time. Decrease to 70%. ○ Only about 55% of students feel safe at school most or all of the time. Increase to 65%. • Parents need to feel that their child is safe and supported at school: <ul style="list-style-type: none"> ○ 79% of parents reported on the annual LCAP parent survey that there is someone at the school who will help a student who is struggling socially or academically. Maintain at 80%. ○ 88% of EL parents reported that their child has not been harassed or mistreated (bullied). Maintain at 88%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Continue counseling staff levels to provide students with individual and/or group counseling on social/emotional issues that are impacting their mental health and academic progress. Counselors use data from CHKS to plan their services. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD88]84,930 Object: 1210, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Continue focus group process at Cloverdale High School and at Washington School to identify how to increase students’ sense of connection to school. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD89]4,425. Object: 4310, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> ▪ Continue behaviorist position for special education 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$[JD90]68,400 Object: 5830 Fund: 01 Res: 00006500

<ul style="list-style-type: none"> Implement a character education program at the elementary level. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD91]5,000 Object: 4310, 5800 Fund: 01 Res: 0400
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LCAP Year 3: 2017-18

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|---|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> Students' social/ emotional needs and sense of connection to school need to be addresses to increase student learning and healthy development. Increase or maintain the following results: <ul style="list-style-type: none"> Nearly 40% of the 7th, 9th, and 11th grade students do not feel close to others at school. Increase to 55%. Nearly 80% are being hit or pushed at school some of the time. Decrease to 65%. Only about 55% of students feel safe at school most or all of the time. Increase to 70%. Parents need to feel that their child is safe and supported at school: <ul style="list-style-type: none"> 79% of parents reported on the annual LCAP parent survey that there is someone at the school who will help a student who is struggling socially or academically. Maintain at 80%. 88% of EL parents reported that their child has not been harassed or mistreated (bullied). Maintain at 88%. |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue counseling staff levels to provide students with individual and/or group counseling on social/emotional issues that are impacting their mental health and academic progress. Counselors use data from CHKS to plan their services. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD92]84,930 Object: 1210, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue focus group process at Cloverdale High School and at Washington School to identify how to increase students' sense of connection to school. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD93]4,425. Object: 4310, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue behaviorist position for special education 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$[JD94]68,400 Object: 5830 Fund: 01 Res: 00006500
<ul style="list-style-type: none"> Continue character education program at the 	LEA-wide	<input checked="" type="checkbox"/> ALL	\$[JD95]5,000

elementary level.

OR:

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

Object: 4310,
5800
Fund: 01
Res: 0400

GOAL:	7. There will be a high rate of student attendance and low levels of suspension and expulsions. Here will be a low dropout rate. Students will meet promotion requirements (passing classes) in 8 th grade and earn the credits needed to graduate from high school in four years.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify <u>Cloverdale High School</u>
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Identified Need:	<ul style="list-style-type: none"> To be college/career ready, students need to attend school regularly and earn enough credits in high school to graduate on time. Currently, the district has a 96% attendance rate. The district needs to maintain or improve a graduation rate (98.9% one year rate and 89.1% cohort dropout rate). The district needs to reduce the suspension rate. Currently, we are at 7.7%. The district needs to maintain a low expulsion rate (0%), a low middle school dropout rate (data not reported by the CDE, it appears that there was 1 dropout in 7th grade) and reduce the high school drop out rate. High School drop out rate from 2013-14 was 3.2%.
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Goal Applies to:	Schools: Cloverdale High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintenance: The district attendance rate will be a minimum of 96%. The district will improve it's 1 year graduation rate to 100%, and maintain (at a minimum) it's 89.1% cohort rate. The district will reduce it's suspension rate by 1%, for a total of 6.6%. The district will maintain a low expulsion rate (0%), a low middle school drop out rate (0%), and reduce the high school drop out rate to 3%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Each school will work to achieve or maintain the 96% attendance rate. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$ <u>[JD96]</u> 45,897. Object: 2210, 4363, 5600 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to focus on how to meet the needs of students who are not meeting promotion requirements in 8th grade. Identify strategies for 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$ <u>[JD97]</u> 113,823. Object: 1110, 2110, 2410

students who are failing their classes and not choosing to participate in interventions or summer school. Options to address this include enrollment at Eagle Creek for credit recovery in 9 th grade, consideration of grading practices and consideration of instructional practices and counseling supports.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue credit-monitoring system with options for students to make up credits at CHS. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ <input type="text" value="JD98"/> 16,919. Object: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Plan an expanded preschool program as a feeder program for kindergarten students. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ <input type="text" value="JD99"/> 1,000 Object: 5800 Fund: 01 Res: 0000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Maintenance: The district attendance rate will be a minimum of 96%.
- Maintenance: The district will maintain its 1 year graduation rate to 100%, and maintain (at a minimum) it's 89.1% cohort rate.
- The district will reduce its suspension rate by 1%, for a total of 5.6%.
- The district will maintain a low expulsion rate (0%), a low middle school drop out rate (0%), and reduce the high school drop out rate to 2.5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Each school will work to achieve or maintain the 96% attendance rate. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ <input type="text" value="JD100"/> 45,897. Object: 2210, 4363, 5600 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to focus on how to meet the needs of students who are not meeting promotion requirements in 8th grade. Identify strategies for students who are failing their classes and not 		<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="text" value="JD101"/> 113,823. Object: 1110, 2110, 2410 Fund: 01

choosing to participate in interventions or summer school. Options to address this include enrollment at Eagle Creek for credit recovery in 9 th grade, consideration of grading practices and consideration of instructional practices and counseling supports.		__Other Subgroups:(Specify)_____	Res: 0000
<ul style="list-style-type: none"> Continue credit-monitoring system with options for students to make up credits at CHS. 		<u>X</u> _ALL	\$[JD102] 16,919.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Implement an expanded preschool program as a feeder program for kindergarten students. 		<u>X</u> _ALL	\$[JD103]75,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object: 5800 Fund: 01 Res: 0000

LCAP Year 3: 2017-18

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|---|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> Maintenance: The district attendance rate will be a minimum of 96%. Maintenance: The district will maintain its 1 year graduation rate to 100%, and maintain (at a minimum) it's 89.1% cohort rate. The district will reduce its suspension rate by .6%, for a total of 5%. The district will maintain a low expulsion rate (0%), a low middle school drop out rate (0%), and reduce the high school drop out rate to 2%. |
|---|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Each school will work to achieve or maintain the 96% attendance rate. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[JD104]45,897. Object: 2210, 4363, 5600 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue to focus on how to meet the needs of students who are not meeting promotion requirements in 8th grade. 	LEA-wide	<u>x</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$[JD105]113,823. Object: 1110, 2110, 2410 Fund: 01 Res: 0000
<ul style="list-style-type: none"> Continue credit-monitoring system with options for 	LEA-wide	<u>x</u> _ALL	\$[JD106] 16,919.

students to make up credits at CHS.		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: 1130, 5800 Fund: 01 Res: 0400
<ul style="list-style-type: none"> Continue an expanded preschool program as a feeder program for kindergarten students. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> [UD107]75,000 Object: 5800 Fund: 01 Res: 0000

GOAL:	8. An average of 75% of students meet each of the six California Physical Fitness HFZ measures	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Students need to be physically fit to be mentally fit. Physical fitness is directly correlated to academic achievement. http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf Metric: The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 is 70%. 	
Goal Applies to:	Schools: Washington School and Cloverdale High School, grades 5, 7 and 9 Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 will increase by 2% up to 72% of students. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Students in grades 5, 7 and 9 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year. Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> [UD108]440.00 Object: 1140 Fund: 01 Res: 0000

LCAP Year 2: 2016-17

Expected Annual Measurable	<ul style="list-style-type: none"> The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 will increase by 2% up to 74% of students. 		
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Students in grades 5, 7 and 9 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year. Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. 	LEA-wide	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$[JD109]440.00 Object: 1140 Fund: 01 Res: 0000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 will increase by 2% up to 76% of students. 			
<ul style="list-style-type: none"> Students in grades 5, 7 and 9 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year. Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. 	LEA-wide	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$[JD110]440.00 Object: 1140 Fund: 01 Res: 0000

GOAL:	9. Maintain existing practices for: 1) hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Continue to provide all students with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220)	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> The following need to be maintained: <ul style="list-style-type: none"> All teachers need to be fully qualified and appropriately assigned for the courses they teach. Currently, all teachers meet the criteria for Highly Qualified Teachers according to data from SCOE. No teachers are mis-assigned. School facilities need to be in good condition (score of 90 or above on the FIT). Currently, the FIT Report shows that all schools score at 90% or above unless the school is in the process of construction to meet the 90%+ FIT target. All students, including unduplicated students and students with exceptional needs, need to continue to have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Currently all students, including unduplicated students and students with exceptional needs, have access to and enrollment in all required areas of study 	

(EC51210 (a) to (i) and inclusive of section 51220).

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- The following need to be maintained:
 - All teachers need to be fully qualified and appropriately assigned for the courses they teach. Currently, all teachers meet the criteria for Highly Qualified Teachers according to data from SCOE. No teachers are mis-assigned.
 - School facilities need to be in good condition (score of 90 or above on the FIT). Currently, the FIT Report shows that all schools score at 90% or above unless the school is in the process of construction to meet the 90%+ FIT target.
 - All students, including unduplicated students and students with exceptional needs, need to continue to have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Currently all students, including unduplicated students and students with exceptional needs, have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Review credential status to teacher assignments to ensure 100% highly qualified and appropriately assigned teachers. 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ ^[JD111] 5,759,762. Object: 1110 Fund: 01 Res: 0000, 0400, 1400, 4035, 6500
<ul style="list-style-type: none"> ▪ The district will continue to repair and upgrade facilities based on its deferred maintenance plan and to address findings from the annual school site FIT reports. (The target is 90%.) 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ ^[JD112] 497,000. Object: 2212-3602 Fund: 01 Res: 0000, 8150
<ul style="list-style-type: none"> ▪ Continue to ensure that all students have access to and are enrolled in the required areas of study. 	LEA-wide	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ ^[JD113] 78,537 Object: 1211 Fund: 01 Res: 0000

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The following need to be maintained: <ul style="list-style-type: none"> ○ All teachers need to be fully qualified and appropriately assigned for the courses they teach. Currently, all teachers meet the criteria for Highly Qualified Teachers according to data from SCOE. No teachers are mis-assigned. ○ School facilities need to be in good condition (score of 90 or above on the FIT). Currently, the FIT Report shows that all schools score at 90% or above unless the school is in the process of construction to meet the 90%+ FIT target. ○ All students, including unduplicated students and students with exceptional needs, need to continue to have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Currently all students, including unduplicated students and students with exceptional needs, have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Review credential status to teacher assignments to ensure 100% highly qualified and appropriately assigned teachers. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$ ^[JD114] 5,846,158. Object: 1110 Fund: 01 Res: 0000, 0400, 1400, 4035, 6500
<ul style="list-style-type: none"> ▪ The district will continue to repair and upgrade facilities based on its deferred maintenance plan and to address findings from the annual school site FIT reports. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$ ^[JD115] 497,000. Object: 2212-3602 Fund: 01 Res: 0000, 8150
<ul style="list-style-type: none"> ▪ Continue to ensure that all students have access to and are enrolled in the required areas of study. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$ ^[JD116] 78,537 Object: 1211 Fund: 01 Res: 0000

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The following need to be maintained: <ul style="list-style-type: none"> ○ All teachers need to be fully qualified and appropriately assigned for the courses they teach. Currently, all teachers meet the criteria for Highly Qualified Teachers according to data from SCOE. No teachers are mis-assigned. ○ School facilities need to be in good condition (score of 90 or above on the FIT). Currently, the FIT Report shows that all schools score at 90% or above unless the school is in the process of construction to meet the 90%+ FIT target. ○ All students, including unduplicated students and students with exceptional needs, need to continue to have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Currently all students, including
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unduplicated students and students with exceptional needs, have access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review credential status to teacher assignments to ensure 100% highly qualified and appropriately assigned teachers. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ ^[JD117] 5,933,850. Object: 1110 Fund: 01 Res: 0000, 0400, 1400, 4035, 6500
<ul style="list-style-type: none"> The district will continue to repair and upgrade facilities based on its deferred maintenance plan and to address findings from the annual school site FIT reports. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ ^[JD118] 497,000. Object: 2212-3602 Fund: 01 Res: 0000, 8150
<ul style="list-style-type: none"> Continue to ensure that all students have access to and are enrolled in the required areas of study. 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ ^[JD119] 78,537 Object: 1211 Fund: 01 Res: 0000

Annual Update

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

Guiding Questions:

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

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	1) The district will continue to have NCLB highly qualified teachers (HQT).		Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The district will maintain 100% HQT staffing.		Actual Annual Measurable Outcomes:	All but one teacher in the district meets the criteria for being highly qualified and appropriately assigned. This one teacher is beyond retirement age and has taught with an exception for many years. When this teacher retires, all teachers will be highly qualified and appropriately assigned.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review credential status to teacher assignments to ensure 100% highly qualified teachers.	Cost = \$5,455,363 for teacher salaries. Funding source= General fund/Base funding	The status of credentials and teacher assignments were reviewed.	\$[UD120]5,183,454

Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the continued maintenance of 100% highly qualified teachers, we will maintain existing practices for hiring teachers and monitoring credentials/assignments.		

Original GOAL from prior year LCAP:	2) The district will maintain an optimal environment for learning through meeting the criteria for "good condition" on the FIT facilities report (EC 17002(d)).	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The district will improve site rating by 3% annually (up to 90%) on the FIT to support the instructional program.	Actual Annual Measurable Outcomes: Based on the 2013/14 FIT baseline for each school, to meet the 3% improvement target the FIT score at would be 85% at WS, 82% at JES and 83% at CHS. The FIT scores for 2014/15 are 81.8% at JES (not met), 87.13 % at WS (met) and 88% at CHS. Thus, the FIT scores were not met at JES, and met at WS and CHS.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Provide on-going maintenance and facility improvements to maintain learning facilities in "good" condition.	M&O Personnel Cost = \$556,684 funding source = General Fund/Base Grant	The district is completing facility improvements using bond funds provided by the community. The district is addressing facility needs identified in the 2013/14 FIT report. Facility improvements need to continue at all schools to meet the 90% target.	\$[JD121]534,849
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) _____	
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) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	School sites are near the 90% FIT target and planned improvements will get schools to the 90% FIT target. Funds will be allocated for facility improvements in 2015/16.		

Original GOAL from prior year LCAP:	3) Every student will have access to standards- aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and considered for adoption as they become available.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students continue to have standards- aligned instructional materials. The district will begin the process of purchasing Common Core math materials. 20% of the materials used will be Common Core aligned.	Actual Annual Measurable Outcomes: Based on the Williams review, all student have standards- aligned instructional materials. The district has not purchased Common Core aligned math materials because the available math materials were not recommended for adoption by SCOE.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Consider adoption and purchase of math curriculum and supplemental materials. If adopted, provide professional development that includes coaching.	Cost = \$120,000 funding source = General Fund/Base Grant and Lottery Instructional Materials	The District continues to provide standards-aligned curriculum materials to meet the Williams requirements. The District has been in communication with SCOE about the availability of high quality CCSS aligned instructional materials. SCOE is not recommending adoption of available math instructional materials. SCOE is recommending professional development in math on strategies to teach CCSS. CUSD teachers have participated in CCSS math professional development and NGSS science professional development. Observations show an advanced level of implementing CCSS in some CHS math classrooms.	\$[JD122]n/a
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We didn't adopt a math curriculum as planned because there wasn't anything that we felt was worth adopting. Therefore, we will provide release time for teachers at grades K-8 to develop an aligned "book" for the math curriculum. Math teachers at grades 9-12 would have release time to continue to plan how to use instructional resources and texts to teach CCSS. The district will continue to provide professional development on how to use curriculum, curricular resources, technology and instructional strategies to support student mastery of CCSS. The professional development/release time allowed teachers to develop curriculum maps for Math and English (K-12). We will continue to provide professional development centered around common core due to the teacher survey		

that showed that 64% of teachers are implementing common core state standards at least 60% of the instructional day. The district will measure the level of implementing CCSS with rigor through observations and self-reporting by teachers. The District will change the measure for this goal since there are few high quality published CCSS aligned curriculum materials available. The district will implement a K-8 writing program based on feedback from the teachers.

Original GOAL from prior year LCAP:	4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	There will be more active engagement strategies, more small group work and more project- based learning. Students will read and analyze more complex text. (College and Career ELA) Anchor standards are integrated into all curriculum areas. 40% of the day students will receive CCSS aligned instruction.	Actual Annual Measurable Outcomes: District-wide active engagement strategies were identified and observations by administrators every 6-weeks throughout the school year and by the full administrative team in February identified that most teachers are using these strategies. Observations identified an increase in small group work, project-based learning and students reading and analyzing more complex text. Observations show that this measure has been met. Principal observations at CHS identified that College and Career ELA Anchor Standards are being used in more classrooms.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Implement a sustained professional development plan that includes professional development days, coaching, participation in SCOE CCSS and SLN training. -Monitor CCSS implementation through observations. -Implement and provide professional development on Response to Intervention (RtI) to specifically address the achievement of Students with Disabilities.	Cost = \$147,000 funding source = General Fund/Base Grant plus Supplemental/Concentration Dollars	A professional development committee was formed. This committee developed a professional development plan for three professional development days related to implementing CCSS with rigor and instructional strategies. Schools participated in SCOE CCSS professional development in math and science and in the Sonoma Leadership Network. A coach/Assistant Superintendent for Curriculum & Instruction position was added but this person also assumed the role of Interim Superintendent, so	\$1,012,780,760

		there was less time available than projected. Professional development was provided on RtI, including professional development for paraprofessionals.	
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)_____	
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)_____	

<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 effectiveness of the coaching position was marginalized due to the lack of a full time Director of Curriculum for the 2014-15 school year. This in turn affected the quality of Professional Development offered. The coaching position will continue with more time available for providing coaching and professional development. The staff development committee will continue to develop a professional development plan that provides continuity at the district level while differentiating to address the needs at each site. Based upon the meetings with teachers, the District will need to make sure to offer more Professional Development centered around technology integration. Additional professional development with coaching will be provided for Response to Intervention due to the lack of success with the program in 2014-15.</p>
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Original GOAL from prior year LCAP:	5) Three untraditional parent involvement strategies and/or family literacy strategies are implemented at each school that are designed to either invite parents into the school in new ways and/or go out into the community in collaboration with community groups.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students with an emphasis on EL students, R-FEP students and economically disadvantaged students		
Expected Annual Measurable	More students will have a parent who is involved in their education and their school. 30% of the parents will have meaningful participation in their child's	Actual Annual Measurable	A bi-lingual liaison was hired to work with parents, principals and ELACs to increase meaningful parent involvement. Each school held new types of parent involvement activities.

Outcomes:	education or the school as determined by parent and/or teacher survey.	Outcomes:	Instead of calculating a percentage of parents meaningfully participating in their child's education, a parent survey was developed. On this survey, 68% of parents reported that the school provides them with the information that they need as a parent (similar for English speaking and Spanish speaking parents) and 74% reported that the school provides activities and events that help them to be involved in their child's education (similar for English speaking and Spanish speaking parents). There was significantly higher involvement in ELAC and an ELAC Needs Assessment provided concrete suggestions for how to improve communication. This assessment also identified parent education topics of interest to EL parents.
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LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Principals at each site work with staff and parents to identify and plan new types of activities to engage parents who have not been engaged in the past. Schools try out these activities and then collect parent feedback and record participation rates. Activities are evaluated and either continued the following year or replaced by another activity.		Cost = \$29,000 funding source = Supplemental-Concentration Dollars	A bilingual parent liaison was hired to increase engagement of Spanish speaking parents in particular. The parent liaison assisted principals with announcing and promoting parent activities. At JES, the number of ELAC participants (38+) was higher than in prior years and parents volunteered to take on leadership roles. ELAC parents identified the desire for a homework club and agreed that they would like to meet monthly. There were 30 parents at the CHS ELAC meeting and 10 at WS. CHS is holding a financial aid night and will pilot a "take your parent to school" day.	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
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) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue the bilingual parent liaison position, and increase the hours to 35 per week from 30. The plan for increasing parent engagement is working. We increased participation in district ELAC's from 11 members in 2013-14 to 92 members in 2014-15. Continue to survey all parents annually. Continue to do an annual ELAC Needs Assessment. Follow-up on recommendations from the ELAC Needs Assessment. Continue to provide parent involvement activities that are of interest and attended by parents; discontinue less effective activities (for example: bring your parent to school day at the High School) . Given the district's focus on ELD, create an ELD specific goal for future years.
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Original GOAL from prior year LCAP:	6) Close the achievement gap between EL students, Hispanic/Latino students, economically disadvantaged and students with disabilities and all students by 5% per year using the district adopted benchmark assessments in ELA and math that are aligned to the CCSS. A baseline would be set with the first administration of the benchmarks in the fall of 2014.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students and all significant subgroups
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Expected Annual Measurable Outcomes:	<p>Student learning is increased due to more rigorous and engaging instructional strategies, greater access to the curriculum for ELs through taught vocabulary, use of sentence frames and responses in full sentences. Students learn with gradual release of responsibility instructional strategies.</p> <p>Students have more access to ELA and math intervention programs and summer school. The district will show a 5% increase in student achievement from the prior year. CELDT assessments and reclassification rates will improve by 5%.</p>	Actual Annual Measurable Outcomes:	<p>-Observations show that agreed upon instructional strategies that increase access for ELs are being used in most classrooms.</p> <p>-CELDT data shows an increase in the percentage of students moving up a level at all schools (AMAO 1). In the LCAP, the district set the target of a 4.6% increase for AMAO 1. This was met at all sites. The state target is for 59% of students to move up a level each year. This target was met at WS and CHS but not at JES or for the district. The District's target for the percentage of students attaining English proficiency in less than 5 years is met at the District level but not at JES. The District's target is met at the district level and at WS for students enrolled more than 5 years. - The reclassification rate in 2012/13 was 15.9% and in 2013/14 the rate was 6.3%. There was a decrease in the reclassification rate of 9.6%. However, district data for 2014/15 identifies that there are 20 students who are confirmed for redesignation and 45 students who are being</p>
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			<p>considered for redesignation (pending benchmark reports).</p> <p>-Gradual release of responsibility instructional strategies were not a focus for monitoring; these practices are embedded in rigorous implementation of CCSS.</p> <p>-At grades K-4, the percentage of students meeting grade level literacy standards increased from 29% (baseline) to 48% (end of 2nd trimester) for an increase of 19%. At JES, 289 students were using Lexia in grades K-4 and 19% of these student met grade level standards as of 3/15/2015. Lexia data indicates that 96% of students need literacy interventions. Data on whether students in the intervention class increased their performance by one or more levels on Lexia (11/1/14 to 3/1/15) shows that at 1st grade 21 students increased one or more levels and 5 had no change. In 2nd grade, 8 students increased one or more levels and 8 students had no change. At 3rd grade, 10 students increased one or more levels and 2 had no change. At 4th grade, 12 students increased one or more levels and 9 students had no change.</p> <p>-At Washington School, literacy intervention is provided with Read 180 at grades 5 and 6. The Comprehension Skills Report identifies that at the end of the first semester of using Read 180 the 26 students enrolled in the intervention, cumulatively, had 64 skills below the 70% meets standard threshold. By 3/27/2015, the number of skills below the 70% threshold had been reduced to 42.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use data from ELA and math benchmark assessments to monitor student progress, including subgroups and to plan instruction and interventions to close the achievement gap. Establish baseline passage rate for each subgroup. Review the benchmarks at the end of the year and make	Cost = \$12,000 funding source = General Fund/ Base Grant	Benchmarks are in the process of being identified or developed in 2014/15. The process is approximately one year behind what was originally anticipated. Teachers worked on curriculum maps; which need to be created prior to identifying benchmarks. Benchmarks will have been identified/developed at grades K-12 by the end of the	\$[JD125]6,464

revisions as needed.		2015/16 school year. The base year for the benchmarks will be 2016/17. Assessment data is in place for identifying students in need of an intervention class or program. Benchmark data for Read 180, Lexia, ELP and IXL math is used to monitor student progress to close the achievement gap.	
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<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 timeline for identifying/developing benchmarks for ELA and math at grades K-12 and for science and history/social studies at grades 7-12 will be extended due to the lack of a full time Director of Curriculum to facilitate the development. To support student mastery of benchmarks, formative assessments and data on benchmarks will be used to plan instruction and interventions in future years. This was identified as a crucial need by both administrators and teachers. Interventions will continue and expand as needed based on student achievement data. Student progress in intervention programs will be monitored through pre/post assessment data. More systematic processes for monitoring growth on benchmarks would be helpful. In addition, we have expanded the amount of money allocated to after school tutoring due to the perceived lack of preparation recognized by our teachers.</p>
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Original GOAL from prior year LCAP:	7) Students have access to career technical education (CTE) courses in high school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools: Cloverdale High School		
	Applicable Pupil Subgroups: All		
Expected Annual	The district will review/revise course offerings to focus on career pathway opportunities with a goal of expanding	Actual Annual	The district/school have planned the addition of a dual enrollment AG/CTE course for 2015/16. A gaming unit will be

Measurable Outcomes:	<p>course offerings by a minimum of one class and increased student participation in career technical education (CTE) courses aligned with college/career readiness.</p> <p>50% of students in grades 11 and 12 who take an AP exam will score in the 3-5 range</p>	Measurable Outcomes:	<p>added to the Digital Media course to increase alignment with 21st century employment opportunities. AP teachers were asked for input on how to increase the percentage of students taking and passing AP exams. The AP teachers reported that the \$80/AP test cost was a barrier to some students. Students who are eligible for free/reduced price lunch pay \$5/AP test. In previous years there was funding for this test for all students through the district. The AP teachers recommended that a better measure would be the percentage of students enrolled in an AP class. As a baseline, there were 6 students in AP Statistics, 30 in AP Spanish and 18 in AP biology in 2014/15. In 2012/13 (most recent data available on 3/17/15), 28 students out of 219 students (12.8%) took an AP exam and 64% of these students scored at the 3-5 level. Thus, the target for increasing the percentage of AP test takers scoring at the 3-5 level was met. In 2014/15, there are 34 students taking an AP exam. There will be 41 exams. There are 25 students who will be eligible for the reduced exam fee and these students plan to take 31 exams.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain or expand capacity for CTE courses that are aligned with CCSS and industry sectors with livable wage employment opportunities. Consideration of adding one class and related materials.	Cost = \$16,000 funding source = General Fund/Base Grant	CHS is working on dual enrollment course Agriculture CTE course. A gaming unit will be added to the digital media class. Students are encouraged by teachers and counselors to take AP classes and AP tests.	\$[10126]12,999
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)_____	

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) _____	

<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>CHS will expand its participation in pathway development services and collaboration with Santa Rosa JC and business partners available through the Career Pathways Trust Grant to increase college/career readiness opportunities for students in high school. Students expressed a strong desire to have expanded electives that are hands on. Due to the “hands on” request, the district will be looking to add an Engineering class, and vineyard management class. College/career readiness will begin at the elementary level with the addition of a STEAM (science, Technology, Engineering, Arts and Math) class.</p> <p>High school students will have a broader range of elective and/or CTE pathway courses that are aligned with student interests. Students will have increased access and hands-on use of technology as a tool for 21st Century learning skills. We invested \$468,000 in technology due to the expressed need from administration, students and staff.</p>
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Original GOAL from prior year LCAP:	8) Increase the attendance rate by .5% per year to 97%. Decrease the drop out rate at Johanna Echols-Hansen Continuation school by 5% per year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: All for attendance rate, students at Cloverdale HS and Johanna Echols-Hansen Continuation for lack of credits by year	Applicable Pupil Subgroups: All for attendance rate, high school students for credits by year
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Expected Annual Measurable Outcomes:	<p>More students will attend school.</p> <p>More students will have the credits needed by year to graduate on time. Fewer students will drop out of Johanna Echols- Hansen Continuation.</p> <p>The district will increase the district-wide attendance rate to 96% and decrease the CHS dropout rate to 2.0% and the JEH dropout rate to 25%. A specific focus will be placed on positive attendance for students in Grades K and 1.</p>	Actual Annual Measurable Outcomes:	<p>Between 8/18/2014 and 3/27/2015, the regular program attendance rate was 95.08%, which is less than the 96% attendance target. The attendance rate for the full year will be calculated after the end of the school year.</p> <p>There are 23 seniors who are enrolled at Cyber High to make-up credit deficiencies.</p> <p>The most recent Data Quest report provides results for 2012-13, prior to the development of the LCAP. At CHS the cohort dropout rate was 5% so the target of 2% was not met. State drop out data was not provided for Johanna Echols-Hansen Continuation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-Conduct a communications campaign to promote increased student attendance. An emphasis will be placed on positive attendance in Grade K and 1. Monitor attendance rates and contact parents directly when a student is not attending.</p> <p>-Implement new 8th grade promotion requirements and intervention programs (during school, after school, summer school) to support students in meeting promotion requirements.</p> <p>-Establish credit monitoring system at the HS level and establish support system for students who are credit deficient.</p>	<p>Cost = \$66,000 funding source = Supplemental/ Concentration Grant</p>	<p>-Bus transportation was added at the primary level to promote school attendance. Attendance rates were monitored and parents were contacted when a child was absent from school.</p> <p>-Revised 8th grade promotion requirements were implemented and intervention programs were added. These programs included summer school. Students were given options for credit recovery for some core classes.</p> <p>-Counselors monitored student credits at CHS and met with students who were not on track for graduation due to a lack of credits. Students can recover credits needed for graduation through Cyber-High and/or Eagle Creek.</p>	<p>\$[JD127]35,737</p>
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<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 attendance target will be adjusted to 96% (with rounding) because this is a more realistic target. The district rate in 2013/14 was 95.78%. Each school will work to achieve the 96% or higher rate. We have not seen an increase in attendance rates due to busing being added, but we are continuing with the hub busing for a minimum of another year. Continuing focus is needed on how to meet the needs of students who are not meeting promotion requirements in 8th grade. There is a group of students who are failing their classes and not choosing to participate in interventions or summer school. We did not make the changes that we felt were necessary during the 2014-15 school year, and will look to do so in the 2015-16 school year. We did expand summer school for the 2014-15 school year, and have increased our attendance by roughly 20 students. Options to address this need include enrollment at Eagle Creek for credit recovery in 9th grade, consideration of grading practices and consideration of instructional practices and counseling supports. CHS has a credit monitoring system in place with options for students to make up credits.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>9) Counseling staff will be available to provide skilled guidance and support to students who are struggling academically due to social/emotional issues. Students report a greater sense of connection to school.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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Goal Applies to:	Schools:	All for counseling support, Washington School for school connection	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Students who are struggling with mental health and/or academically will have access to a skilled and supportive counselor who can help them to address social/ emotional issues. More students at Washington School feel a stronger sense of connection to school.</p> <p>The percentage of 7th, 9th and 11th grade students who do not feel close to others at school will decrease by 5%. The percentage of students who report being hit or pushed will decrease by 5%. The percentage of students who report feeling safe at school most or all of the time will increase by 5%.</p>		Actual Annual Measurable Outcomes:
	<p>There is no additional data from the Healthy Kids Survey so it is not possible to use the planned measures in the LCAP. On the ELAC Needs Assessment, 91% of parents reported that the school provides a safe environment for their child. Counselors are provided at all schools to address students' social/emotional issues. Principals report that the additional counseling staff has been extremely helpful. Between October 2014 and April 2015, the JES counselor saw 346 students for individual counseling, 121 for group counseling, 4 for group guidance/conflict resolution, had 18 teacher/staff consultations, 3 parent phone contacts and did 10 observations. The percentage of Hispanic and Caucasian students participating in counseling is representative of the student population. At WS, the counselor held 618 individual counseling sessions, 96 group sessions, 174 parent phone contacts or consultations, observed 24 students and led 80 classroom guidance lessons. At CHS, the counselor was added late in the year due to turnover for the contracted counseling service. The expectation is that there will be a contracted counselor for the full school year in 2015/-16. On the LCAP parent survey 79% of parents reported that there would be some at the school to help a student who is struggling socially or academically, 13% reported that they didn't know about this and 9% reported that there would not be someone to help a student. A student focus group was planned but not held at Washington School to solicit input on the school culture and climate.</p>		

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Hire additional counseling staff and provide direction on the focus for services.	Cost = \$200,000 funding source =	- Counselors were added to provide social/emotional and academic support to students at all schools. The agency	\$(UD128)53,574

<p>-Based on input from student focus group at Washington School, pilot activities to increase sense of student connection to school. Collect data on effectiveness at the end of the year and use this to plan activities for the following year.</p>	<p>Supplemental/ Concentration Grant</p>	<p>providing a contracted counselor at CHS had multiple staffing challenges which resulting in CHS not having a social/emotional counselor for a majority of the school year.</p> <ul style="list-style-type: none"> - Counselors were asked to collect and summarize data on the scope and impact of counseling services being provided. The data collection showed that there were many student contacts and students and parents reported that counseling services were helpful. Students (207) who had personal counseling visits reported that these visits were helpful. Parents (14 contacted for feedback) also reported that the counseling services were helpful. - Focus groups were held at CHS and WS. 	
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<p>Scope of service:</p>			<p>Scope of service:</p>		
<p><input type="checkbox"/> ALL</p>				<p><input type="checkbox"/> ALL</p>	
<p>OR:</p>				<p>OR:</p>	
<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	
<p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>				<p><input type="checkbox"/> Other Subgroups:(Specify)_____</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:</p>				<p>OR:</p>	
<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	
<p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>				<p><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 fund a full time counseling position at Washington School due to the feedback from students and parents. Counselors will continue to provide social and emotional as well as academic support at all schools. The academic support at Washington is new this year, and we will look to create a more college going culture as we move forward. Once CHKS data is available, it will be reviewed to determine focus areas for counseling services. We will hold the Focus Group earlier in the year at Washington School as we found it was held to late in the year to have maximum effectiveness.</p>
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<p>Original GOAL from prior year</p>	<p>10) All students have access to and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__</p>
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LCAP:				Local: Specify _____
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All students have full access to and are enrolled in the full areas of study specified in Education Code. The district will maintain 100% access for students.		Actual Annual Measurable Outcomes:	District records and student schedules show that 100% of students have access to the full areas of study specified in Education Code.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to provide a schedule that gives all students access to the required areas of study.		Cost = no cost	Existing practices have continued.	
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Other Subgroups:(Specify) _____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<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"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to 100% of students having access to the full areas of study we will maintain existing practices.		

Original		Related State and/or Local Priorities:
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GOAL from prior year LCAP:	11) Decrease the ratio of student per computer by 10 students per computer from a base of 20.6:1.	1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will use computers in class work and to access intervention resources more regularly. Students will have more experience in using technology when taking the Smarter Balanced assessment.	Actual Annual Measurable Outcomes: The LCAP target was to decrease the ratio of students per computer from 20.6:1 to 10.6:1. The district surpassed this target with a ratio of 9.6:1.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase additional computers and provide support for maintaining these computers	Cost = \$20,000 funding source = General Fund/Base Grant	Technology was purchased and the district exceeded the target ratio at the beginning of the school year.	\$[D130]140,967
Scope of service:		Scope of service:	
X_ALL		X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district ratio is below the county and the state ratio of students per computer (the county average is 7.1:1 and the state average is 5.6:1). To prepare students for 21 st century skills and access to information, additional technology is needed. The district made a substantial investment in technology, and will be 1.25:1 for the 2015-16 school year. The District will increase funding for technology (\$50,000 for replacement earmarked every year) and		

provide professional development on how to use this technology effectively to teach CCSS and prepare students with 21st Century College/Career Readiness skills. Based on the BrightBytes data, the District needs to focus its attention on providing Professional Development to help teachers know how to integrate the technology into their classrooms. The district will also align the technology staff level with the equipment to be maintained. Bright Bytes survey data provides feedback on the adequacy of technicians. Professional development will be planned using teacher input on the LCAP staff survey.

Original GOAL from prior year LCAP:	12) Increase student performance in middle grades in science and history/social studies by 5% per year over a base line set in year 1.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Washington School and Cloverdale High School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	N/A – this was planned for 2015/16 benchmarks	Actual Annual Measurable Outcomes: N/A – outcomes were planned for 2015/16. The target was based on CST scores; which are no longer available.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
MS Science and History/Social Studies teachers work with coach on how to integrate CC anchor standards into their curriculum.	Cost = \$6,000 funding source = Supplemental/ Concentration Grant	Science teachers participated in professional development on the Next Generation Science Standards at SCOE. History/social studies teachers at CHS used PLC time to plan implementation of CCSS; this included the Stanford History Project. Due to staffing changes there was limited coaching availability.	\$[10131]9,960
Scope of service:		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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) _____	

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

Due to the lack of a full time Director of Curriculum, the facilitation for benchmark development didn't take place. Therefore, we will continue with the plan to develop/identify benchmarks at grades 7-12 in 2015/16 (dedicate 2 release days in 2015-16) and set a baseline in 2016/17. The district will continue to pay for teachers to participate in professional development. In addition, the district will potentially invest \$39,000 to be a part of the BaySci consortium. Provide coaching support to all teachers in 2015/16.

Original GOAL from prior year LCAP:	13) An average of 75% of students meet each of the six California Physical Fitness HFZ measures.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Washington School and Cloverdale High School, grades 5, 7 and 9
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Students in grades 5, 7 and 9 receive instruction and extra practice on any HFZ measure where less than 75% of students meet the target. The average number of students meeting each of the six HFZ measures in grades 5, 7 and 9 will increase by 5%.	Actual Annual Measurable Outcomes:	Data for 2012/13 was compared to 2013/14 (DataQuest). At 5 th grade, either 75% of students met the measure or there was a 5% increase in the percentage of students meeting the measure for the 5 measures. Aerobic capacity is at 72%. In 7 th grade, students met 4 out of 6 measures. Student flexibility is at 68% and body composition is at 48% (a 20% decrease). In 9 th grade, students met 5 out of 6 measures. Students need to work on flexibility (57% meet the target). PE teachers are also monitoring students on the HFZ measures.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Based on the 2013 physical fitness HFZ measures, set focus for increasing physical fitness for specific	Cost = \$0	The CHS PE teacher developed a HFZ monitoring system that was shared with other schools. Teachers at all grade	\$[JD132]n/a

measures. Monitor students' performance on selected measure(s) approximately monthly.		levels are including the HFZ measures in PE.	
Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The targets will remain the same. Student performance on the HFZ measures should be assessed at each grading period. Physical fitness is directly correlated to academic achievement. In order to help meet the target, the PE teachers for Middle School and the High School will be given 2 release days to develop curriculum maps for the 2015-16 school year. http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf	

Original GOAL from prior year LCAP:	Increased parent participation in new ways, decrease the achievement gap, decreased the dropout rate, increase counseling support and increase access to computers for interventions.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low-income student subgroup	
Expected Annual Measurable Outcomes:	Expected annual measureable outcomes are included in the 2014-15 goals as noted. (This is from Part 2B – services for specific subgroups)	Actual Annual Measurable Outcomes:	This is reported above under goals 5, 6, 9 and 11.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Low-income parents will be specifically targeted for involvement in their child's education (goal 5). Instructional strategies that are more effective for low-income students will be implemented (goal 6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions, students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (goal 9). Increased technology will be available for individualized interventions (goal 11).	\$156,300	There was an increase in parent involvement due to the parent liaison position. There was an increase in interventions provided and monitoring of student credits to keep students on track with the credits needed for graduation. Counseling support was added and increased technology was available including programs such as Read 180 and IXL math.	\$194,992
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes are included under goals 5, 6, 9 and 11.		

Original GOAL from prior year	Students taught CCSS with appropriate instructional strategies (goal 4). There is increased parent participation in new ways (goal 5). There is a decrease in the achievement gap (goal 6). There is a decreased dropout rate (goal 8). There is increased, counseling support (goal 9). There	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__
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LCAP: is increased access to computers for interventions (goal 11). Local: Specify _____

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

Expected Annual Measurable Outcomes: Expected annual measureable outcomes are included in the 2014-15 goals as noted. (This is from Part 2B – services for specific subgroups)
 Actual Annual Measurable Outcomes: This is reported above under district goals 4, 5, 6, 8, 9 and 11.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will provide sustained and intensive professional development at grades 1-8 on ELD through a contract with Kevin Clark-Accelerated Reader. All teachers at these grade levels will be trained to provide both leveled ELD and ELD strategies in all instruction. The HS will continue to provide leveled ELD with English 3-D (goal 4). Parents of EL students will be specifically targeted for involvement in their child’s education (goal 5). Instructional strategies that provide increased access to content and vocabulary will be implemented in all classrooms across the district (goal 6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (goal 9). Increased technology will be available for individualized interventions	\$156,300	ELD professional development was provided as planned and ELD continued at the high school level as described. Through the bi-lingual parent liaison there was more outreach to EL parents as evidenced by more active ELAC participation. Instructional strategies to increase EL students’ access were implemented and there were observations regularly to monitor this implementation. Students with failing grades in 8 th grade were identified and referred to interventions to prepare for high school. Credits towards graduation were monitored at Cloverdale High School and students had options to earn the credits needed for on-time graduation. Counseling was provided at all school to support students struggling socially/emotionally as well as academically. Technology was added for new individualized intervention programs such as Read 180.	\$[JD134]89,767
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		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	

__ Other Subgroups:(Specify)_____		__ Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes are included under district goals 4, 5, 6, 8, 9 and 11.		

Original GOAL from prior year LCAP:	There is a decrease in the achievement gap (goal 6). There is a decreased dropout rate (goal 8). There is increased, counseling support (goal 9). There is increased access to computers for interventions (goal 11).		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Foster Youth	
Expected Annual Measurable Outcomes:	Expected annual measureable outcomes are included in the 2014-15 goals as noted. (This is from Part 2B – services for specific subgroups)	Actual Annual Measurable Outcomes:	This is reported above under district goals 6, 8, 9 and 11.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will work with the SCOE Foster Youth Coordinator and foster parents to address the individual needs of foster youth. Instructional strategies that are more effective for low-income students will be implemented (goal 6). Students who do not have the academic skills needed for HS will be identified in MS and	\$10,300	Services are provided as described when a foster youth enrolls in the district. The additional interventions were implemented. Monitoring of credits and support for on-time graduation was implemented. Counseling support was added. Technology was added to increase access to individualized interventions.	\$ JD135 145,505

provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (goal 9). Increased technology will be available for individualized interventions (goal 11)					
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 checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
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) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes are included under district goals 6, 8, 9 and 11.				

Original GOAL from prior year LCAP:	Students taught CCSS with appropriate instructional strategies (goal 4). There is increased parent participation in new ways (goal 5). There is a decrease in the achievement gap (goal 6). There is a decreased dropout rate (goal 8). There is increased, counseling support (goal 9). There is increased access to computers for interventions (goal 11).	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Redesignated-Fluent English Proficient	
Expected Annual Measurable Outcomes:	Expected annual measureable outcomes are included in the 2014-15 goals as noted. (This is from Part 2B – services for specific subgroups)	Actual Annual Measurable Outcomes:
LCAP Year: 2014-15		

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>The District will provide sustained and intensive professional development at grades 1-8 on ELD through a contract with Kevin Clark. All teachers at these grade levels will be trained to provide both leveled ELD and ELD strategies in all instruction. The HS will continue to provide leveled ELD with English 3-D (goal 4). Parents of R-FEP students will be specifically targeted for involvement in their child’s education (goal 5). Instructional strategies that provide increased access to content and vocabulary will be implemented in all classrooms across the district (goal 6). Students who do not have the academic skills needed for HS will be identified in MS and provided additional interventions. Students will be monitored and supported in high school to stay on track with credits for graduation. Students who are struggling socially/emotionally will receive increased counseling support (goal 9). Increased technology will be available for individualized interventions (goal 11).</p>		\$102,300	<p>Sustained and intensive ELD professional development was provided as planned. Parents of R-FEP students were targeted through bi-lingual liaison activities and outreach. Instructional strategies to increase access to content for ELs and R-FEP students were implemented in classrooms. Administrators regularly monitored that these practices had been implemented. Credit monitoring was implemented as planned. Counseling was added as planned. Additional technology and programs with individualized intervention programs were provided as planned.</p>	\$ ^[JD136] 15,621
15 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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
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) _____		
What changes in actions, services, and expenditures will be made as a		Changes are included under district goals 4, 5, 6, 8, 9 and 11.		

result of reviewing past progress
and/or changes to goals?

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1,317,461

- 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.

13.56	%
The district's prior year EIA expenditure was \$123,955. The district's estimated Supplemental and Concentration Grant Funding is \$1,317,461 and the district's Minimum Proportionality Percentage is 13.56%. The minimum calculated allocation to meet Minimum Proportionality is \$178,648. Given that the calculated MPP is more than the prior year EIA expenditure, the MPP is the minimum requirement; the district has	

allocated funds to meet/exceed the prior year EIA expenditure of \$123,955 and the MPP minimum requirement of \$178,648. The district has allocated \$1,317,461 to provide increased and improved services specifically for low-income pupils, foster youth, English learners and R-FEP students. The district is seeking to increase the achievement of all students while closing the achievement gap. All students will benefit from the focus on instructional delivery professional development opportunities related to CCSS and ELD instruction. The development of benchmark assessments to monitor student mastery and plan differentiated instruction based on student needs and increase in instructional strategies that both engage students and keep them accountable for learning. These students will also benefit from the availability of additional school counseling time at Washington and Jefferson School to support students with social/emotional issues.

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).