Introduction:

LEA: Colton Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Celia Gonzales, Director of School Improvement and Accountability, Celia_gonzales@CJUSD.net, 909-580-5000 **LCAP Year:** 2015-16

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
District Demographics: Colton Joint Unified School enjoys a diverse enrollment of over 23,000 students in a transition kindergarten through 12th grade setting. Additional educational programs include preschool, Headstart and Children's Center pre-kindergarten programs, as well as continuing educational opportunities beyond the 12th grade for qualified special education students and students approved for fifth year of high school attendance. The district serves a broad geographic area which includes the cities of Colton, Bloomington and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino. The district maintains 18 elementary schools, (K-6), 4 middle schools (7-8), 3 comprehensive high schools (9-12), a continuation high school and an alternative high school. The District consists of 83.53% unduplicated pupils (English Learners, Low Income and/or Foster Youth) as of the 2nd interim reporting period. Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to English Learners, Low Income and Foster Youth Students. The district's stakeholders include DELAC, DAC, the Board of Education, the Superintendent's Community Cabinet, parents, students, the certificated and classified bargaining units and administration.	

District Steering Committee: Beginning in October of 2013, the Colton Joint Unified School District established a steering committee to provide direction to the development of the LCAP. The steering committee met monthly beginning in October until the plan was finalized for draft presentation in April 2014. A smaller sub-committee was created to work on the writing portion of the LCAP after the steering committee had discussed the general priorities of the district, the board and the community. The writing sub-committee was presented with information from the following sources before beginning the discussions on the goals for the district: • California Healthy Kids Survey (School Climate) • Discipline and Expulsion 3-year Comparisons (School Climate) • Title III Improvement Plan Performance Goals (Pupil Achievement) • CDE Title III Accountability Report • DELAC Annual Report (Pupil Achievement , Parent Involvement) • District Profile (Pupil Achievement) • Numerically significant subgroups • LCAP District Data portrait (Pupil Achievement , Course Access) • CDE Career and Technical Education enrollment and passage rates (Pupil Achievement , Course Access) • Student Information System A-G Monitoring report (Pupil Achievement , Course Access) • CDE Dataquest Completion rates for UC/CSU courses (Pupil Achievement , Course Access) • Advanced Placement Exam Passage Rates (Pupil Achievement , Course Access) • CDE School Quality Snapshots (Pupil Achievement)	**District Steering Committee:** The District Steering Committee and the smaller writing sub-committee provided active feedback and discussion on the goals that the district wants to achieve. The goals were developed following monthly meetings with the stakeholders involved in the committee, which reflect the state priorities, the board values and the priorities of the Superintendent's Community Cabinet. The values of the stakeholders were ultimately represented in the plan as the goals that our district hopes to accomplish through the LCAP.
Stakeholder Engagement: Three community forum meetings were held in the evenings on March 11, 2014, March 18, 2014 and March 20, 2014 to provide parents, community members and staff an opportunity to learn about the LCAP and provide feedback on their educational values. These meetings were held in three different locations representing the three major geographical locations of the district; Bloomington, Colton and Grand Terrace. Approximately sixty parents, staff, students and community members attended to learn about the LCAP and to provide their feedback on the values they want represented for students in the plan. A website was created to publish information about the LCAP to the broader community. Information posted on the website includes a timeline for the development of the plan, an FAQ, the state priorities, a copy of the community meeting presentation, and an e-mail link to send comments relating to educational priorities to the district. Through the e-mail link, several parents and staff members shared their ideas for the priorities of the district and the programs they would like to see implemented in the district. On February 11, 2014, the Board of Education participated in a consensus building workshop for the LCAP to identify their priorities for the district. Together, they identified eight values that are closely	**Stakeholder Engagement:** The feedback obtained through the community forums, the steering committee, the board values, written comments, school site principals, teachers and other employees demonstrated many common themes including student support for academic, emotional, social and health needs. Through the development of the LCAP, the parents, community members, students, and staff reinforced the goals of the state priorities, board values, and Community Cabinet priorities. The steering committee and the writing committee were able to take this unified vision and develop a plan that established an increased level of services and interventions to help our students succeed. Following the launch of the district LCAP website, several e-mail responses were received from teachers, classified staff, and parents, including the desire to reinstate the elementary counselors, the need to restore health services to students, the need for elementary assistant principals, and the need to provide support services to struggling students. Those ideas, which mirror discussions from the committees, are represented throughout the plan. The verbal comments and questions shared during the presentation of the plan to the DELAC and DAC committees were very well aligned with the goals that had been established and included comments on

related to the state identified priorities.

Board Value 1: Safe and positive environments lead to healthy climates

Board Value 2: All students must have the opportunity to be learn and be successfull.

Board Value 3: Educators need quality staff development and collaboration for effective teaching.

Board Value 4: Students need equal access to preparation for college and career pathways.

Board Value 5: Staff must be caring, helpful and qualified to encourage students.

Board Value 6: Parent and community invovlement is needed and important to the development of our students.

Board Value 7: All students must have access to quality programs.

Board Value 8: All students must have quality resources to excel.

The draft LCAP was shared with both District English Language Advisory Committee (DELAC) and the District Advisory Council (DAC) during a joint meeting held on April 23, 2014. DELAC and DAC were presented with an overview of the plan, which was available in English and Spanish and had an opportunity to ask questions about the plan. In addition, attendees were provided the website address, which is also available in Spanish, and the e-mail address to submit additional written questions.

The Superintendent has developed a community involvement process called Community Cabinet which brings together stakeholders throughout the district, including parents, DELAC representatives, local business owners, higher education representatives, local charities, faith based organizations, and community members. The Community Cabinet identified four priority areas, which also served to guide the steering committee during the development of the LCAP.

Community Cabinet Priority 1: Early preparation for school

Community Cabinet Priority 2: Mental and physical health and awareness

Community Cabinet Priority 3: Literacy

Community Cabinet Priority 4: Academic and career readiness

To integrate the ideas and feedback from our local foster families, the district scheduled a foster family forum on March 25, 2014; however, despite several messages advertising the meeting, we did not have any attendees.

the integration of computer skills into elementary classrooms, the need for additional counselors, including training for counselors on college going requirements, cleanliness of schools, staff development, classroom to parent communication and the calculations to determine the site allocations of funding. Many of the questions were clarifying questions and were answered through the course of the meeting.

Two school site principal forums were held to gain feedback from the principals on the needs of their sites. Site principals participated in small group discussions on the state priorities, board values and community cabinet priorities to identify programs and positions on their campuses needed to increase and improve services to students. School site principals were also instructed to speak with their teaching staff to solicit feedback on the development of the LCAP. Many of the responses incorporated items that were discussed during the steering committee and writing committee meetings, including the reinstatement of the elementary counselors, addition of more health services personnel, increased technology, and improved custodial services. On March 4, 2014, a mass e-mail was sent to all district employees advertising the district's LCAP website and providing a link for staff to present ideas and feedback. Meetings were held with the Associated Student Body (ASB) leaders at all five high school sites to discuss their educational goals and what programs and services the district can provide to support them.	
Annual Update:	**Annual Update:**
2015/16 Annual Update: The Colton Joint Unified School District consists of 82.73% unduplicated pupils (English Learners, Low Income and/or Foster Youth). Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to English Learners, Low Income and Foster Youth Students. The district's stakeholders include: • Students • Parents • DELAC • Board of Education • Superintendent's Community Cabinet • Certificated and classified bargaining units • District and site administration **District Steering Committee:** Beginning in December of 2014, the District re-established a steering committee to provide direction to the development of the LCAP. Steering committee membership included representation from district office administration, site level administration, elementary and secondary teachers, certificated bargaining unit, classified bargaining unit, special education staff, health services staff, DELAC, and parent representatives. The steering committee met monthly beginning in December until the plan was finalized for draft presentation in May 2015. The steering committee held meetings on December 12, January 15, March 5, April 16 and May 21. A smaller sub-committee was created to work on the writing portion of the LCAP after the steering committee had discussed the general priorities of the district, the board and the community. The writing sub committee met on February 12, February 26, March 5, March 12, April 6, and May 7. The writing	**District Steering Committee:** The District Steering Committee and the smaller writing sub-committee provided active feedback and discussion on the programs and services that were proposed based on the collaborative goals that were established. The programs and services were identified and selected following regular meetings with the stakeholders involved in the committee, and which ultimately reflect the state priorities, the board values and the priorities of the Superintendent's Community Cabinet. After evaluating the district's progress on the 2014-15 LCAP, the steering committee elected to condense the original twenty-three goals into nine goals, while still maintaining the programs and services that were developed to achieve those goals. The steering committee maintained its focus on the eight state priorities, as well as the eight board

sub committee consisted of volunteers from the steering committee and included district office administration, site level administration, certificated bargaining unit, classified bargaining unit, elementary and secondary teachers, special education staff, and parent representatives. Both the steering committee and writing sub-committee were presented with data reflecting progress towards the established goals of the 2014-15 LCAP. That data was reviewed and evaluated to identify services and programs needed to improve student achievement in 2015-16. The district shared specific data relating to the goals, including career pathways enrollment, 'a-g' completion rates, AP exam passage rates, graduation rates, Algebra I passage rates, English proficiency and reclassification rates, reading proficiency rates, student performance data, attendance rates, drop-out rates, and suspension and expulsion rates. **Stakeholder Engagement:** A website was created to publish information about the LCAP to the broader community. Information posted on the website includes a timeline for the development of the annual update, a copy of the 2014-15 LCAP, an FAQ, the state priorities, a survey and an e-mail link to send comments relating to educational priorities of the district. A district-wide telephone message was broadcast to inform parents, particularly parents of low-income, English learner and foster youth, and students of the availability of the survey, as well as a district wide email to all employees inviting participation. The survey queried parents, students, staff and the community about what programs and services they felt would best accomplish the goals of the plan. Through the survey, over 200 parents, students, community members and staff shared their ideas for the priorities of the district and the new programs they would like to see implemented in the district. At the high school level, principals held discussions with groups of students to gain feedback on the goals of the plan and solicit input on their perspectives for services. Survey respondents included parents of low-income students, parents of English learner students, foster youth families, certificated bargaining unit members, classified bargaining unit members, and administration. On February 11, 2014, the Board of Education participated in a consensus building workshop for the LCAP to identify their priorities for the district. Together, they identified eight values that are closely related to the state identified priorities and which continue to be identified in the 2015-16 Annual Update.	values and the four community cabinet priorities in evaluating the services and programs for the 2015-16 LCAP. **Stakeholder Engagement:** The discussions held during the meetings of the steering committee, the board values, written comments, school site principals, teachers and other employees demonstrated many common themes including student support for academic, emotional, social and health needs. Through the development of the LCAP, the parents, community members, students, and staff reinforced the goals of the state priorities, board values, and Community Cabinet priorities as evidenced in the survey results. The steering committee and the writing committee were able to take this unified vision and develop a plan that established an increased level of services and interventions to help our students succeed. The survey elicited several dominant ideas, such as career education, support for the English learners and support for teachers working to master the new standards. These themes helped the district designate specific support services towards those goals, including expansion of career pathways, math and English learner intervention teachers, and dedicated teacher collaboration time. In addition, during the presentation to DELAC, the members overwhelming supported the restoration of crossing guard services at the elementary level as a method of ensuring student safety and supporting school climate. During discussions with high school students, career education, math and English support continued to be a central focus and aligned with the survey responses from parents, teachers, and other staff as well as to the services and interventions proposed through the steering committee and shared by DELAC. Foster families provided feedback specific to the needs of foster youth and emphasized the need for support towards graduation, academic proficiency, and engagement opportunities. The continuation of services from the 2014-15 LCAP, which are represented in the 2015-16 LCAP, will provide the support those families referenced including the implementation of PBIS, the use of the student services counselor, as well as the academic support and expansion of career pathways.

Board Value 1: Safe and positive environments lead to healthy climates

Board Value 2: All students must have the opportunity to be learn and be successfull.

Board Value 3: Educators need quality staff development and collaboration for effective teaching.

Board Value 4: Students need equal access to preparation for college and career pathways.

Board Value 5: Staff must be caring, helpful and qualified to encourage students.

Board Value 6: Parent and community invovlement is needed and important to the development of our students.

Board Value 7: All students must have access to quality programs.

Board Value 8: All students must have quality resources to excel.

The draft LCAP was shared with the District English Language Advisory Committee (DELAC) during a meeting held on April 22, 2015. DELAC was presented with an overview of the plan, including proposed programs and services, in English and Spanish and had an opportunity to ask questions about the plan. DELAC was also provided access to the survey and encouraged to respond. Approximately ten DELAC participants provided direct feedback through the survey through the assistance of the district translator/interpreter.

The Superintendent has developed a community involvement process called Community Cabinet which brings together stakeholders throughout the district, including parents, DELAC representatives, local business owners, higher education representatives, local charities, faith based organizations, and community members. The Community Cabinet identified four priority areas, which also served to guide the steering committee in the development of the Annual Update and the 2015-16 update of the plan. Community Cabinet was presented with information about the LCAP on April 23, and were invited to complete the survey available on the web site.

The Student Services Counselor hired under the 2014-15 LCAP facilitated involvement through the area's foster families and encouraged responses to a survey tailored to the support needed for foster youth.

Periodic updates were provided to the Board of Education including formal presentations completed on February 20 and May 7, an informal update during the meeting held on March 12 and April 16. Correspondence updates were also provided to the board to keep them apprised of the progress of the work being completed in the Steering and Writing committees on November 14, January 16 and May 13.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	1. Increase the number of students who graduate and are prepared for college and/or a career.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities, Board Value 4: Equal access, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and career readiness

Identified Need :	**Baseline:** In 2014-15 the district established and maintained a total of eight industry focused career pathways and increased enrollment in Linked Learning pathways to 379 students. In addition, a variety of career focused classes, including introductory, concentration and capstone courses exist through a partnership with the Colton, Redlands, and Yucaipa Regional Occupation Program (CRY-ROP). **Identified Need:** The district will continue to support the implementation of the eight Linked Learning career pathways and increase the number of students enrolled in the programs. **Baseline:** In 2014-15 the district achieved a 26.5% UC/CSU ('a-g') course complete rate. **Identified Need:** The district will continue to increase the percentage of students who are prepared for college by completing UC/CSU compliant coursework.
Goal Applies to:	Schools: All high schools. Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Increase the number of pupils enrolled in the eight Linked Learning career pathways to 950.** ▫ **Required State Metric**: Share of pupils that are college and career ready. ▫ **Local Metric**: Number of pupils enrolled in career pathways. **Increase the total percentage of pupils who complete the UC/CSU compliant coursework to 29%.** ▫ **Required State Metric**: Share of pupils that are college and career ready. ▫ **Required State Metric:** Share of pupils determined prepared for college by the Early Assessment Program ▫ **Local Metric:** Percentage of pupils completing UC/CSU ('a-g') requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1900: $82,123 Employee Benefits LCFF: 0395 Object Code 3000: $24,926 Books And Supplies LCFF: 0395 Object Code 4310: $125,000
1B. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR:	ROP funding Base: 0000 Object Code 7200: $2,000,000

		__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
1C. Implement Project Lead the Way (PLTW) to integrate rigorous science, math, and engineering curriculum in high school courses.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
1D. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction Support model. Provide additional instructional support through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. ▫ Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction. **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. Classified Personnel Salaries Sp Ed: 6500 Object Code 2100: $190,753 Employee Benefits Sp Ed: 6500 Object Code 3000: $122,255
1E. Provide equal access to English learner students. ▫ Continue cost of English learner counselors to provide oversight and counseling to insure English learner students remain on track in their coursework and career education goals. ▫ Associated benefits costs ▫ Three high school English language arts and development teachers on assignment will provide intervention and support for students below grade level expectancies. ▫ Associated benefits costs. ▫ Establish a class size enrollment maximum for English and Math classes designed to support students who are below grade level expectancies. ▫ Associated benefits costs.	All high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $122,296 Employee Benefits LCFF: 0395 Object Code 3000: $34,400 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,215 Employee Benefits LCFF: 0395 Object Code 3000: $66,681 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269 Certificated Personnel Salaries Title III: 4203 Object Code: 1200: $60,630 Employee Benefits Title III: 4203 Object Code 3000: $22,804

1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $468,663 Classified Personnel Salaries LCFF: 0395 Object Code 2100: $18,090 Employee Benefits LCFF: 0395 Object Code 3000: $68,165
1G. Continue the use of a high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt. ▫ Tutoring programs are in place at each comprehensive high school and will provide support for students in math. Costs for tutoring are provided for in the site allocated funding.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $6,334
1H. Provide a double block math support class at the high school level to provide intervention and support for students. ▫ Staffing necessary to implement a double block of math support classes is an existing cost and is incorporated into the school site master schedule. No additional FTE added. ▫ Establish a class size enrollment maximum for English and math classes designed to support students who are below grade level expectancies.	All comprehensive school sites.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes. (Cross Reference Goal 1E) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269
1I. On-line subscription service to provide student assistance in test preparation including Advanced Placement exams, SAT/ACT, as well as additional Common Core State Standards resources and career education support for students and teachers ▫ On-line test preparation software program.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000
1J. Provide students with disabilities college going options through partnerships with Riverside City College, Chaffey Community College and San Bernardino Valley College. ▫ Continue local college visits for students with disabilities and information about available options, including priority registration in community college courses.	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Services And Other Operating Expenditures Special Education: 6500 Object Code 5800: $11,500
1K. Continue implementation and support of the Advancement Via Individual Determination (AVID) program at all secondary sites to guide and prepare students for college and careers. ▫ AVID tutors ▫ Associated benefits costs	All middle and high schools.	X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries Lottery: 1100 Object Code 2100: $180,093 Employee Benefits Lottery: 1100 Object Code 3000: $5,797

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**Increase the number of pupils enrolled in the eight Linked Learning career pathways to 1,150.** ▫ **Required State Metric:** Share of pupils that are college and career ready. ▫ **Local Metric:** Number of pupils enrolled in career pathways. **Increase the total percentage of pupils who complete the UC/CSU compliant coursework to 31%.** ▫ **Required State Metric:** Share of pupils that are college and career ready. ▫ **Required State Metric:** Share of pupils determined prepared for college by the Early Assessment Program ▫ **Local Metric**: Percentage of pupils completing UC/CSU ('a-g') requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1900: $82,123 Employee Benefits LCFF: 0395 Object Code 3000: $24,926 Books And Supplies LCFF: 0395 Object Code 4310: $125,000
1B. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	ROP funding Base: 0000 Object Code 7200: $2,000,000
1C. Implement Project Lead the Way (PLTW) to integrate rigorous science, math, and engineering curriculum in high school courses.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
1D. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction Support model. Provide additional instructional support through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. ▫ Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction. **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. Classified Personnel Salaries Sp Ed: 6500 Object Code 2100: $190,753 Employee Benefits Sp Ed: 6500 Object Code 3000: $122,255

by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs			
1E. Provide equal access to English learner students. ▫ Continue cost of English learner counselors to provide oversight and counseling to insure English learner students remain on track in their coursework and career education goals. ▫ Associated benefits costs ▫ Three high school English language arts and development teachers on assignment will provide intervention and support for students below grade level expectancies. ▫ Associated benefits costs. ▫ Establish a class size enrollment maximum for English and Math classes designed to support students who are below grade level expectancies. ▫ Associated benefits costs.	All high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $122,296 Employee Benefits LCFF: 0395 Object Code 3000: $34,400 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,215 Employee Benefits LCFF: 0395 Object Code 3000: $66,681 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269 Certificated Personnel Salaries Title III: 4203 Object Code: 1200: $60,630 Employee Benefits Title III: 4203 Object Code 3000: $22,804
1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $468,663 Classified Personnel Salaries LCFF: 0395 Object Code 2100: $18,090 Employee Benefits LCFF: 0395 Object Code 3000: $68,165
1G. Continue the use of a high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt. ▫ Tutoring programs are in place at each comprehensive high school and will provide support for students in math. Costs for tutoring are provided for in the site allocated funding.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $6,334

1H. Provide a double block math support class at the high school level to provide intervention and support for students. ▫ Staffing necessary to implement a double block of math support classes is an existing cost and is incorporated into the school site master schedule. No additional FTE added. ▫ Establish a class size enrollment maximum for English and math classes designed to support students who are below grade level expectancies.	All comprehensive school sites.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes. (Cross Reference Goal 1E) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269
1I. On-line subscription service to provide student assistance in test preparation including Advanced Placement exams, SAT/ACT, as well as additional Common Core State Standards resources and career education support for students and teachers ▫ On-line test preparation software program.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000
1J. Provide students with disabilities college going options through partnerships with Riverside City College, Chaffey Community College and San Bernardino Valley College. ▫ Continue local college visits for students with disabilities and information about available options, including priority registration in community college courses.	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Services And Other Operating Expenditures Special Education: 6500 Object Code 5800: $11,500
1K. Continue implementation and support of the Advancement Via Individual Determination (AVID) program at all secondary sites to guide and prepare students for college and careers. ▫ AVID tutors ▫ Associated benefits costs	All middle and high schools.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries Lottery: 1100 Object Code 2100: $180,093 Employee Benefits Lottery: 1100 Object Code 3000: $5,797

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**Refinement of pathways and work based learning opportunities will continue. Enrollment in Linked Learning pathways will increase to 1,350.** ▫ **Required State Metric:** Share of pupils that are college and career ready. ▫ **Local Metric**: Number of pupils enrolled in career pathways. **Increase the total number of students passing the UC/CSU compliant coursework to 33%.** ▫ **Required State Metric**: Share of pupils that are college and career ready. ▫ **Required State Metric:** Share of pupils determined prepared for college by the Early Assessment Program ▫ **Local Metric:** Percentage of pupils completing UC/CSU ('a-g') requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1900: $82,123 Employee Benefits LCFF: 0395 Object Code 3000: $24,926 Books And Supplies LCFF: 0395 Object Code 4310: $125,000

1B. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	ROP funding Base: 0000 Object Code 7200: $2,000,000
1C. Implement Project Lead the Way (PLTW) to integrate rigorous science, math, and engineering curriculum in high school courses.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
1D. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction Support model. Provide additional instructional support through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. ▫ Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction. **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. Classified Personnel Salaries Sp Ed: 6500 Object Code 2100: $190,753 Employee Benefits Sp Ed: 6500 Object Code 3000: $122,255
1E. Provide equal access to English learner students. ▫ Continue cost of English learner counselors to provide oversight and counseling to insure English learner students remain on track in their coursework and career education goals. ▫ Associated benefits costs ▫ Three high school English language arts and development teachers on assignment will provide intervention and support for students below grade level expectancies. ▫ Associated benefits costs. ▫ Establish a class size enrollment maximum for English and Math classes designed to support students who are below grade level expectancies. ▫ Associated benefits costs.	All high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $122,296 Employee Benefits LCFF: 0395 Object Code 3000: $34,400 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,215 Employee Benefits LCFF: 0395 Object Code 3000: $66,681 Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269 Certificated Personnel Salaries Title III: 4203 Object Code: 1200: $60,630 Employee Benefits Title III: 4203 Object Code 3000: $22,804

1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $468,663 Classified Personnel Salaries LCFF: 0395 Object Code 2100: $18,090 Employee Benefits LCFF: 0395 Object Code 3000: $68,165
1G. Continue the use of a high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt. ▫ Tutoring programs are in place at each comprehensive high school and will provide support for students in math. Costs for tutoring are provided for in the site allocated funding.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $6,334
1H. Provide a double block math support class at the high school level to provide intervention and support for students. ▫ Staffing necessary to implement a double block of math support classes is an existing cost and is incorporated into the school site master schedule. No additional FTE added. ▫ Establish a class size enrollment maximum for English and math classes designed to support students who are below grade level expectancies.	All comprehensive school sites.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes. (Cross Reference Goal 1E) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $644,050 Employee Benefits LCFF: 0395 Object Code 3000: $222,269
1I. On-line subscription service to provide student assistance in test preparation including Advanced Placement exams, SAT/ACT, as well as additional Common Core State Standards resources and career education support for students and teachers ▫ On-line test preparation software program.	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000
1J. Provide students with disabilities college going options through partnerships with Riverside City College, Chaffey Community College and San Bernardino Valley College. ▫ Continue local college visits for students with disabilities and information about available options, including priority registration in community college courses.	All high schools	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Services And Other Operating Expenditures Special Education: 6500 Object Code 5800: $11,500
1K. Continue implementation and support of the Advancement Via Individual Determination (AVID) program at all secondary sites to guide and prepare students for college and careers. ▫ AVID tutors ▫ Associated benefits costs	All middle and high schools.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries Lottery: 1100 Object Code 2100: $180,093 Employee Benefits Lottery: 1100 Object Code 3000: $5,797

GOAL:	2. Increase the number of students who achieve English proficiency and are reclassified.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10_ Local : Specify Board Value 2: Student Opportunities, Community Cabinet 3: Literacy

Identified Need :	**Baseline:** In 2013/14, 27.4% of English learner students achieved English proficiency as measured for students enrolled in the district for less than five years. Student enrolled in the district more than five years achieved an English proficiency at a rate of 47.5%. In addition, 11.46% of English learner students met the district reclassification criteria. **Identified Need:** To increase the percentage of English learner students achieving proficiency in English and meeting reclassification criteria.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English learner students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The percentage of English learner students achieving English proficiency will increase to 25.5% for students enrolled in the district for less than five years.** **The percentage of English learner students achieving English proficiency will increase to 52.8% for students enrolled in the district for more than five years.** ▫ **Required State Metric:** Share of English learners that become English proficient ▫ **Local Metric:** Data from the California English Language Development Test (CELDT) will be analyzed to measure the number of students achieving English proficiency as determined by an overall score of 4 or higher and scaled subtest scores of 3 or higher. **The percentage of English learner students meeting reclassification criteria will increase to 15.7%** ▫ **Required State Metric:** English learner reclassification rate ▫ **Local Metric**: Data compiled from Zangle, the district's student information system, will be analyzed to determine the overall English proficiency rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Continue funding of Language Assessment Center to provide initial CELDT testing for incoming students, and annual CELDT testing for continuing students, which ensures proper educational program placement and measure progress towards goal. **Add one additional Language Support Specialist to facilitate the CELDT testing administration and data analysis for English learner students** **Continue funding Language Support Services staff to provide program oversight, staff development and clerical for district-wide English learner program.** ▫ Language Support Services and Assessment Center staff salaries	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries and Certificated Personnel Salaries LCFF: 0395 Object Code as listed below: $370,098 Employee Benefits LCFF: 0395 Object Code 3000: $153,316 1200 $67,001 2100 $117,789 1300 $98,434 2400 $79,974 1900 $12,900 3000 $153,316

▫ Associated benefits costs			
2B. Continue funding 0.5 FTE translator/interpreter to provide translation services for parents. ▫ Translator/Interpreter classified position	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2100: $33,025 Benefits costs included in above figure relating to Language Support Services staff.
2C. Maintain three district-wide English learner counselor positions to provide intense monitoring and support to English learner students, including R-FEP students. ▫ Two English learner certificated counselors. (LCAP Funded) ▫ One English learner certificated counselor (Title III Funded) ▫ Associated benefits costs (LCAP Funded) ▫ Associated benefits costs (Title III Funded)	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: (Cross Reference Goal #1) Certificated Personnel Salaries Title III: 4203 Object Code 1200 Employee Benefits LCFF: 0395 Object Code 3000 Employee Benefits Title III: 4203 Object Code 3000
2D. Continue the use of READ 180 as intensive reading intervention for students in grades 9-12. ▫ READ 180 is included as an intervention class at each high school site with no additional cost incurred.	All middle school and high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional cost.
2E. Language! is provided for students in grades 4-6 during dedicated ELD time and during grades 7-8, and 9-12 as a double block class when students are two or more years below grade level in English/Language Arts. ▫ Language! implementation in grades 4-6 ▫ Language! implementation in grades 7-12	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classroom instruction in Language! at the elementary level is integrated into the structured school day. No additional budgeted expenditures. Classroom instruction in Language! at the middle and high school level is integrated into the master schedule. No additional budgeted expenditures.
2F. Continue use of Lexia as an intensive reading intervention program for students in grades K-3. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.
2G. English 3D is integrated into the middle school master schedule to support English learner students in a double block class who are two or more years below grade level. ▫ Classroom instruction in English 3D at the middle school level is integrated into the structured school day.	All middle schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes.
2H. A dual immersion program will continue to be offered at one elementary school for both English learner students and	Grimes Elementary	X All OR:	No additional budgeted expenditures relating to staff. Books And Supplies LCFF: 0395 Object Code 4100: $12,250

English only students. ▫ Dual immersion classroom teachers (BCLAD certified) ▫ Dual immersion instructional materials and staff development costs.	School	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2I. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130: Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
2J. Continue staff development for teachers of English learners through the use of three program specialists ▫ Three certificated English learner program specialist	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries Title III: 4203 Object Code 1900: $270,460 Employee Benefits Title III: 4203 Object Code 3000: $44,089
2K. A dedicated teacher at each school site functions as the English learner site leader. The site leader provides on-going monitoring of EL and R-FEP students for up to two years after re-designation and identifies the need for interventions. ▫ English Learner site leader at each school site.	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	The EL site leader is an existing teacher and is integrated into the existing FTE.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**The percentage of English learner students achieving English proficiency will increase to 27% for students enrolled in the district for less than five years.** **The percentage of English learner students achieving English proficiency will increase to 54% for students enrolled in the district for more than five years.** ▫ **Required State Metric:** Share of English learners that become English proficient ▫ **Local Metric:** Data from the California English Language Development Test (CELDT) will be analyzed to measure the number of students achieving English proficiency as determined by an overall score of 4 or higher and scaled subtest scores of 3 or higher. **The percentage of English learner students meeting reclassification criteria will increase to 17.7%.** ▫ **Required State Metric:** English learner reclassification rate ▫ **Local Metric**: Data compiled from Zangle, the district's student information system, will be analyzed to determine the overall English proficiency rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Continue funding of Language Assessment Center to provide initial CELDT testing for incoming students, and annual CELDT testing for continuing students, which ensures proper educational program placement and measure progress towards goal. **Add one additional Language Support Specialist to facilitate the CELDT testing administration and data analysis for English learner students** **Continue funding Language Support Services staff to provide program oversight, staff development and clerical for district-wide English learner program.** ▫ Language Support Services and Assessment Center staff salaries ▫ Associated benefits costs	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries and Certificated Personnel Salaries LCFF: 0395 Object Codes as listed: $370,098 Employee Benefits LCFF: 0395 Object Code 3000: $153,316 1200 $67,001 2100 $117,789 1300 $98,434 2400 $79,974 1900 $12,900 3000 $153,316
2B. Continue funding 0.5 FTE translator/interpreter to provide translation services for parents. ▫ Translator/Interpreter classified position	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2100: $33,025 Benefits costs included in above figure relating to Language Support Services staff.
2C. Maintain three district-wide English learner counselor positions to provide intense monitoring and support to English learner students, including R-FEP students. ▫ Two English learner certificated counselors. (LCAP Funded) ▫ One English learner certificated counselor (Title III Funded) ▫ Associated benefits costs (LCAP Funded) ▫ Associated benefits costs (Title III Funded)	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: (Cross Reference Goal #1) Certificated Personnel Salaries Title III: 4203 Object Code 1200 Employee Benefits LCFF: 0395 Object Code 3000 Employee Benefits Title III: 4203 Object Code 3000

2D. Continue the use of READ 180 as intensive reading intervention for students in grades 9-12. ▫ READ 180 is included as an intervention class at each high school site with no additional cost incurred.	All middle school and high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional cost.
2E. Language! is provided for students in grades 4-6 during dedicated ELD time and during grades 7-8, and 9-12 as a double block class when students are two or more years below grade level in English/Language Arts. ▫ Language! implementation in grades 4-6 ▫ Language! implementation in grades 7-12	LEA wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classroom instruction in Language! at the elementary level is integrated into the structured school day. No additional budgeted expenditures. Classroom instruction in Language! at the middle and high school level is integrated into the master schedule. No additional budgeted expenditures for double block classes.
2F. Continue use of Lexia as an intensive reading intervention program for students in grades K-3. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	X All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.
2G. English 3D is integrated into the middle school master schedule to support English learner students in a double block class who are two or more years below grade level. ▫ Classroom instruction in English 3D at the middle school level is integrated into the structured school day.	All middle schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes.
2H. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students. ▫ Dual immersion classroom teachers (BCLAD certified) ▫ Dual immersion instructional materials and staff development costs.	Grimes Elementary School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures relating to staff. Books And Supplies LCFF: 0395 Object Code 4100: $12,250
2I. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _Low Income pupils__ English Learners _ Foster Youth __ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130: Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
2J. Continue staff development for teachers of English	LEA wide	_ All	Certificated Personnel Salaries Title III: 4203 Object Code 1900:

learners through the use of three program specialists ▫ Three certificated English learner program specialist		OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	$270,460 Employee Benefits Title III: 4203 Object Code 3000: $44,089
2K. A dedicated teacher at each school site functions as the English learner site leader. The site leader provides on-going monitoring of EL and R-FEP students for up to two years after re-designation and identifies the need for interventions. ▫ English Learner site leader at each school site.	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	The EL site leader is an existing teacher and is integrated into the existing FTE.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The percentage of English learner students achieving English proficiency will increase to 29% for students enrolled in the district for less than five years.** **The percentage of English learner students achieving English proficiency will increase to 56% for students enrolled in the district for more than five years.** ▫ **Required State Metric:** Share of English learners that become English proficient ▫ **Local Metric:** Data from the California English Language Development Test (CELDT) will be analyzed to measure the number of students achieving English proficiency as determined by an overall score of 4 or higher and scaled subtest scores of 3 or higher. **The percentage of English learner students meeting reclassification criteria will increase to 19.7%.** ▫ **Required State Metric:** English learner reclassification rate ▫ **Local Metric**: Data compiled from Zangle, the district's student information system, will be analyzed to determine the overall English proficiency rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Continue funding of Language Assessment Center to provide initial CELDT testing for incoming students, and annual CELDT testing for continuing students, which ensures proper educational program placement and measure progress towards goal. **Add one additional Language Support Specialist to facilitate the CELDT testing administration and data analysis for English learner students** **Continue funding Language Support Services staff to provide program oversight, staff development and clerical for district-wide English learner program.** ▫ Language Support Services and Assessment Center staff salaries ▫ Associate benefits costs	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries and Certificated Personnel Salaries LCFF: 0395 Object Codes as listed: $370,098 Employee Benefits LCFF: 0395 Object Code 3000: $153,316 1200 $67,001 2100 $117,789 1300 $98,434 2400 $79,974 1900 $12,900 3000 $153,316
2B. Continue funding 0.5 FTE translator/interpreter to provide translation services for parents. ▫ Translator/Interpreter classified position	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient	Classified Personnel Salaries LCFF: 0395 Object Code 2100: $33,025 Benefits costs included in above figure relating to Language Support Services staff.

		_ Other Subgroups: (Specify) _____	
2C. Maintain three district-wide English learner counselor positions to provide intense monitoring and support to English learner students, including R-FEP students. ▫ Two English learner certificated counselors. (LCAP Funded) ▫ One English learner certificated counselor (Title III Funded) ▫ Associated benefits costs (LCAP Funded) ▫ Associated benefits costs (Title III Funded)	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: (Cross Reference Goal #1) Certificated Personnel Salaries Title III: 4203 Object Code 1200 Employee Benefits LCFF: 0395 Object Code 3000 Employee Benefits Title III: 4203 Object Code 3000
2D. Continue the use of READ 180 as intensive reading intervention for students in grades 9-12. ▫ READ 180 is included as an intervention class at each high school site with no additional cost incurred.	All middle school and high schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional cost.
2E. Language! is provided for students in grades 4-6 during dedicated ELD time and during grades 7-8, and 9-12 as a double block class when students are two or more years below grade level in English/Language Arts. ▫ Language! implementation in grades 4-6 ▫ Language! implementation in grades 7-12	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classroom instruction in Language! at the elementary level is integrated into the structured school day. No additional budgeted expenditures. Classroom instruction in Language! at the middle and high school level is integrated into the master schedule. No additional budgeted expenditures.
2F. Continue use of Lexia as an intensive reading intervention program for students in grades K-3. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.
2G. English 3D is integrated into the middle school master schedule to support English learner students in a double block class who are two or more years below grade level. ▫ Classroom instruction in English 3D at the middle school level is integrated into the structured school day.	All middle schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures for double block classes.
2H. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students. ▫ Dual immersion classroom teachers (BCLAD certified) ▫ Dual immersion instructional materials and staff development costs.	Grimes Elementary School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures relating to staff. Books And Supplies LCFF: 0395 Object Code 4100: $12,250

2I. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130: Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
2J. Continue staff development for teachers of English learners through the use of three program specialists ▫ Three certificated English learner program specialist	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries Title III: 4203 Object Code 1900: $270,460 Employee Benefits Title III: 4203 Object Code 3000: $44,089
2K. A dedicated teacher at each school site functions as the English learner site leader. The site leader provides on-going monitoring of EL and R-FEP students for up to two years after re-designation and identifies the need for interventions. ▫ English Learner site leader at each school site.	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	The EL site leader is an existing teacher and is integrated into the existing FTE.

GOAL:	3. Increase the reading proficiency and English/Language Arts-mathematics competency of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunity, Community Cabinet 3: Literacy

Identified Need :	**Baseline:** In 2013/14, 49.0% of elementary students were performing at or above grade level reading by the end of the third grade. In 2013/14, 6.8% of students in ELA and 6.3% of students in Math were performing at or above grade level competency by the end of sixth grade. **Identified Need:** Increase the percentage of students performing at or above grade level reading by the end of third grade and in ELA and Math by the end of the sixth grade.	
Goal Applies to:	Schools:	All schools.
	Applicable Pupil Subgroups:	All students.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**In 2015-16, 52% of elementary students will achieve reading proficiency by the end of third grade.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Local Metric**: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to analyze the percentage of students performing at or above grade level by the end of the third grade. **In 2015-16, 10% of sixth grade students will perform at or above grade level competency in English-Language Arts; 10% of sixth grade students will perform at or above grade level competency in Mathematics.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Required State Metric:** Other pupil outcomes ▫ **Local Metric:** Data from district developed benchmarks will be used to analyze the percentage of students at or above grade level competency in ELA and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, and/or English learner students with the use of Lexia as an intensive reading intervention program. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #2) Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.
3B. Continue the use of the DIBELS program to measure reading proficiency and identify students in need of interventions in order to achieve grade level reading proficiency. ▫ Intell-Assess program (Includes DIBELS)	All elementary schools.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000

3C. Continue the use of the Online Assessment and Reporting System (OARS) to allow teachers to effectively use assessment data and modify instruction for students. ▫ Annual funding for OARS	All elementary students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000
3D. Select elementary sites will continue their use of the Accelerated Reader program as an incentive to encourage reading. ▫ Costs for the Accelerated Reader program will be funded through the school site allocated funding.	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 $27,000
3E. Addition of five elementary teachers on assignment to provide coordinated interventions to students below grade level expectations as needed at elementary sites. ▫ 5.0 FTE Certificated Elementary Teachers on assignment ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $322,025 Employee Benefits LCFF: 0395 Object Code 3000: $111,134
3F. Restore the elementary Gifted and Talented Education Program to provide additional educational opportunities for students identified for the program. ▫ GATE program funding	All elementary schools.	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Gifted and Talented Students	Books And Supplies LCFF: 0395 Object Code 4300: $100,000
3G. Provide additional instructional support to students with disabilities through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. ▫ Increase all special education instructional assistants to six hours per day. ▫ Associated benefits costs.	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Classified Personnel Salaries LCFF: 0395 Object Code 2100: (Cross Reference Goal #1) Employee Benefits LCFF: 0395 Object Code 3000
3H. Increase and support teacher collaboration to design and implement Common Core based lessons and support increased student achievement. ▫ Three days of release time for teachers to participate in collaboration. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $315,000 Employee Benefits LCFF: 0395 Object Code 3000: $47,975
3I. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of the Common Core State Standards. ▫ District provided staff development for teachers on the	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064

implementation of the CCSS will be funded through Title I and Title II federal funds.			
3J. Integrate technology into lessons aligned with the Common Core State Standards. ▫ Continuation of 2.0 FTE educational technology teachers on assignment to assist teachers in integrating technology into their lessons. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $132,954 Employee Benefits LCFF 0395 Object Code 3000: $45,085
3K. Continue technology support staff hired in 2014/15 for the use and maintenance of instructional technology. ▫ Additional information technology support staff. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF:0395 Object Code 2200/2400: $328,283 Employee Benefits LCFF: 0395 Object Code 3000: $131,157
3L. The district will establish a summer enrichment program through Think Together, which will be offered at four geographic locations throughout the district. ▫ Think Together summer enrichment program	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services and Other Operating Expenditures LCFF 0395: Object Code 5800: $140,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**In 2016-17, 55% of elementary students will achieve reading proficiency by the end of third grade.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Local Metric**: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to analyze the percentage of students performing at or above grade level by the end of the third grade. **In 2016-17, 15% of sixth grade students will perform at or above grade level competency in English-Language Arts; 15% of sixth grade students will perform at or above grade level competency in Math.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Required State Metric:** Other pupil outcomes ▫ **Local Metric:** Data from district developed benchmarks will be used to analyze the percentage of students at or above grade level competency in ELA and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, and/or English learner students with the use of Lexia as an intensive reading intervention program. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #2) Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.

3B. Continue the use of the DIBELS program to measure reading proficiency and identify students in need of interventions in order to achieve grade level reading proficiency. ▫ Intell-Assess program (Includes DIBELS)	All elementary schools.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000
3C. Continue the use of the Online Assessment and Reporting System (OARS) to allow teachers to effectively use assessment data and modify instruction for students. ▫ Annual funding for OARS	All elementary students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000
3D. Select elementary sites will continue their use of the Accelerated Reader program as an incentive to encourage reading. ▫ Costs for the Accelerated Reader program will be funded through the school site allocated funding.	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $27,000
3E. Addition of five elementary teachers on assignment to provide coordinated interventions to students below grade level expectations as needed at elementary sites. ▫ 5.0 FTE Certificated Elementary Teachers on assignment ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $322,025 Employee Benefits LCFF: 0395 Object Code 3000: $111,134
3F. Restore the elementary Gifted and Talented Education Program to provide additional educational opportunities for students identified for the program. ▫ GATE program funding	All elementary schools.	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Gifted and Talented Students	Books And Supplies LCFF: 0395 Object Code 4300: $100,000
3G. Provide additional instructional support to students with disabilities through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. ▫ Increase all special education instructional assistants to six hours per day. ▫ Associated benefits costs.	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	Classified Personnel Salaries LCFF: 0395 Object Code 2100: (Cross Reference Goal #1) Employee Benefits LCFF: 0395 Object Code 3000
3H. Increase and support teacher collaboration to design and implement Common Core based lessons and support increased student achievement. ▫ Three days of release time for teachers to participate in collaboration.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $315,000 Employee Benefits LCFF: 0395 Object Code 3000: $47,975

▫ Associated benefits costs			
3I. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of the Common Core State Standards. ▫ District provided staff development for teachers on the implementation of the CCSS will be funded through Title I and Title II federal funds.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064
3J. Integrate technology into lessons aligned with the Common Core State Standards. ▫ Continuation of 2.0 FTE educational technology teachers on assignment to assist teachers in integrating technology into their lessons. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $132,954 Employee Benefits LCFF 0395 Object Code 3000: $45,085
3K. Continue technology support staff hired in 2014/15 for the use and maintenance of instructional technology. ▫ Additional information technology support staff. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF:0395 Object Code 2200/2400: $328,283 Employee Benefits LCFF: 0395 Object Code 3000: $131,157
3L. The district will establish a summer enrichment program through Think Together, which will be offered at four geographic locations throughout the district. ▫ Think Together summer enrichment program	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services and Other Operating Expenditures LCFF 0395: Object Code 5800: $140,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**In 2016-17, 58% of elementary students will achieve reading proficiency by the end of third grade.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Local Metric**: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to analyze the percentage of students performing at or above grade level by the end of the third grade. **In 2016-17, 20% of sixth grade students will perform at or above grade level competency in English-Language Arts; 20% of sixth grade students will perform at or above grade level competency in Math.** ▫ **Required State Metric:** Performance on standardized tests ▫ **Required State Metric:** Score on Academic Performance Index ▫ **Required State Metric:** Other pupil outcomes ▫ **Local Metric:** Data from district developed benchmarks will be used to analyze the percentage of students at or above grade level competency in ELA and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, and/or English learner students with the use of Lexia as an intensive reading intervention program. ▫ Lexia reading intervention program. 3-year agreement funded in 2014-15.	All elementary sites.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #2) Services And Other Operating Expenditures LCFF: 0395 No additional budgeted expenditures.
3B. Continue the use of the DIBELS program to measure reading proficiency and identify students in need of interventions in order to achieve grade level reading proficiency. ▫ Intell-Assess program (Includes DIBELS)	All elementary schools.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000
3C. Continue the use of the Online Assessment and Reporting System (OARS) to allow teachers to effectively use assessment data and modify instruction for students. ▫ Annual funding for OARS	All elementary students	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000
3D. Select elementary sites will continue their use of the Accelerated Reader program as an incentive to encourage reading. ▫ Costs for the Accelerated Reader program will be funded through the school site allocated funding.	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 $27,000
3E. Addition of five elementary teachers on assignment to provide coordinated interventions to students below grade level expectations as needed at elementary sites. ▫ 5.0 FTE Certificated Elementary Teachers on assignment ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $322,025 Employee Benefits LCFF: 0395 Object Code 3000: $111,134
3F. Restore the elementary Gifted and Talented Education Program to provide additional educational opportunities for students identified for the program. ▫ GATE program funding	All elementary schools.	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Gifted and Talented Students	Books And Supplies LCFF: 0395 Object Code 4300: $100,000
3G. Provide additional instructional support to students with disabilities through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition.	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Classified Personnel Salaries LCFF: 0395 Object Code 2100: (Cross Reference Goal #1) Employee Benefits LCFF: 0395 Object Code 3000

▫ Increase all special education instructional assistants to six hours per day. ▫ Associated benefits costs.		X Other Subgroups: (Specify) Students with disabilities	
3H. Increase and support teacher collaboration to design and implement Common Core based lessons and support increased student achievement. ▫ Three days of release time for teachers to participate in collaboration. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $315,000 Employee Benefits LCFF: 0395 Object Code 3000: $47,975
3I. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of the Common Core State Standards. ▫ District provided staff development for teachers on the implementation of the CCSS will be funded through Title I and Title II federal funds.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064
3J. Integrate technology into lessons aligned with the Common Core State Standards. ▫ Continuation of 2.0 FTE educational technology teachers on assignment to assist teachers in integrating technology into their lessons. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $132,954 Employee Benefits LCFF 0395 Object Code 3000: $45,085
3K. Continue technology support staff hired in 2014/15 for the use and maintenance of instructional technology. ▫ Additional information technology support staff. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF:0395 Object Code 2200/2400: $328,283 Employee Benefits LCFF: 0395 Object Code 3000: $131,157
3L. The district will establish a summer enrichment program through Think Together, which will be offered at four geographic locations throughout the district. ▫ Think Together summer enrichment program	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services and Other Operating Expenditures LCFF 0395: Object Code 5800: $140,000

GOAL:	4. Increase student engagement by reducing the incidence of suspension and expulsion amongst students and improve school climate by maintaining high student attendance rates and reducing the district-wide drop out rate.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8_ COE only: 9 _ 10_ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 2: Mental and physical health and awareness

Identified Need :	**Baseline:** In 2013/14, all comprehensive sites have maintained an average of 96% positive attendance rate. In 2013/14 the district wide graduation rate is 90.7%. In 2013/14, the district wide adjusted drop out rate was 2.6%. In 2013/14 the district wide suspension rate was 3.8%. In 2013/14 the district wide expulsion rate was 0.1%. **Identified Need:** Maintain high student attendance rates above 95%. Continue to increase the district-wide graduation rate. Continue to reduce the district-wide drop out rate. Continue to provide behavioral interventions to maintain a low suspension and expulsion rate.	
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**In 2016-17, all comprehensive sites will maintain an average of 96% positive attendance rate.** ▫ **Required State Metric:** School attendance rates **In 2016-17, the district wide graduation rate will remain above 90.0% at the comprehensive sites.** ▫ **Required State Metric:** High school graduation rates **The 2016-17, the district wide adjusted drop out rate will remain below 3.0%** ▫ **Required State Metric:** Middle school/high school graduation rates **In 2016-17, the district wide suspension rate will be <3.5%.** ▫ **Required State Metric:** Pupil suspension rates **In 2016-17, the district wide expulsion rate will be <.075%.** ▫ **Required State Metric:** Pupil expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Continue use of Saturday School program through contracted services to enable students to make-up absences, address truancies, and provide students an opportunity to engage in additional instructional time outside of the regular school day. ▫ Saturday school program costs are anticipated to total $90,000, however, this is offset by revenue generated under the program. 2014-15 revenue is anticipated to be $550,000.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Actual costs are dependent on participation rates and staffing needs. Services and Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000 Certificated Personnel Salaries LCFF: 0395 $149,215
4B. Continue to use the state recognized SARB program and the school level SART program to address absences, particularly chronic absenteeism, and leverage the use of the school based probation officer to address barriers to positive student attendance. ▫ Incentives for students improving attendance awarded through the SART and/or SARB process. ▫ School based probation officer salary costs, partially offset by grant received by the county.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books and Supplies LCFF: 0395 Object Code 4300: $1,000 Services And Other Operating Expenditures Base: 0000 Object Code 5800: $28,000
4C. Restored elementary counseling in 2014/15 to address barriers to positive school attendance and to assist with the implementation of the Positive Behavior and Intervention Supports frameworks district wide. ▫ Addition of nine elementary school counselors to be shared between all 18 elementary sites. ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $533,597 Employee Benefits LCFF: 0395 Object Code 3000: $194,409
4D. Provide student and parent support services through the addition of a Student Services Counselor, hired in 2014/15 to address barriers to positive student attendance, drop-out prevention, and family support services. ▫ Addition of one student services counselor to provide district-wide services. ▫ Associated benefits costs	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $57,191 Employee Benefits LCFF: 0395 Object Code 3000: $21,128
4E. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130 Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000

▫ Classified summer school salaries ▫ Associated benefits costs			
4F. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: Employee Benefits LCFF: 0395 Object Code 3000: Boks And Supplies LCFF: 0395 Object Code 4310:
4G. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) ROP funding Base: 0000 Object Code 7200 Additional ROP funding Lottery: 1100 Object Code 7200 Additional ROP funding Lottery (Instructional): 6300 Object Code 7200
4H. Continue to provide options for students to recapture credits through an on-line credit recovery program. ▫ Continue use of OdysseyWare Credit Recovery Program	All high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures Lottery (Instructional): 6300 Object Code 5800: $76,000
4I. Continue implementation of the components of the Positive Behavior Interventions and Supports framework to encourage behaviors that promote learning, including good attendance, study habits, and respect, to keep students enrolled in school and on-track towards graduation. ▫ PBIS Coordinator hired in 2014/15 to oversee program and support implementation at all school sites. ▫ Associated benefits costs ▫ Materials, supplies, and training for implementation of the PBIS framework district wide	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,120 Object Code 1300: $114,321 Employee Benefits LCFF: 0395 $32,510 Books And Supplies LCFF: 0395 Object Code 4300: $13,510 Services and Other Operating Expenditures LCFF: 0395 Object Code 5200: $25,140 Object Code 5800: $108,230
4J. Restored full-time assistant principals in 2014-15 at the elementary school site to provide additional administrative support, including behavior interventions, instructional leadership, and support for students with disabilities. ▫ Addition of 10 elementary assistant principals ▫ Associated benefits costs	All elementary sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1300: $965,484 Employee Benefits LCFF: 0395 Object Code 3000: $284,673

4K. Students with disabilities are provided with interventions and support through their Individualized Education Plan and/or a Behavior Support Plan which incorporates strategies designed to help that student progress towards graduation. ▫ Educational services and behavior support services which are provided to students with disabilities are incorporated into current staffing ratios and program requirements **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. (Cross Reference Goal #1) Classified Personnel Salaries LCFF: 0395 Object Code 2100: Employee Benefits LCFF: 0395 Object Code 3000
4L. The district will provide crossing guard services through a contracted company to ensure students feel safe when walking to and from school. ▫ Crossing guard services	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $178,000
4M. The district will provide two school based resource officers through the San Bernardino County Sheriff's Department to provide support, guidance and intervention for high school students. ▫ Two school resource officers through contract with San Bernardino County	Bloomington High School / Grand Terrace High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $346,000
4N. The district will provide three assistant principals at the high school level to provide instructional and administrative support. ▫ Three high school assistant principals ▫ Associated benefits costs	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF 0395: Object Code 1300: $294,891 Employee Benefits LCFF: 0395 Object Code 3000: $82,166

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**In 2016-17, all comprehensive sites will maintain an average of 96.5% positive attendance rate.** ▫ **Required State Metric:** School attendance rates **In 2016-17, the district wide graduation rate will remain above 90.0% for comprehensive sites.** ▫ **Required State Metric:** High school graduation rates **The 2016-17, the district wide adjusted drop out rate will remain below 3.0%.** ▫ **Required State Metric:** Middle school/high school graduation rates **In 2016-17, the district wide suspension rate will be <3.0%.** ▫ **Required State Metric:** Pupil suspension rates **In 2016-17, the district wide expulsion rate will be <0.05%.** ▫ **Required State Metric:** Pupil expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Continue use of Saturday School program through contracted services to enable students to make-up absences, address truancies, and provide students an opportunity to engage in additional instructional time outside of the regular school day. ▫ Saturday school program costs are anticipated to total $90,000, however, this is offset by revenue generated under the program. 2014-15 revenue is anticipated to be $550,000.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Actual costs are dependent on participation rates and staffing needs. Services and Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000 Certificated Personnel Salaries LCFF: 0395 $149,215
4B. Continue to use the state recognized SARB program and the school level SART program to address absences, particularly chronic absenteeism, and leverage the use of the school based probation officer to address barriers to positive student attendance. ▫ Incentives for students improving attendance awarded through the SART and/or SARB process. ▫ School based probation officer salary costs, partially offset by grant received by the county.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books and Supplies LCFF: 0395 Object Code 4300: $1,000 Services And Other Operating Expenditures Base: 0000 Object Code 5800: $28,000
4C. Restored elementary counseling in 2014/15 to address barriers to positive school attendance and to assist with the implementation of the Positive Behavior and Intervention Supports frameworks district wide. ▫ Addition of nine elementary school counselors to be shared between all 18 elementary sites. ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $533,597 Employee Benefits LCFF: 0395 Object Code 3000: $194,409

4D. Provide student and parent support services through the addition of a Student Services Counselor, hired in 2014/15 to address barriers to positive student attendance, drop-out prevention, and family support services. ▫ Addition of one student services counselor to provide district-wide services. ▫ Associated benefits costs	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $57,191 Employee Benefits LCFF: 0395 Object Code 3000: $21,128
4E. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130: Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
4F. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: Employee Benefits LCFF: 0395 Object Code 3000 Books And Supplies LCFF: 0395 Object Code 4310
4G. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) ROP funding Base: 0000 Object Code 7200 Additional ROP funding Lottery: 1100 Object Code 7200 Additional ROP funding Lottery (Instructional): 6300 Object Code 7200
4H. Continue to provide options for students to recapture credits through an on-line credit recovery program. ▫ Continue use of OdysseyWare Credit Recovery Program	All high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures Lottery (Instructional): 6300 Object Code 5800: $76,000

4I. Continue implementation of the components of the Positive Behavior Interventions and Supports framework to encourage behaviors that promote learning, including good attendance, study habits, and respect, to keep students enrolled in school and on-track towards graduation. ▫ PBIS Coordinator hired in 2014/15 to oversee program and support implementation at all school sites. ▫ Associated benefits costs ▫ Materials, supplies, and training for implementation of the PBIS framework district wide	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,120 Object Code 1300: $114,321 Employee Benefits LCFF: 0395 $32,510 Books And Supplies LCFF: 0395 Object Code 4300: $13,510 Services and Other Operating Expenditures LCFF: 0395 Object Code 5200: $25,140 Object Code 5800: $108,230
4J. Restored full-time assistant principals in 2014-15 at the elementary school site to provide additional administrative support, including behavior interventions, instructional leadership, and support for students with disabilities. ▫ Addition of 10 elementary assistant principals ▫ Associated benefits costs	All elementary sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1300: $965,484 Employee Benefits LCFF: 0395 Object Code 3000: $284,673
4K. Students with disabilities are provided with interventions and support through their Individualized Education Plan and/or a Behavior Support Plan which incorporates strategies designed to help that student progress towards graduation. ▫ Educational services and behavior support services which are provided to students with disabilities are incorporated into current staffing ratios and program requirements **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. (Cross Reference Goal #1) Classified Personnel Salaries LCFF: 0395 Object Code 2100: Employee Benefits LCFF: 0395 Object Code 3000
4L. The district will provide crossing guard services through a contracted company to ensure students feel safe when walking to and from school. ▫ Crossing guard services	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $178,000
4M. The district will provide two school based resource officers through the San Bernardino County Sheriff's Department to provide support, guidance and intervention for high school students. ▫ Two school resource officers through contract with San Bernardino County	Bloomington High School / Grand Terrace High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $346,000

4N. The district will provide three assistant principals at the high school level to provide instructional and administrative support. ▫ Three high school assistant principals ▫ Associated benefits costs	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF 0395: Object Code 1300: $294,891 Employee Benefits LCFF: 0395 Object Code 3000: $82,166

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**In 2016-17, all comprehensive sites will maintain an average of 97% positive attendance rate.** ▫ **Required State Metric:** School attendance rates **In 2016-17, the district wide graduation rate will remain above 90.0% for comprehensive sites.** ▫ **Required State Metric:** High school graduation rates **The 2016-17, the district wide adjusted drop out rate will remain below 3.0%.** ▫ **Required State Metric:** Middle school/high school graduation rates **In 2016-17, the district wide suspension rate will be <2.5%.** ▫ **Required State Metric:** Pupil suspension rates **In 2016-17, the district wide expulsion rate will be <0.025%.** ▫ **Required State Metric:** Pupil expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Continue use of Saturday School program through contracted services to enable students to make-up absences, address truancies, and provide students an opportunity to engage in additional instructional time outside of the regular school day. ▫ Saturday school program costs are anticipated to total $90,000, however, this is offset by revenue generated under the program. 2014-15 revenue is anticipated to be $550,000.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Actual costs are dependent on participation rates and staffing needs. Services and Other Operating Expenditures LCFF: 0395 Object Code 5800: $90,000 Certificated Personnel Salaries LCFF: 0395 $149,215
4B. Continue to use the state recognized SARB program and the school level SART program to address absences, particularly chronic absenteeism, and leverage the use of the school based probation officer to address barriers to positive student attendance. ▫ Incentives for students improving attendance awarded through the SART and/or SARB process. ▫ School based probation officer salary costs, partially offset by grant received by the county.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books and Supplies LCFF: 0395 Object Code 4300: $1,000 Services And Other Operating Expenditures Base: 0000 Object Code 5800: $28,000

4C. Restored elementary counseling in 2014/15 to address barriers to positive school attendance and to assist with the implementation of the Positive Behavior and Intervention Supports frameworks district wide. ▫ Addition of nine elementary school counselors to be shared between all 18 elementary sites. ▫ Associated benefits costs	All elementary schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $533,597 Employee Benefits LCFF: 0395 Object Code 3000: $194,409
4D. Provide student and parent support services through the addition of a Student Services Counselor, hired in 2014/15 to address barriers to positive student attendance, drop-out prevention, and family support services. ▫ Addition of one student services counselor to provide district-wide services. ▫ Associated benefits costs	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $57,191 Employee Benefits LCFF: 0395 Object Code 3000: $21,128
4E. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. **Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.** ▫ Certificated summer school salaries ▫ Classified summer school salaries ▫ Associated benefits costs	All high schools and middle schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1130: Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
4F. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist. ▫ Certificated Program Specialist ▫ Associated Benefits Costs ▫ Work based learning continuum opportunities ▫ Pathways support, including instructional materials, technology and supplies.	All comprehensive high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) Certificated Personnel Salaries LCFF: 0395 Object Code 1100: Employee Benefits LCFF: 0395 Object Code 3000 Books And Supplies LCFF: 0395 Object Code 4310
4G. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	All high schools	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	(Cross Reference Goal #1) ROP funding Base: 0000 Object Code 7200 Additional ROP funding Lottery: 1100 Object Code 7200 Additional ROP funding Lottery (Instructional): 6300 Object Code 7200
4H. Continue to provide options for students to recapture credits through an on-line credit recovery program. ▫ Continue use of OdysseyWare Credit Recovery Program	All high schools	X All OR: _ Low Income pupils _ English Learners	Services And Other Operating Expenditures Lottery (Instructional): 6300 Object Code 5800: $76,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4I. Continue implementation of the components of the Positive Behavior Interventions and Supports framework to encourage behaviors that promote learning, including good attendance, study habits, and respect, to keep students enrolled in school and on-track towards graduation. ▫ PBIS Coordinator hired in 2014/15 to oversee program and support implementation at all school sites. ▫ Associated benefits costs ▫ Materials, supplies, and training for implementation of the PBIS framework district wide	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $193,120 Object Code 1300: $114,321 Employee Benefits LCFF: 0395 $32,510 Books And Supplies LCFF: 0395 Object Code 4300: $13,510 Services and Other Operating Expenditures LCFF: 0395 Object Code 5200: $25,140 Object Code 5800: $108,230
4J. Restored full-time assistant principals in 2014-15 at the elementary school site to provide additional administrative support, including behavior interventions, instructional leadership, and support for students with disabilities. ▫ Addition of 10 elementary assistant principals ▫ Associated benefits costs	All elementary sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF: 0395 Object Code 1300: $965,484 Employee Benefits LCFF: 0395 Object Code 3000: $284,673
4K. Students with disabilities are provided with interventions and support through their Individualized Education Plan and/or a Behavior Support Plan which incorporates strategies designed to help that student progress towards graduation. ▫ Educational services and behavior support services which are provided to students with disabilities are incorporated into current staffing ratios and program requirements **Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.** ▫ Provide additional instructional support for students with disabilities by increasing special education instructional assistant hours to six hours per day. ▫ Associated benefits costs	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures for Specialized Academic Instruction Support Model. (Cross Reference Goal #1) Classified Personnel Salaries LCFF: 0395 Object Code 2100 Employee Benefits LCFF: 0395 Object Code 3000
4L. The district will provide crossing guard services through a contracted company to ensure students feel safe when walking to and from school. ▫ Crossing guard services	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $178,000
4M. The district will provide two school based resource officers through the San Bernardino County Sheriff's Department to provide support, guidance and intervention for high school students.	Bloomington High School / Grand Terrace High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $346,000

▫ Two school resource officers through contract with San Bernardino County		_ Other Subgroups: (Specify) _____	
4N. The district will provide three assistant principals at the high school level to provide instructional and administrative support. ▫ Three high school assistant principals ▫ Associated benefits costs	All comprehensive high schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated Personnel Salaries LCFF 0395: Object Code 1300: $294,891 Employee Benefits LCFF: 0395 Object Code 3000: $82,166

GOAL:	5. Ensure students have access to quality resources, including standards aligned instructional materials, fully credentialed and appropriately assigned teachers, and school facilities which are maintained in good repair.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8_ COE only: 9 _ 10_ Local : Specify Board Value 1: Safe and Positive Environments , Board Value 8: Quality Resources

Identified Need :	**Baseline:** All students have access to standards aligned instructional materials. All teachers are appropriately assigned for each subject and that a fully credentialed teacher is assigned to each classroom within the first thirty days of the school year. Students are educated in classrooms and in schools which are maintained in good repair. **Identified Need:** Ensure all students have access to standards aligned instruction materials and are receiving instruction from appropriately assigned teachers, including teachers with an authorization to provide instruction to English learner students. Ensure all students are educated in classrooms and school which are maintained in good repair.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The district will continue to adhere to its established internal purchasing procedures to ensure that all students have access to standards aligned instructional materials, including textbooks, supplementary materials and supplies.** ▫ **Required State Metric:** Pupils have access to standards-aligned instructional materials pursuant to Education Code § 60119 ▫ **Local Metric**: Audits conducted by SBCSS verifying compliance with Williams settlement requirements. **The district will continue to practice pre-employment screening and credentialing reviews to ensure staff is properly credentialed in the subject area assigned, including possession of the appropriate authorization to provide instruction to English learner students.** ▫ **Required State Metric:** Degree to which teachers are appropriately assigned pursuant to Education Code § 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching. ▫ **Local Metric:** Annual assignment monitoring by SBCSS verifying compliance with credential authorizations. **The district will continue the staff hired under the 2014-15 LCAP and provide additional maintenance and operations staff to support its efforts to maintain school sites in good repair.** ▫ **Required State Metric:** School facilities are maintained in good repair pursuant to Education Code § 17002(d). ▫ **Local Metric:** Audits conducted by SBCSS verifying compliance with Williams settlement requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A. Replacement textbooks and consumables are ordered annually as needed to replenish inventories. ▫ Replacement books and consumables are ordered as	LEA Wide	X All OR: _ Low Income pupils _ English Learners	Books And Supplies Base: 0000 Object Code 4100: $193,663 Lottery 6300 (Instructional): Object Code 4300: $138,536

needed to replenish stock.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5B. The district will continue its practice of hiring teachers who possess a full credential in the appropriate subject area, including an authorization to provide instruction to English learner students for all vacant teaching positions. All vacant teaching positions will be filled within the first 30 days of the school year and/or semester. ▫ Hiring practices and credential reviews are conducted by existing staff on an on-going basis. ▫ The district will continue to participate in an induction program to assist new teachers in obtaining support in their first years of teaching.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures Cost is dependent on the number of new teachers participating. Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $120,000 Employee Benefits LCFF: 0395 Object Code 3000: $19,782
5C. All school facilities will be maintained in good repair. ▫ Additional maintenance and operations positions added in 2014-15 will be continued to provide custodial, maintenance, and operational support to school sites. ▫ Four new electronics technicians and one maintenance supervisor will be hired in 2015-16 to support the audio-visual needs and maintenance of the district. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $879,484 Classified Personnel Salaries LCFF: 0395 Object Code 2200/2300: $306,448 Employee Benefits LCFF: 0395 $603,889
5D. Funding will be reserved and designated for on-going scheduled maintenance of facilities ▫ Ongoing maintenance	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Object Code 9780: $2,000,000
5E. Adoption of a CCSS aligned secondary mathematics curriculum, including the acquisition of sufficient textbooks to ensure all students have access to materials. ▫ Secondary math adoption for Math 7, Math 8, Algebra I, Geometry and Algebra II.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Object Code 4100: $1,500,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**The district will continue to adhere to its established internal purchasing procedures to ensure that all students have access to standards aligned instructional materials, including textbooks, supplementary materials and supplies.** ▫ **Required State Metric:** Pupils have access to standards-aligned instructional materials pursuant to Education Code § 60119 ▫ **Local Metric**: Audits conducted by SBCSS verifying compliance with Williams settlement requirements. **The district will continue to practice pre-employment screening and credentialing reviews to ensure staff is properly credentialed in the subject area assigned, including possession of the appropriate authorization to provide instruction to English learner students.** ▫ **Required State Metric:** Degree to which teachers are appropriately assigned pursuant to Education Code § 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching. ▫ **Local Metric:** Annual assignment monitoring by SBCSS verifying compliance with credential authorizations. **The district will continue the staff hired under the 2014-15 LCAP and provide additional maintenance and operations staff to support its efforts to maintain school sites in good repair.** ▫ **Required State Metric:** School facilities are maintained in good repair pursuant to Education Code § 17002(d). ▫ **Local Metric:** Audits conducted by SBCSS verifying compliance with Williams settlement requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A. Replacement textbooks and consumables are ordered annually as needed to replenish inventories. ▫ Replacement books and consumables are ordered as needed to replenish stock.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books And Supplies Base: 0000 Object Code 4100: $193,663 Lottery 6300 (Instructional): Object Code 4300: $138,536
5B. The district will continue its practice of hiring teachers who possess a full credential in the appropriate subject area, including an authorization to provide instruction to English learner students for all vacant teaching positions. All vacant teaching positions will be filled within the first 30 days of the school year and/or semester. ▫ Hiring practices and credential reviews are conducted by existing staff on an on-going basis.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures
5C. All school facilities will be maintained in good repair. ▫ Additional maintenance and operations positions added in 2014-15 will be continued to provide custodial, maintenance, and operational support to school sites. ▫ Four new electronics technicians and one maintenance supervisor will be hired in 2015-16 to support the audio-visual needs and maintenance of the district. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $879,484 Classified Personnel Salaries LCFF: 0395 Object Code 2200/2300: $306,448 Employee Benefits LCFF: 0395 $603,889
5D. Funding will be reserved and designated for on-going scheduled maintenance of facilities	LEA wide	X All OR:	LCFF: 0395 Object Code 9780: $2,000,000

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The district will continue to adhere to its established internal purchasing procedures to ensure that all students have access to standards aligned instructional materials, including textbooks, supplementary materials and supplies.** ▫ **Required State Metric:** Pupils have access to standards-aligned instructional materials pursuant to Education Code § 60119 ▫ **Local Metric**: Audits conducted by SBCSS verifying compliance with Williams settlement requirements. **The district will continue to practice pre-employment screening and credentialing reviews to ensure staff is properly credentialed in the subject area assigned, including possession of the appropriate authorization to provide instruction to English learner students.** ▫ **Required State Metric:** Degree to which teachers are appropriately assigned pursuant to Education Code § 44258.9 and fully credentialed in the subject areas and for the pupils they are teaching. ▫ **Local Metric:** Annual assignment monitoring by SBCSS verifying compliance with credential authorizations. **The district will continue the staff hired under the 2014-15 LCAP and provide additional maintenance and operations staff to support its efforts to maintain school sites in good repair.** ▫ **Required State Metric:** School Facilities are maintained in good repair pursuant to Education Code § 17002(d). ▫ **Local Metric:** Audits conducted by SBCSS verifying compliance with Williams settlement requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A. Replacement textbooks and consumables are ordered annually as needed to replenish inventories. ▫ Replacement books and consumables are ordered as needed to replenish stock.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books And Supplies Base: 0000 Object Code 4100: $193,663 Lottery 6300 (Instructional): Object Code 4300: $138,536
5B. The district will continue its practice of hiring teachers who possess a full credential in the appropriate subject area, including an authorization to provide instruction to English learner students for all vacant teaching positions. All vacant teaching positions will be filled within the first 30 days of the school year and/or semester. ▫ Hiring practices and credential reviews are conducted by existing staff on an on-going basis.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures
5C. All school facilities will be maintained in good repair. ▫ Additional maintenance and operations positions added in 2014-15 will be continued to provide custodial, maintenance, and operational support to school sites. ▫ Four new electronics technicians and one maintenance supervisor will be hired in 2015-16 to support the audio-	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $879,484 Classified Personnel Salaries LCFF: 0395 Object Code 2200/2300: $306,448

visual needs and maintenance of the district. ▫ Associated benefits costs			Employee Benefits LCFF: 0395 $603,889
5D. Funding will be reserved and designated for on-going scheduled maintenance of facilities ▫ Ongoing maintenance	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Object Code 9780: $2,000,000

GOAL:	6. Implement all academic content and performance standards adopted by the state.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10_ Local : Specify Board Value 3: Quality Staff Development

Identified Need :	**Baseline:** In 2012/13 and 2013/14, certificated teaching staff received staff development on the Common Core State Standards in the areas of Math and English-Language Arts and the English language development standards. **Identified Need:** Continue to implement standards aligned academic contact and performance standards and English language development standards as adopted by the state.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The district will provide staff development to teachers on implementing CCSS designed lessons and new ELD standards in their classroom and conduct periodic assessments of student mastery of the standards.** ▫ **Required State Metric:** Implementation of academic content and performance standards and English language development standards adopted by the state for all pupils, including English learners. ▫ **Required State Metric:** Pupil outcomes in the subject areas described in Education Code § 51210 and subdivisions (a) to (i), inclusive, of Education Code 51220 as applicable. ▫ **Local Metric:** At each school site, site administration reviews pacing guides and documentation of collaboration days to review implementation of the standards at the classroom level. ▫ **Local Metric:** Staff development on the Common Core State Standards will continue. ▫ **Local Metric:** Students will be assessed on their mastery of the Common Core State Standards through periodic benchmark exams and through performance on the California Assessment of Student Performance and Progress. Results from the CAASSP will be reviewed as available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A. District provided staff development for teachers on the implementation of CCSS will be funded through Title I and Title II. ▫ Title I CCSS staff development ▫ Title II CCSS staff development	LEA Wide	X All OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064
6B. Periodic benchmark assessments will be administered to students to measure mastery of the Common Core State Standards. Benchmark assessments will be developed utilizing the Online Assessment and Reporting System (OARS) and the Intell-Assess (Amplify.) program.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000 Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000

▫ Funding for OARS ▫ Funding for Intell-Assess			
6C. District provided staff development for teachers on the implementation of ELD standards will be funded through Title III ▫ Title III ELD staff development	LEA Wide	_ All OR: _ Low Income pupils XEnglish Learners _ Foster Youth XRedesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title III: 4203 Object Code 1900/3000: $18,951

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**The district will provide staff development to teachers on implementing CCSS designed lessons in their classroom and conduct periodic assessments of student mastery of the standards**. ▫ **Required State Metric:** Implementation of academic content and performance standards and English language development standards adopted by the state for all pupils, including English learners. ▫ **Required State Metric:** Pupil outcomes in the subject areas described in Education Code § 51210 and subdivisions (a) to (i), inclusive, of Education Code 51220 as applicable. ▫ **Local Metric:** At each school site, site administration reviews pacing guides and documentation of collaboration days to review implementation of the standards at the classroom level. ▫ **Local Metric:** Staff development on the Common Core State Standards will continue. ▫ **Local Metric:** Students will be assessed on their mastery of the Common Core State Standards through periodic benchmark exams and through performance on the California Assessment of Student Performance and Progress. Results from the CAASSP will be reviewed as available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A. District provided staff development for teachers on the implementation of CCSS will be funded through Title I and Title II. ▫ Title I CCSS staff development ▫ Title II CCSS staff development	LEA Wide	X All OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064
6B. Periodic benchmark assessments will be administered to students to measure mastery of the Common Core State Standards. Benchmark assessments will be developed utilizing the Online Assessment and Reporting System (OARS) and the Intell-Assess (Amplify.) program. ▫ Funding for OARS ▫ Funding for Intell-Assess	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000 Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000
6C. District provided staff development for teachers on the implementation of ELD standards will be funded through Title III ▫ Title III ELD staff development	LEA Wide	_ All OR: _ Low Income pupils XEnglish Learners _ Foster Youth XRedesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title III: 4203 Object Code 1900/3000: $18,951

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The district will provide staff development to teachers on implementing CCSS designed lessons in their classroom and conducting periodic assessments of student mastery of the standards.** ▫ **Required State Metric:** Implementation of academic content and performance standards and English language development standards adopted by the state for all pupils, including English learners. ▫ **Required State Metric:** Pupil outcomes in the subject areas described in Education Code § 51210 and subdivisions (a) to (i), inclusive, of Education Code 51220 as applicable. ▫ **Local Metric:** At each school site, site administration reviews pacing guides and documentation of collaboration days to review implementation of the standards at the classroom level. ▫ **Local Metric:** Staff development on the Common Core State Standards will continue. ▫ **Local Metric:** Students will be assessed on their mastery of the Common Core State Standards through periodic benchmark exams and through performance on the California Assessment of Student Performance and Progress. Results from the CAASSP will be reviewed as available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A. District provided staff development for teachers on the implementation of CCSS will be funded through Title I and Title II. ▫ Title I CCSS staff development ▫ Title II CCSS staff development	LEA Wide	X All OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Certificated personnel salaries and benefits Title I: 3010 Object Code 1100: $621,984 Certificated personnel salaries and benefits Title II: 4035 Object Code 1100: $198,064
6B. Periodic benchmark assessments will be administered to students to measure mastery of the Common Core State Standards. Benchmark assessments will be developed utilizing the Online Assessment and Reporting System (OARS) and the Intell-Assess (Amplify.) program. ▫ Funding for OARS ▫ Funding for Intell-Assess	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	(Cross Reference Goal #3) Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $96,000 Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $80,000
6C. District provided staff development for teachers on the implementation of ELD standards will be funded through Title III ▫ Title III ELD staff development	LEA Wide	_All OR: _ Low Income pupils XEnglish Learners _ Foster Youth XRedesignated fluent English proficient _ Other Subgroups: (Specify) _____	Certificated personnel salaries and benefits Title III: 4203 Object Code 1900/3000: $18,951

GOAL:	7. The district will promote parental participation at the school site and district level and provide opportunities for parental input in decision making processes.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify Board Value 6: Parent and Community Involvement , Community Cabinet 2: Mental and physical health and awareness

Identified Need :	**Baseline:** The district has an established system of parental participation which includes involvement opportunities through the District Advisory Council (DAC), the District and site level English Learner Advisory Committee [(D)(ELAC)], the site based School Site Council (SSC), booster organizations organized for the benefit of the schools and for a variety of clubs and activities at the secondary schools. Several of the elementary school sites have Parent Teacher Associations (PTA). Community Cabinet, which has several parent representatives, is being used to define priorities of our broader community and develop actions to meet those goals **Identified Need:** The district will continue to promote parental participation at the district and individual school site level.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The district will support parents' efforts to be involved in their child's education by providing support and opportunities for involvement.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each schoolsite. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special need subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A. Establish a parent resource center to provide parents with resources for helping their students be successful. ▫ Parent resource center to provide support services to parents, including connections to agencies and services outside of the scope of the school setting.	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books And Supplies LCFF: 0395 Object Code 4300: $10,000
7B. Continue community liaison positions (bilingual) to serve as an intermediary to parents and the schools. ▫ Community Liaison positions ▫ Associated benefits costs	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $44,982 Employee Benefits LCFF: 0395 Object Code 3000: $25,051
7C. Provide homeless families with connections to support services designed to keep their students in school. ▫ Homeless student support program	LEA wide	_ All OR: X Low Income pupils _ English Learners	Books And Supplies LCFF: 0395 Object Code 4300: $100,000

		_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless students	
7D. Continue parent involvement opportunities through (D)ELAC, SSC, PTA and booster organizations.	LEA wide	X All OR: _ Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
7E. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures.
7F. The district will hire a communications specialist position to facilitate open communication with parents, through social media, web presence, community events, and at school events. ▫ Communications specialist position	LEA Wide	X All OR: _Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2400: $66,902 Employee Benefits LCFF: 0395 Object Code 3000: $27,509

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**The district will support parents' efforts to be involved in their child's education by providing support and opportunities for involvement.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each schoolsite. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special need subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A. Establish a parent resource center to provide parents with resources for helping their students be successful. ▫ Parent resource center to provide support services to parents, including connections to agencies and services outside of the scope of the school setting.	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books And Supplies LCFF: 0395 Object Code 4300: $10,000
7B. Continue community liaison positions (bilingual) to serve as an intermediary to parents and the schools. ▫ Community Liaison positions ▫ Associated benefits costs	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $44,982 Employee Benefits LCFF: 0395 Object Code 3000: $25,051
7C. Provide homeless families with connections to support services designed to keep their students in school. ▫ Homeless student support program	LEA wide	_ All OR: X Low Income pupils _ English Learners	Books And Supplies LCFF: 0395 Object Code 4300: $100,000

		_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless students	
7D. Continue parent involvement opportunities through (D)ELAC, SSC, PTA and booster organizations.	LEA wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
7E. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _X_ Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures.
7F. The district will hire a communications specialist position to facilitate open communication with parents, through social media, web presence, community events, and at school events. ▫ Communications specialist position	LEA Wide	X All OR: _Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2400: $66,902 Employee Benefits LCFF: 0395 Object Code 3000: $27,509

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The district will support parents' efforts to be involved in their child's education by providing support and opportunities for involvement.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each schoolsite. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special need subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A. Establish a parent resource center to provide parents with resources for helping their students be successful. ▫ Parent resource center to provide support services to parents, including connections to agencies and services outside of the scope of the school setting.	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Books And Supplies LCFF: 0395 Object Code 4300: $10,000
7B. Continue community liaison positions (bilingual) to serve as an intermediary to parents and the schools. ▫ Community Liaison positions ▫ Associated benefits costs	LEA wide	_All OR: X Low Income pupils X_ English Learners X_ Foster Youth X_ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $44,982 Employee Benefits LCFF: 0395 Object Code 3000: $25,051
7C. Provide homeless families with connections to support services designed to keep their students in school. ▫ Homeless student support program	LEA wide	_ All OR: X Low Income pupils _ English Learners	Books And Supplies LCFF: 0395 Object Code 4300: $100,000

		_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless students	
7D. Continue parent involvement opportunities through (D)ELAC, SSC, PTA and booster organizations.	LEA wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	No additional budgeted expenditures.
7E. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process.	LEA Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	No additional budgeted expenditures.
7F. The district will hire a communications specialist position to facilitate open communication with parents, through social media, web presence, community events, and at school events. ▫ Communications specialist position	LEA Wide	X All OR: _Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2400: $66,902 Employee Benefits LCFF: 0395 Object Code 3000: $27,509

GOAL:	8. Provide site based local control of funding by allocating funds to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 6: Parent and Community Involvement

Identified Need :	**Baseline:** In 2013/14 school sites were allocated an amount of funding equivalent to the previous EIA/SCE and EIA/LEP funding model, based on the number of students identified as socio-economically disadvantaged and as English learners. **Identified Need:** Provide individual school sites with an allocation of additional funding to make local educational program decisions which reflect the unique needs of their students and the input of the parents and teachers.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each school site. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special needs subgroups. ▫ **Local Metric:** Provide an allocation of funding to each site for local use in developing an educational program, which involves parental input and best supports its students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8A. Provide an allocation of funding that is 5% above the funding level provided to school sites in 2013/14 to support interventions, school site staff development, field trips, and assemblies to promote student achievement. Calculations for the allocation of funding for each site is determined by the number of English learner, foster youth and low-income pupils at each site. ▫ Site allocation of funding	LEA wide	_All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Object Codes as listed: $5,061,705

1100	$1,187,952	2900	$2,000	5600	$24,750
1200	$68,001	3000	$873,059	5800	$257,056
1300	$126,105	4200	$111,842	5700	$60,629
1900	$13,960	4300	$679,245	5900	$3,701
2100	$625,454	4400	$165,950	6400	$12,000
2200	$194,681	5200	$269,717		
2400	$382,793	5300	$2,800		

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each school site. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special needs subgroups. ▫ **Local Metric:** Provide an allocation of funding to each site for local use in developing an educational program, which involves parental input and best supports its students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8A. Provide an allocation of funding that is 5% above the funding level provided to school sites in 2013/14 to support interventions, school site staff development, field trips, and assemblies to promote student achievement. Calculations for the allocation of funding for each site is determined by the number of English learner, foster youth and low-income pupils at each site. ▫ Site allocation of funding	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Various object codes: $4,963,647 1100 $1,187,952 2900 $2,000 5600 $24,750 1200 $68,001 3000 $873,059 5800 $257,056 1300 $126,105 4200 $111,842 5700 $60,629 1900 $13,960 4300 $679,245 5900 $3,701 2100 $625,454 4400 $165,950 6400 $12,000 2200 $194,681 5200 $269,717 2400 $382,793 5300 $2,800

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.** ▫ **Required State Metric:** Efforts to seek parent input in decision making at the district and each school site. ▫ **Required State Metric:** Promotion of parent participation in programs for unduplicated pupils and special needs subgroups. ▫ **Local Metric:** Provide an allocation of funding to each site for local use in developing an educational program, which involves parental input and best supports its students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8A. Provide an allocation of funding that is 5% above the funding level provided to school sites in 2013/14 to support interventions, school site staff development, field trips, and assemblies to promote student achievement. Calculations for the allocation of funding for each site is determined by the number of English learner, foster youth and low-income pupils at each site. ▫ Site allocation of funding	LEA wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	LCFF: 0395 Various object codes: $4,963,647 1100 $1,187,952 2900 $2,000 5600 $24,750 1200 $68,001 3000 $873,059 5800 $257,056 1300 $126,105 4200 $111,842 5700 $60,629 1900 $13,960 4300 $679,245 5900 $3,701 2100 $625,454 4400 $165,950 6400 $12,000 2200 $194,681 5200 $269,717 2400 $382,793 5300 $2,800

GOAL:	9. Promote a positive and healthy school environment by supporting the health needs of students,.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X_ 7 _ 8_ COE only: 9 _ 10_ Local : Specify Community Cabinet 2: Mental and physical health and awareness

Identified Need :	**Baseline:** The District employed 8 credentialed school nurses, 27 health assistants are funded centrally by the district. (3 hours per elementary and middle school site and 8 hours per high school site) and 1 licensed vocational nurse to meet the health needs of the students. **Identified Need:** An increasing number of students require health services during the school day, which is provided by either a registered nurse or a trained health assistant under the guidance of a registered nurse.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**The district will support the health needs of students by providing staff to assist students with medical needs or issues.** ▫ **Required State Metric:** Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. ▫ **Local Metric:** The total number of itinerate school nurses will remain at 8, and the total hours of district paid hours for health assistants will be increased by one hour.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9A. Continuation of three FTE school nurses to meet the health needs of students. ▫ Continuation of three school nurses ▫ Associated benefits costs.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____.	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $172,601 Employee Benefits LCFF: 0395 Object Code 3000: $61,081
9B. Increase the total number of district paid health assistant hours to four to provide on-site health support to students. ▫ Increase the total district paid hours for health assistants to four. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $97,134 Employee Benefits LCFF: 0395 Object Code 3000: $170,536

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	**The district will support the health needs of students by providing staff to assist students with medical issues.** ▫ **Required State Metric:** Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. ▫ **Local Metric:** The total number of itinerate school nurses will remain at 8, and the total hours of district paid hours for health assistants will continue to be funded at four hours.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9A. Continuation of three FTE school nurses to meet the health needs of students. ▫ Continuation of three school nurses ▫ Associated benefits costs.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $172,601 Employee Benefits LCFF: 0395 Object Code 3000: $61,081
9B. Increase the total number of district paid health assistant hours to four to provide on-site health support to students. ▫ Increase the total district paid hours for health assistants to four. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $97,134 Employee Benefits LCFF: 0395 Object Code 3000: $170,536

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	**The district will support the health needs of students by providing staff to assist students with medical issues.** ▫ **Required State Metric:** Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. ▫ **Local Metric:** The total number of itinerate school nurses will remain at 8, and the total hours of district paid hours for health assistants will continue to be funded at four hours.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
9A. Continuation of three FTE school nurses to meet the health needs of students. ▫ Continuation of three school nurses ▫ Associated benefits costs.	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries LCFF: 0395 Object Code 1200: $172,601 Employee Benefits LCFF: 0395 Object Code 3000: $61,081
9B. Increase the total number of district paid health assistant hours to four to provide on-site health support to students. ▫ Increase the total district paid hours for health assistants to four. ▫ Associated benefits costs	LEA wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel Salaries LCFF: 0395 Object Code 2200: $97,134 Employee Benefits LCFF: 0395 Object Code 3000: $170,536

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	1. Increase the number of pupils who are career ready.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 4: Equal Access to College and Career Pathways; Community Cabinet 4: Academic and career readiness
Goal Applies to:	Schools: All high schools Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Implementation of seven additional pathways: Colton High School • Health Sciences • Business Bloomington High School • Business and Finance, • Engineering, • Law Enforcement Grand Terrace High School	Actual Annual Measurable Outcomes:	Implemented seven additional pathways at the three comprehensive school sites to expand the pathways to the following: Colton High School • Health Sciences • Business Bloomington High School • Business and Finance, • Engineering, • Law Enforcement

	• Engineering • Medical-EMT • Arts, Media and Entertainment Enrollment in Linked Learning pathways will increase to 650.		Grand Terrace High School • Engineering • Medical-EMT • Arts, Media and Entertainment Increased enrollment in the Linked Learning pathways to 379 students.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
			Estimated Actual Annual Expenditures
1A. Selection of a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities. Linked Learning program expanded to seven pathways at the three comprehensive schools • Linked Learning Program Specialist; Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways.	Budgeted Expenditures 1000-1999: Certificated Personnel Salaries LCFF: 0395 $100,000 Expansion to seven pathways includes $10,000 in instructional materials and related costs. 4000-4999: Books And Supplies LCFF: 0395 $10,000	1A. Selected a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities. ▫ Implemented seven new pathways at the three comprehensive high schools.	Linked Learning Program Specialist; 1000-1999: Certificated Personnel Salaries LCFF: 0395 $110,429 Cost of benefits associated with Linked Learning Program Specialist 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $20,610 Expansion to seven pathways instructional materials and related costs. 4000-4999: Books And Supplies LCFF: 0395 $16,662
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools. Implemented for specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1B. Continue ROP Partnership to provide career education opportunities. • ROP Partnership: Cost: No increased cost to district, pass-through of funding from state wi0ll continue	7000-7439: Other Outgo Base: 0395 $1,975,000 Additional costs associated with ROP partnership 7000-7439: Other Outgo Lottery: 1000 $111,937	1B. Continued ROP Partnership to provide career education opportunities.	7000-7439: Other Outgo Base: 0000 Object Code 7200: $1,983,830 Additional costs associated with ROP partnership 7000-7439: Other Outgo Lottery: 1100 Object Code 7200: $95,030 Additional costs associated with ROP partnership 7000-7439: Other Outgo Lottery (Instructional): 6300 Object Code 7200: $24,882

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1C. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.	PLTW curriculum staff development 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5200: $15,000 PLTW instructional materials 4000-4999: Books And Supplies LCFF: 0395 $20,000	1C. Implemented Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses. ▫ Entered into an agreement with PLTW, Inc. for curriculum, software and staff development to implement the program at Grand Terrace High School and Bloomington High School to align with the engineering pathways.	PLTW curriculum includes cost of staff development 5000-5999: Services And Other Operating Expenditures LCFF: 0395 $16,510 Purchase of instructional materials 4000-4999: Books And Supplies LCFF: 0395 $12,808
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: Grand Terrace High School Bloomington High School X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1D. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model. • Continue implementation of Specialized Academic Instruction support model for students with disabilities	No additional budgeted expenditures.	1D. Provided equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	No additional budged expenditures.
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)		Scope of Service: All schools _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	

Students with disabilities			
1E. Provide equal access to English learner students. • English Learner counselors will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program.	1000-1999: Certificated Personnel Salaries LCFF: 0395 $170,000	1E. Provided equal access to English learner students. ▫ Hired two additional English learner counselors to provide services to ensure English learner students remain on track for graduation and in academic and career courses.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $170,549 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $48,426
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways.	High School Summer School program $500,000. 1000-1999: Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits LCFF: 0395 $500,000	1F. Implemented a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	High School Summer School program: Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $277,740 Summer school classified salary costs 2000-2999: Classified Personnel Salaries LCFF: 0395 $9,090 Associated benefit costs for classified and certificated summer school employees. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $39,088
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1G. Restore students to a full attendance calendar from 178 to 180 days. Restore teachers, classified staff and administration to full work years.	Restoration of full student attendance year and staff to full work year. $8 million, various funding sources.	1G. Restored students to a full attendance calendar from 178 to 180. Restore teachers, classified staff and administration to full work years	Restoration of full student attendance year and staff to full work year. $8 million, various funding sources

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1H. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	1H. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. • Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1I. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	1I. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. • Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1J. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. • San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	1J. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. • The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1K. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. • High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	1K. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. • Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All		Scope of Service: LEA wide _ All OR:	

OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1L. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	1L. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. • The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1M. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	1M. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. • The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
1N. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	1N. Foster youth students were provided access to a student services counselor. • The district was unable to recruit a credentialed social worker. The position was recreated as a student services	Refer to Goal 9

		counselor and is designated as the foster youth liaison.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 1F. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

Original GOAL from prior year LCAP:	2. Increase the percentage of pupils who are prepared for college.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access to college and career pathways, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	Increase the total number of students passing the UC/CSU approved courses to 27%.	Actual Annual Measurable Outcomes:	Increased the total number of students passing the UC/CSU approved courses to 26.5%.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures

2A. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses.		High School Summer School program $500,000.
		1000-1999: Certificated Personnel Salaries
		2000-2999 Classified Personnel Salaries
		3000-3999 Employee Benefits
		LCFF: 0395 $500,000
			2A. Implemented a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses.
			• 1,588 student participated in the 2014 summer school program including:
			  ○ 110 Special Education students
			  ○ 303 English learner students
					High School Summer School program: Certificated Salaries
					1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $277,740
					Summer school classified salary costs 2000-2999: Classified Personnel Salaries LCFF: 0395 $9,090
					Associated benefit costs for classified and certificated summer school employees. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $39,088

Scope of Service	All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service	All comprehensive high school students. Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

2B. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.	PLTW curriculum includes cost of staff development, approximately $15,000 and the purchase of instructional materials for $20,000 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5200: $15,000 PLTW Instructional Materials 4000-4999: Books And Supplies LCFF: 0395 Object Code 4300: $20,000	2B. Implemented Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses. • Entered into an agreement with PLTW, Inc. for curriculum, software and staff development to implement the program at Grand Terrace High School and Bloomington High School to align with the engineering pathways.	PLTW curriculum staff development 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5200: $12,808 PLTW Instructional Materials 4000-4999: Books And Supplies LCFF: 0395 $6,510
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2C. Implement a high school after school tutoring program in math to increase the number of students who pass Algebra I on their first attempt. • Tutoring programs are in place at each high school and will continue to provide support for students in math.	Costs for the tutoring are provided for in the site allocated funding. 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $72,000 Lottery 1100 Object Code 1100: $6,850	2C. Continued existing site level tutoring programs at all high schools.	Tutoring programs are in place at each high school and will continue to provide support for students in math. Costs for the tutoring are provided for in the site allocated funding. 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1130: $6,334
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2D. Increase enrollment in Expository Reading and Writing courses (ERWC) in the comprehensive high schools to further develop the writing skills of high school students and expand ERWC to the middle school level. • Staff development for middle school	5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5200: $15,000	2D. Integrated ERWC curriculum at the middle school level. ▫ Sent three teachers to ERWC professional development.	5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5200: $6,510

Language Arts teachers to develop Expository Reading and Writing lessons at the middle school level.	Costs of ERWC instructional materials 4000-4999: Books And Supplies LCFF: 0395 Object Code 4300: $20,000		
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All middle school sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2E. Implement a double block math support class at the high school level to provide intervention for students. • Additional FTE necessary to implement a double block of math courses is an existing cost.	No additional budgeted expenditures	2E. Continued a double block math support class at the high school level to provide intervention for students.	No additional expenditures
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education. • On-line test preparation software license	LCFF: 0395 Object Code 5800: $90,000	2F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education. ▫ A subscription through Shmoop University was started in 2014/15 for on-line test preparation.	LCFF: 0395 Object Code 5800: $90,000
cope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2G. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model. • Continue implementation of Specialized Academic Instruction support model for students with disabilities.	No additional budgeted expenditures	2G. Provided equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	No additional budgeted expenditures
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2H. Provide equal access to English learner students. • English Learner counselors will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program.	1000-1999: Certificated Personnel Salaries LCFF: 0395 $170,000	2H. Provided equal access to English learner students. ▫ Two additional English learner counselors complement services provided by school site counselors and support students in completing graduation requirements, college entrance requirements and/or career planning. As applicable, counsel students on AB 540 qualifications.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $170,549 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $48,426
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
2I. Provide students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College,	5000-5999: Services And Other Operating Expenditures Special Education Funds: 6500 $3,500/6520 $8,000	2I. Provided students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College,	5000-5999: Services And Other Operating Expenditures Special Education Funds: 6500 $3,500/6520 $8,000

and San Bernardino Valley College • Continue community college visitations for students with disabilities and information about available options, including priority registration into community college courses.		and San Bernardino Valley College. ▫ Educated students about scholarships and financial aid ▫ Assisted in registration for classes, transportation arrangements and facilitating the transition to community colleges.	
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with disabilities	
2J. Restore students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Restoration of full student attendance year and staff to full work year. $8 million, various funding sources.	2J. Restored students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Restoration of full student attendance year and staff to full work year. $8 million, various funding sources.
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2K. Continue implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers. • Continue implementation and support of AVID program at all secondary sites. Funding for the AVID tutors and annual AVID conference is paid through lottery and supplemental site allocations	Lottery: $185,890	2K. Continued implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers. ▫ Maintained AVID programs at all four middle schools and three comprehensive high schools. ▫ 2,061 students enrolled in AVID district-wide ▫ RHMS and CMS maintained their status as a National AVID demonstration school.	Funding for the AVID tutors and annual AVID conference is paid through lottery and supplemental site allocations. 2000-2999 Classified Personnel Salaries Lottery 1100: $180,093 3000-3999 Employee Benefits Lottery 1100: $5,797
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2L. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	2L. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2M. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	2M. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All		Scope of Service: LEA wide _ All OR:	

OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2N. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	2N. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2O. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	2O. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2P Foster youth students have access to counseling services through South Coast	No Cost	2P. Foster youth students were provided with counseling services as needed through South Coast	No Cost

Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.		Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2Q. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	2Q. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
2R Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	2R. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR:		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners	

_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_X_ 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 to Actions/Services/Expenditures: 2F. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

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:	3. Increase the percentage of English learners who achieve English proficiency.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access to college and career pathways, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	The English proficiency rate will increase to 30% for students enrolled in the district for less than five years. Students in the district for 5 or more years will increase to 51% proficiency.	Actual Annual Measurable Outcomes:	The English proficiency rate increased to 27.4% for students residing in the district for less than 5 years. The English proficiency rate increased to 47.5% for students residing in the district for more than 5 years.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
3A. Continue funding the Language Assessment Center to provide initial CELDT testing for incoming students, and annual testing of continuing English learner students, which ensures proper educational program placement.	Classified language support services staff. 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $179,709 Benefits associated with classified and certificated language support services staff. 3000-3999: Employee Benefits LCFF: 0395 $122,016 Certificated language support services staff 1000-1999: Certificated Personnel Salaries LCFF: 0395 $99,936	3A. Continued funding the Language Assessment Center to provide initial CELDT testing for incoming students, and annual testing of continuing English learner students, which ensures proper educational program placement. ▫ 1,583 students were assessed on the CELDT through the assessment center, including 1,151 who were given the CELDT for the first time. Annually, 5,125 students were CELDT tested district-wide.	Classified language support services staff. 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $185,223 Benefits associated with classified and certificated language support services staff. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $145,671
Scope of Service: All school sites _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All school sites _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3B. Continue funding of Language Support Services staff to provide oversight, staff development and clerical support for district wide English learner program.	Costs included in program listed above.	3B. Continued funding of Language Support Services staff to provide oversight, staff development and clerical support for district wide English learner program. ▫ Three curriculum program specialists provide intensive training for teachers of English learners, including EL scaffolding, ELD, English 3D, STEM/MESA strategies for ELs, and student engagement training.	Costs included in classified and certificated salary costs above.
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3C. Continue funding 0.5 FTE translator/interpreter to provide additional translation services to parents.	Translator/Interpreter 0.5FTE (additional 0.5FTE funded through Title III) 2000-2999: Classified Personnel Salaries LCFF: 0395 $33,028 Translator/Interpreter 0.5FTE 2000-2999: Classified Personnel Salaries Title III: 4203 $33,028 Associated benefits costs for translator/interpreter 3000-3999: Employee Benefits LCFF: 0395 $11,500 Associated benefits costs for translator/interpreter 3000-3999: Employee Benefits Title III: 4203 $11,500	3C. Continued funding 0.5 FTE translator/interpreter to provide additional translation services to parents. ▫ All district letters, announcements and phone messages are sent in both English and Spanish. ▫ The district maintains a Spanish language web site and provides translation services during all parent meetings when necessary.	Translator/Interpreter 0.5FTE (additional 0.5FTE funded through Title III) 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: 23,059 Translator/Interpreter 0.5FTE 2000-2999: Classified Personnel Salaries Title III: 4203 Object Code 2100: $23,059 Associated benefits costs for translator/interpreter 3000-3999: Employee Benefits LCFF: 0395 $11,882 Associated benefits costs for translator/interpreter 3000-3999: Employee Benefits Title III: 4203 $11,882
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3D. Increase the number of district English learner counselors from one to three to provide intensive monitoring and support to English learner students, including RFEP students.	2.0 FTE English learner counselors 1000-1999: Certificated Personnel Salaries LCFF: 0395 $168,714	3D. Increased the number of district English learner counselors from one to three to provide intensive monitoring and support to English learner students, including RFEP students.	2.0 FTE English learner counselors 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $170,549

	Benefit costs associated with 2.0 FTE English learner counselors 3000-3999: Employee Benefits LCFF: 0395 $45,079	▫ Two additional English learner counselors complement services provided by school site counselors and support students in completing graduation requirements, college entrance requirements and/or career planning. As applicable, counsel students on AB 540 qualifications.	Benefit costs associated with 2.0 FTE English learner counselors 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $48,426
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3E. Continue use of READ 180 as intensive reading intervention program for students in grades 7-12. • READ 180 is included in the high school master schedule as an intervention class. No additional costs are incurred.	No additional budgeted expenditures	3E. Continued use of READ 180 as intensive reading intervention program for students in grades 7-12.	No additional budgeted expenditures
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3F. Continue use of Lexia as intensive reading intervention program for students in grades K-3.	Funding for Lexia (3-year agreement) 5000-5999: Services and Other Operating Expenditures LCFF: 0395 $88,000, Three-year total $264,698.	3F. Continued use of Lexia as intensive reading intervention program for students in grades K-3.	Funding for Lexia (3-year agreement) 5000-5999: Services and Other Operating Expenditures LCFF: 0395 $264,698
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3G. Continue use of English 3D (discuss, describe, debate) as a middle school intervention, which is aligned to CCSS. English 3D is supported by the use of AVT (academic vocabulary toolkit) strategies. English 3D is a part of a double block of ELA support for English learners. Students are enrolled in a double block of English 3D and ELA for students who are two or more years below grade level in middle school. • Classroom instruction for English 3D is integrated into the total FTE at each middle school site and is part of the existing budget. On-going materials and training are funded through Title III and are dependent on the number of sections offered and new versus returning teachers.	4000-4999 Books and Supplies, Title III 4203: $5,000.	3G. Continued use of English 3D (discuss, describe, debate) as a middle school intervention, which is aligned to CCSS. English 3D is supported by the use of AVT (academic vocabulary toolkit) strategies. English 3D is a part of a double block of ELA support for English learners. Students are enrolled in a double block of English 3D and ELA for students who are two or more years below grade level in middle school.	4000-4999 Books and Supplies, Title III 4203: $5,000.
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3H. Double block classes in Language! for students who are two years or more below grade level in ELA in middle and high school. Language! is provided for students in grades 4-6 during dedicated ELD time. • Classroom instruction to Language! is integrated into the total FTE at each middle and high school site and is part of the existing budget. At the elementary level, Language! intervention if provided through scheduled ELD instruction time. On-going training costs are funded through Title III and are dependent on the number of sections offered and new versus returning teachers. Instructional materials	4000-4999 Books and Supplies, 1000-1999 Certificated Personnel Salaries Local Control Funding Formula/ Title III/Lottery, $5,200	3H. Double block classes in Language! for students who were two years or more below grade level in ELA in middle and high school.	4000-4999 Books and Supplies, 1000-1999 Certificated Personnel Salaries Lottery/ Title III, $5,200

are purchased through various funding			
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3I. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students. • Dual immersion instruction teachers are incorporated into the total FTE at the school site and are part of the existing budget. On-going costs related to staff development, materials, and extra duty are funded through Title III.	1000-1999 Certificated Personnel Salaries 4000-4999 Books and Supplies 5000-5999 Services and other operation expenses. Title III $12,250	3I. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students.	1000-1999 Certificated Personnel Salaries 4000-4999 Books and Supplies 5000-5999 Services and other operation expenses. Title III $12,250
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Grimes Elementary School X All OR: _ Low Income pupils __English Learners _ Foster Youth __Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3J. Summer school will be offered to provide English learner students an opportunity to remediate or to gain schedule flexibility during the regular school year.	High School Summer School program $500,000. 1000-1999: Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits LCFF: 0395 $500,000	3J. Summer school was offered to provide English learner students an opportunity to remediate or to gain schedule flexibility during the regular school year. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	High School Summer School program: Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $277,740 Summer school classified salary costs 2000-2999: Classified Personnel Salaries LCFF: 0395 $9,090 Associated benefit costs for classified and certificated summer school employees. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $39,088
Scope of Service: LEA Wide _ All OR:		Scope of Service: LEA Wide _ All OR:	

_ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3K. Continue staff development for teachers of English learner students by three program specialists. • Continue staff development for teachers of English learner students by three program specialists.	$250,000 from Title III and supplemental funding. 1000-1999 Certificated Personnel Salaries Title III 4203 $250,000	3K. Continued staff development for teachers of English learner students by three program specialists. ▫ English learner program specialists provided eleven different types of professional development specifically designed for teachers of English learner students.	$250,000 from Title III 1000-1999 Certificated Personnel Salaries Title III 4203 $250,000
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3L. A dedicated teacher at each school site serves as the English learner site leader. The site leader provides on-going monitoring of RFEP students for two years after redesignation and identifies students in need of interventions.	The English learner site leader is an existing teacher at each school site and is integrated into the existing FTE.	3L. A dedicated teacher at each school site was designated as the English learner site leader. The site leader provided on-going monitoring of RFEP students for up to two years after redesignation and identified students in need of interventions.	The English learner site leader is an existing teacher at each school site and is integrated into the existing FTE.
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3M. Writing intervention and test preparation is provided to RFEP students as needed.	Writing interventions and test preparation is provided as part of the current Response to Intervention pyramid of interventions and are incorporated into the site budget allocations.	3M. Writing intervention and test preparation was provided to RFEP students as needed.	Writing interventions and test preparation is provided as part of the current Response to Intervention pyramid of interventions and are incorporated into the site budget allocations.
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners	

_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3N. Summer school is offered to RFEP students to remediate coursework or to gain schedule flexibility.	High School Summer School program $500,000. 1000-1999: Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits LCFF: 0395 $500,000	3N. Summer school is offered to RFEP students to remediate coursework or to gain schedule flexibility. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	High School Summer School program: Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $277,740 Summer school classified salary costs 2000-2999: Classified Personnel Salaries LCFF: 0395 $9,090 Associated benefit costs for classified and certificated summer school employees. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $39,088
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes to Goals: Goals 3 and 4 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who achieve English proficiency and are reclassified.*

Original GOAL from prior year LCAP:	4. Increase the English learner reclassification rate.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8_ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunity , Board Value 4: Equal access to college and career pathways, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	The percentage of English learner students being reclassified will be increased to 13.7%.	Actual Annual Measurable Outcomes:	The percentage of English learner students reclassified was 11.46%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
4A. Continue funding the Language Assessment Center to provide initial CELDT testing for incoming students, and annual testing of continuing English learner students, which ensures proper educational program placement.	Refer to Goal 3	4A. Continued funding the Language Assessment Center to provide initial CELDT testing for incoming students, and annual testing of continuing English learner students, which ensures proper educational program placement. ▫ 1,583 students were assessed on the CELDT through the assessment center, including 1,151 who were given the CELDT for the first time. Annually, 5,125 students were CELDT tested district-wide.	Refer to Refer to Goal 3
Scope of Service: All school sites _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All school sites _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4B. Continue funding of Language Support Services staff to provide oversight, staff development and clerical support for district wide English learner program.	Refer to Goal 3	4B. Continued funding of Language Support Services staff to provide oversight, staff development and clerical support for district wide English learner program.	Refer to Goal 3

		▫ Three curriculum program specialists provide intensive training for teachers of English learners, including EL scaffolding, ELD, English 3D, STEM/MESA strategies for ELs, and student engagement training.	
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4C. Continue funding 0.5 FTE translator/interpreter to provide additional translation services to parents.	Refer to Goal 3	4C. Continued funding 0.5 FTE translator/interpreter to provide additional translation services to parents. ▫ All district letters, announcements and phone messages are sent in both English and Spanish. ▫ The district maintains a Spanish language web site and provides translation services during all parent meetings when necessary.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4D. Increase the number of district English learner counselors from one to three to provide intensive monitoring and support to English learner students, including RFEP students.	Refer to Goal 3	4D. Increased the number of district English learner counselors from one to three to provide intensive monitoring and support to English learner students, including RFEP students. ▫ Hired two additional English learner counselors to provide services to ensure English learner students remain on track for graduation and in academic and career courses. As applicable, counsel students on AB 540 qualifications.	Refer to Goal 3
Scope of Service: LEA Wide _ All		Scope of Service: LEA Wide _ All	

OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4E. Continue use of READ 180 as intensive reading intervention program for students in grades 7-12.	Refer to Goal 3	4E. Continued use of READ 180 as intensive reading intervention program for students in grades 7-12.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4F. Continue use of Lexia as intensive reading intervention program for students in grades K-3.	Refer to Goal 3	4F. Continued use of Lexia as intensive reading intervention program for students in grades K-3.	
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4G. Continue use of English 3D (discuss, describe, debate) as a middle school intervention, which is aligned to CCSS. English 3D is supported by the use of AVT (academic vocabulary toolkit) strategies. English 3D is a part of a double block of ELA support for English learners. Students are enrolled in a double block of English 3D and ELA for students who are two or more years below grade level in middle school.	Refer to Goal 3	4G. Continued use of English 3D (discuss, describe, debate) as a middle school intervention, which is aligned to CCSS. English 3D is supported by the use of AVT (academic vocabulary toolkit) strategies. English 3D is a part of a double block of ELA support for English learners. Students are enrolled in a double block of English 3D and ELA for students who are two or more years below grade level in middle school.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4H. Double block classes in Language! for students who are two years or more below grade level in ELA in middle and high school. Language! is provided for students in grades 4-6 during dedicated ELD time.	Refer to Goal 3	4H. Double block classes in Language! for students who were two years or more below grade level in ELA in middle and high school.	Refer to Goal 3
ope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4I. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students.	Refer to Goal 3	4I. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: Grimes Elementary School X All OR: _ Low Income pupils __English Learners _ Foster Youth __Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4J. Summer school will be offered to provide English learner students an opportunity to remediate or to gain schedule flexibility during the regular school year.	Refer to Goal 3	4J. Summer school was offered to provide English learner students an opportunity to remediate or to gain schedule flexibility during the regular school year. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English	

proficient _ Other Subgroups: (Specify) _____		proficient _ Other Subgroups: (Specify) _____	
4K. Continue staff development for teachers of English learner students by three program specialists.	Refer to Goal 3	4K. Continued staff development for teachers of English learner students by three program specialists.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____ (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4L. A dedicated teacher at each school site serves as the English learner site leader. The site leader provides on-going monitoring of RFEP students for two years after redesignation and identifies students in need of interventions.	Refer to Goal 3	4L. A dedicated teacher at each school site was designated as the English learner site leader. The site leader provided on-going monitoring of RFEP students for up to two years after redesignation and identified students in need of interventions.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4M. Writing intervention and test preparation is provided to RFEP students as needed.	Refer to Goal 3 .	4M. Writing intervention and test preparation was provided to RFEP students as needed.	Refer to Goal 3
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
4N. Summer school is offered to RFEP students to remediate coursework or to gain schedule flexibility.	Refer to Goal 3	4N. Summer school is offered to RFEP students to remediate coursework or to gain schedule flexibility ▫ 1,588 student participated in the 2014 summer school program including:	Refer to Goal 3

		○ 110 Special Education students ○ 303 English learner students	
Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes to Goals: Goals 3 and 4 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who achieve English proficiency and are reclassified.*

Original GOAL from prior year LCAP:	5. Increase the percentage of students who pass the Advanced Placement exams.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and career readiness

Goal Applies to:	Schools:	All comprehensive high schools
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase the total percentage of students passing the Advanced Placement exams with a score of 3 or higher to 37%.	Actual Annual Measurable Outcomes:	Increased the total percentage of students who passed the Advanced Placement exams with a score of 3 or higher to 36%.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
5A. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses.	Refer to Goal 2	5A. Implemented a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5B. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.	Refer to Goal 2	5B. Implemented Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses. ▫ Entered into an agreement with PLTW, Inc. for curriculum, software and staff development to implement the program at Grand Terrace High School and	Refer to Goal 2

		Bloomington High School to align with the engineering pathways.	
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5C. Implement a high school after school tutoring program in math to increase the number of students who pass Algebra I on their first attempt.	Refer to Goal 2	5C. Continued existing site level tutoring programs at all high schools.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5D. Increase enrollment in Expository Reading and Writing courses (ERWC) in the comprehensive high schools to further develop the writing skills of high school students and expand ERWC to the middle school level.	Refer to Goal 2	5D. Integrated ERWC curriculum at the middle school level. ▫ Sent three teachers to ERWC professional development.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All middle school sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

5E. Implement a double block math support class at the high school level to provide intervention for students. Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Refer to Goal 2	5E. Continued a double block math support class at the high school level to provide intervention for students. Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Refer to Goal 2
5F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education.	Refer to Goal 2	5F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education. ▫ A subscription through Shmoop University was started in 2014/15 for on-line test preparation at the three comprehensive high schools.	Refer to Goal 2
cope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5G. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model. Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Refer to Goal 2	5G. Provided equal access to students with disabilities and provide support through the Specialized Academic Instruction support model. Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	Refer to Goal 2

5H. Provide equal access to English learner students.	Refer to Goal 2	5H. Provided equal access to English learner students. ▫ Two additional English learner counselors complement services provided by school site counselors and support students in completing graduation requirements, college entrance requirements, and/or career planning. As applicable, counsel students on AB 540 qualifications.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5I. Provide students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College	Refer to Goal 2	5I. Provided students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College. ▫ Educated students about scholarships and financial aid. ▫ Assisted the registering for classes, transportation arrangements, and facilitating the transition to community college.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. __ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: All comprehensive high schools _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
5J. Restore students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2	5J. Restored students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2.

Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5K. Continue implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers.	Refer to Goal 2	5K. Continued implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers. ▫ Maintained AVID programs at all four middle schools and three comprehensive high schools. ▫ 2,061 students enrolled in AVID districtwide ▫ THMS and CMS maintained their status as National AVID demonstration schools.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5L. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	5L Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. • Training for office staff in handling the enrollment of foster youths was conducted	No Cost

		at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5M. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	5M. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5N. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	5N. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR:		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners	

_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5O. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	5O. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5P. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	5P. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5Q. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings.	No Cost	5Q. Training was provided to school site staff on enrollment procedures and available interventions for foster youth.	No Cost

• Enrollment training is provided on an annual basis to new and existing staff.		The annual training was provided at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
5R. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	5R. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 5F. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

Original GOAL from prior year LCAP:	6. Increase the percentage of students determined ready for college by the Early Assessment Program (EAP).	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	In 2014-15, 11% of eleventh grade students will pass the ELA portion of the EAP. In 2014-15, 10% of eleventh grade students will pass the Math portion of the EAP.	Actual Annual Measurable Outcomes:	In 2014, 13% of 11th grade students passed the EAP in English. In 2014, 3% of 11th grade students passed the EAP in Math.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
6A. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses.	Refer to Goal 2	6A. Implemented a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6B. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.	Refer to Goal 2	6B. Implemented Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses. ▫ Entered into an agreement with PLTW, Inc.	Refer to Goal 2

		for curriculum, software and staff development to implement the program at Grand Terrace High School and Bloomington High School to align with the engineering pathways.	
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6C. Implement a high school after school tutoring program in math to increase the number of students who pass Algebra I on their first attempt.	Refer to Goal 2	6C. Continued existing site level tutoring programs at all high schools.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6D. Increase enrollment in Expository Reading and Writing courses (ERWC) in the comprehensive high schools to further develop the writing skills of high school students and expand ERWC to the middle school level.	Refer to Goal 2	6D. Integrated ERWC curriculum at the middle school level. ▫ Sent three teachers to ERWC professional development.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All middle school sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

6E. Implement a double block math support class at the high school level to provide intervention for students.	Refer to Goal 2	6E. Continued a double block math support class at the high school level to provide intervention for students.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education.	Refer to Goal 2	6F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education. ▫ A subscription through Shmoop University was started in 2014/15 for on-line test preparation.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6G. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	Refer to Goal 2	6G. Provided equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

6H. Provide equal access to English learner students.	Refer to Goal 2	6H. Provided equal access to English learner students. ▫ Two additional English learner counselors complement services provided by school site counselors and support students in completing graduation requirements, college entrance requirements, and/or career planning. As applicable, counsel students on AB 540 qualifications.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6I. Provide students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College	Refer to Goal 2	6I. Provided students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College. ▫ Educate students about scholarships and financial aid. ▫ Assist in registration for classes, transportation arrangements, and facilitate the transition to community college.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6J. Restore students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2	6J. Restored students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2

Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6K. Continue implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers.	Refer to Goal 2	6K. Continued implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers. ▫ Maintained AVID programs at all four middle schools and three comprehensive high schools. ▫ 2,061 students enrolled in AVID districtwide. ▫ RHMS and CMS maintained their status as a National AVID Demonstration School.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6L. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	6L. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. • Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6M. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	6M. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6N. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	6N. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English	

_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		proficient _ Other Subgroups: (Specify) _____	
6O. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	6O. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6P. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	6P. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6Q. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an	No Cost	6Q. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of	No Cost

annual basis to new and existing staff.		the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
6R. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	6R. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 6F. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

Original GOAL from prior year LCAP:	7. Increase the percentage of students achieving grade-level reading proficiency by third grade.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10_ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 3: Literacy

Goal Applies to:	Schools:	K-3 students
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	In 2014-15, 54% of students in Kindergarten through third grade will achieve reading proficiency by the end of their grade.	Actual Annual Measurable Outcomes:	49.0% of students performed at or above grade level reading proficiency by the end of third grade.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
7A. Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, the continued use of Lexia as intensive reading intervention program for students in grades K-6	Funding for Lexia (3-year agreement) 4000-4999: Books And Supplies LCFF: 0395 $264,698	7A. Provided intensive, individualized reading support to students reading below grade level, including students with disabilities, the continued use of Lexia as intensive reading intervention program for students in grades K-6	Funding for Lexia (3-year agreement) 4000-4999: Books And Supplies LCFF: 0395 Object Code 5800: $264,698
Scope of Service: All Elementary Schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7B. Continue use of DIBELS to identify students in need of interventions to achieve grade level reading proficiency.	Funding for Intell-Assess (Includes DIBELS program) 5000-5999: Services And Other Operating Expenditures LCFF: 0395 $80,000	7B. Continued use of DIBELS to identify students in need of interventions to achieve grade level reading proficiency.	Funding for Intell-Assess (Includes DIBELS program) 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $67,169
Scope of Service: All elementary sites. Implemented for specific subgroups, but made available to all.		Scope of Service: All elementary sites. Implemented for specific subgroups, but made available to all.	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7C. Continue use of Online Assessment and Reporting System (OARS) to allow teachers to effectively utilize assessment data and modify instruction for students.	Funding for OARS 5000-5999: Services And Other Operating Expenditures LCFF: 0395 $96,000	7C. Continued use of Online Assessment and Reporting System (OARS) to allow teachers to effectively utilize assessment data and modify instruction for students.	Funding for OARS 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $95,808
Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7D. Elementary sites that have used Accelerated Reader as an incentive program to encourage and promote reading, including reading outside of school will continue to fund Accelerated Reader from their allocation of funding provided by the district.	Costs for Accelerated Reader (Renaissance Place) will be funded through individual school site allocations. 5000-5999: Services And Other Operating Expenditures LCFF: 0395 $27,000	7D. Elementary sites that have used Accelerated Reader as an incentive program to encourage and promote reading, including reading outside of school continued to fund Accelerated Reader from their allocation of funding provided by the district.	Costs for Accelerated Reader (Renaissance Place) will be funded through individual school site allocations. 5000-5999: Services And Other Operating Expenditures LCFF: 0395 Object Code 5800: $71,992
Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7E. Maintaining small class sizes at the elementary level, subject to negotiations.	Maintenance of small class sizes at the elementary level, subject to negotiations 1000-1999: Certificated Personnel Salaries Base: 0000 Object Code 1100: $3,881,650	7E. Maintained small class sizes at the elementary level, subject to negotiations. ▫ Elementary K-3 classes maintained a maximum of 24:1	Maintenance of small class sizes at the elementary level, subject to negotiations 1000-1999: Certificated Personnel Salaries Base: 0000 Object Code 1100: $3,881,650

	Maintenance of small class sizes at the elementary level, subject to negotiations 3000-3999: Employee Benefits Base: 0000 $1,215,365	▫ Elementary 4-6 classes maintained a maximum of 30:1.	Maintenance of small class sizes at the elementary level, subject to negotiations 3000-3999: Employee Benefits Base: 0000 Object Code 3000: $1,215,365
Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7F. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	7F. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. • Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7G. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total	No Cost	7G. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational	No Cost

school site FTE and are part of the existing budget		opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7H. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	7H. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7I. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	7I. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR:		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners	

_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7J. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	7J. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7K. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	7K. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
7L. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	7L. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 7 and 8 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the reading proficiency and ELA/Math competency of all students.*

Original GOAL from prior year LCAP:	8. Increase the percentage of students achieving grade level competency in English-Language Arts/Math by the end of sixth grade.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 3: Literacy

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

Expected Annual Measurable Outcomes:	20% of 6th Grade students will perform At or Above Target in ELA on the district benchmarks. 25% of 6th Grade will perform At or Above Target in Math on district benchmarks. Maintaining small class sizes at the elementary level, subject to negotiations.	Actual Annual Measurable Outcomes:	6.8% of 6th grade students performed 'at or above' target in English/Language Arts on the district benchmarks. 6.3% of 6th grade students performed 'at or above' target in Math on the district benchmarks. Maintained small class sizes at the elementary level through negotiations to 24:1 in grades K-3 and 30:1 in grades 4-6.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
8A. Provide collaboration time for teachers to design CCSS aligned lessons.	Certificated salary costs for collaboration time. 1000-1999: Certificated Personnel Salaries Common Core: 7405 Object Code 1100: $816,811 Benefit costs associated with certificated salaries. 3000-3999: Employee Benefits Common Core: 7405 $2,096	8A. Provided collaboration time for teachers to design CCSS aligned lessons. • Each elementary teacher was provided with six release days for collaboration • Each core subject area secondary teacher was provided with six release days for collaboration.	Certificated salary costs for collaboration time. 1000-1999: Certificated Personnel Salaries Common Core: 7405 Object Code 1100: $379,165 Benefit costs associated with certificated salaries 3000-3999: Employee Benefits Common Core: 7405 Object Code: $46,493
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8B. Provide intensive instruction opportunities for students performing below grade level. • Before and after school intensive instruction intervention programs are in place at each elementary school and will	• Costs for the programs are provided for in the site allocated funding. 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $61,000	8B. Provided intensive instruction opportunities for students performing below grade level.	Costs for the programs are provided for in the site allocated funding. 1000-1999: Certificated Personnel Salaries Common Core: 7405 Object Code 1100: $39,224

continue to provide support for students. • Before and after school intensive instruction intervention programs are in place at each elementary school and will continue to provide support for students.	• Costs for the programs are provided for in the site allocated funding. 1000-1999: Certificated Personnel Salaries Title I: 3010 Object Code 1100: $63,000		Costs for the programs are provided for in the site allocated funding 1000-1999: Certificated Personnel Salaries Title I: 3010 Object Code 1100: $47,938
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8C. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of CCSS.	District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title I: 3010 Object Code 1100: $621,984 District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title II: 4035 Object Code 1100: $198,064	8C. Continue to improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of CCSS. • Elementary teachers received three days of CCSS staff development in Language Arts, Writing and Math. • Secondary teachers received staff development based on subject area including two days for English, two days for Math and five for Read 180.	District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title I: 3010 Object Code 1100: $448,003 District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title II: 4035 Object Code 1100: $148,853
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools All Secondary Schools – Core Subject Areas X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8D. Integrate technology into lessons aligned with the CCSS. • Addition of 1 FTE Educational Technology Teachers on Assignment to assist teachers in integrating technology into their lessons	1000-1999: Certificated Personnel Salaries LCFF: 0395 $135,548 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $40,850	8D. Integrated technology into lessons aligned with the CCSS. ▫ Two educational technology teachers on assignment provided over 90 trainings for teachers on topics such as Google Apps for Education, Google Docs, Learning Management Software: Haiku, and	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $106,118 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $34,364

		Geogebra.	
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools All Secondary Schools – Core Subject Areas X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8E. Provide technology support staff for the use and maintenance of instructional technology. • Additional Information Technology support staff	2000-2999: Classified Personnel Salaries LCFF: 0395 $268,200 Associated benefits 3000-3999: Employee Benefits LCFF: 0395 $119,187	8E. Provided technology support staff for the use and maintenance of instructional technology. • Hired three technology support services I positions • Hired two technology support services II positions • Hired one information technology support services I position.	2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $205,239 Associated benefits 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $166,325
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8F. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum.	CCSS aligned mathematics textbook adoption was projected to occur in 2015/16.	8F. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum. ▫ Secondary math teachers conducted a pilot of seven different math publishers. ▫ Following the pilot, Houghton Mifflin Math was selected as the new CCSS aligned math curriculum.	CCSS aligned mathematics textbook adoption purchase was projected to occur in 2015/16.
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All secondary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

8G. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.	CCSS aligned ELA curriculum is projected to occur in 2016/17.	8G. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.	CCSS aligned ELA curriculum is projected to occur in 2016/17.
Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8H. Continue to provide specialized academic instruction and support for students with disabilities.	Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.	8H. Continued to provide specialized academic instruction and support for students with disabilities.	Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.
Scope of Service: All Elementary Schools _All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
8I. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	8I. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8J. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	8J. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8K. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	8K. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English	

_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		proficient _ Other Subgroups: (Specify) _____	
8L. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	8L. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8M. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	8M. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8N. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an	No Cost	8N. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of	No Cost

annual basis to new and existing staff.		the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
8O. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	8O. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 7 and 8 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the reading proficiency and ELA/Math competency of all students.*

Original GOAL from prior year LCAP:	9. Maintain high attendance rates in excess of 95%	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	Attendance rate will be maintained at or above 95% for all comprehensive schools.	Actual Annual Measurable Outcomes:	All comprehensive school sites maintained an average of 95% or higher attendance rate.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9A. Continue implementation of Saturday School program through contracted services to enable students an opportunity to make-up absences, to address truancies and to provide additional instruction time outside of the regular school day.	Saturday School program costs in 2013/14 are anticipated to total $90,000 as an existing cost however, the ADA generated revenue of $394,000. Costs are dependent on attendance and staffing. 5800: Professional/Consulting Services And Operating Expenditures Base: 0000 $90,000	9A. Continued implementation of Saturday School program through contracted services to enable students an opportunity to make-up absences, to address truancies and to provide additional instruction time outside of the regular school day.	Saturday School program costs in 2013/14 are anticipated to total $90,000 as an existing cost however, the ADA generated revenue of $550,000. Costs are dependent on attendance and staffing. 5800: Professional/Consulting Services And Operating Expenditures Base: 0000 Object Code 5800: $90,000
Scope of Service: LEA Wide Implemented to specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9B. Continue SART/SARB and DART process to address absences, particularly chronic absenteeism and leverage the use of the school-based probation officer in the processes. • Students improving their attendance following the SART or SARB process are provided incentives	4000-4999: Books And Supplies LCFF: 0395 $1,000 School-based probation officer. 5800: Professional/Consulting Services And Operating Expenditures LCFF: 0395 $34,200	9B. Continued SART/SARB and DART process to address absences, particularly chronic absenteeism and leverage the use of the school-based probation officer in the processes. ▫ Received state recognition as a Model SARB by CDE for the fourth consecutive award cycle.	Students improving their attendance following the SART or SARB process are provided incentives No expenditures. School-based probation officer No expenditures.

Scope of Service: LEA Wide Implemented to specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9C. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level. (Position is subject to consultation with the certificated bargaining unit) • Addition of nine elementary counselors to be shared between all 18 elementary school sites	1000-1999: Certificated Personnel Salaries LCFF: 0395 $585,162 Benefit costs associated with nine elementary counselors. 3000-3999: Employee Benefits LCFF: 0395 $180,664	9C. Provided elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level. (Position is subject to consultation with the certificated bargaining unit)	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $522,901 Benefit costs associated with nine elementary counselors. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $169,490
Scope of Service: LEA Wide Implemented to specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide _All OR: XLow Income pupils _ English Learners XFoster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9D. Provide school social worker services to address barriers to positive school attendance • Addition of 1 school social worker to be shared between all school sites.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $67,774 Benefit costs associated with certificated position. 3000-3999: Employee Benefits LCFF: 0395 $20,425	9D. Provided a Student Services Counselor to address barriers to positive school attendance. Position was filled in March 2015. ▫ Position was recreated as a Student Services Counselor after the district was unable to fill the position as a school social worker.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $12,947 Benefit costs associated with certificated position. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $4,732
Scope of Service: LEA Wide Implemented to specific subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

9E. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training •	No Cost	9E. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9E. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget •	No Cost	9E. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

proficient _ Other Subgroups: (Specify) _____			
9F. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	9F. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9G. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	9G. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9H. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no	No Cost	9H. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster	No Cost

charge to the district.		youth liaison identified students in need of counseling services.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9I. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	9I. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
9J. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	9J. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 9, 11, 12 and 13 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase student engagement by reducing the incidence of suspension and expulsion amongst students and improve school climate by maintaining high student attendance and reducing the district-wide dropout rate.*

Original GOAL from prior year LCAP:	10. Increase the district-wide graduation rates	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities, Community Cabinet 4: Academic and Career Readiness

Goal Applies to:	Schools:	All comprehensive high schools
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	The graduation rate will increase to 87%.	Actual Annual Measurable Outcomes:	Graduation rate increased to 90.7% in 2013-14. Data for the graduation of the 2014-15 class is not available at the time of the development of this plan.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
10A. Implement a summer school program to allow students to remediate classes.	High school summer school program certificated salary costs 1000-1999: Certificated Personnel Salaries LCFF: 0395 $406,950 High school summer school program classified staff 2000-2999: Classified Personnel Salaries LCFF: 0395 $4,600 Benefits costs associated with high school summer school program. 3000-3999: Employee Benefits LCFF: 0395 $51,890	10A. Implemented a summer school program to allow students to remediate classes. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	High school summer school program certificated salary costs 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $277,740 High school summer school program classified staff 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $9,090 Benefits costs associated with high school summer school program. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $39,088
Scope of Service: LEA Wide Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10B. Selection of a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities. Linked Learning program expanded to seven pathways at		10B. Selected Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities.	

the three comprehensive schools. • Linked Learning Program Specialist; Expansion to seven pathways including instructional materials and related costs. Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways	1000-1999: Certificated Personnel Salaries LCFF: 0395 $107,244 Benefit costs associated with program specialist 3000-3999: Employee Benefits LCFF: 0395 $25,458	Implemented seven new pathways at the three comprehensive high schools.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $110,429 Benefit costs associated with program specialist 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $20,610 Linked Learning instructional materials 4000-4999: Books And Supplies LCFF: 0395 $16,662
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10C. Continue ROP Partnership to provide career education opportunities.	ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue 7000-7439: Other Outgo Base: 0000 $1,975,000 Additional outgoing costs relating to ROP 7000-7439: Other Outgo Lottery: 1100 $90,411 Additional outgoing costs relating to ROP 7000-7439: Other Outgo Lottery (Instructional): 6300 $21,526	10C. Continued ROP Partnership to provide career education opportunities.	ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue 7000-7439: Other Outgo Base: 0000 Object Code 7200: $1,983.830 Additional outgoing costs relating to ROP 7000-7439: Other Outgo Lottery: 1100 Object Code 7200: $95,030 Additional outgoing costs relating to ROP. 7000-7439: Other Outgo Lottery: 1100 Object Code 7200: $24882
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

10D. Continue to provide options for students to recapture credits through an on-line credit recovery program. • Continue use of OdysseyWare Credit Recovery Program to enable students to regain credits during the school year and through summer school.	5800: Professional/Consulting Services And Operating Expenditures Lottery (Instructional): 6300 Object Code 5849: $76,000	10D. Continued to provide options for students to recapture credits through an on-line credit recovery program. ▫ OdysseyWare Credit Recovery Program provides 16 course selections for student to complete credit recovery. ▫ 656 students participated in credit recovery in 2014/15.	5800: Professional/Consulting Services And Operating Expenditures Lottery (Instructional): 6300 Object Code 5849: $80,500
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10E. Implement components of the Positive Behavior Interventions and Supports to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school. • Implement PBIS program district-wide including the addition of a PBIS coordinator to oversee implementation and training for staff.	1000-1999: Certificated Personnel Salaries LCFF: 0395 $107,244 Benefit costs associated with PBIS coordinator 3000-3999: Employee Benefits LCFF: 0395 $25,548 Incentives for PBIS program 4000-4999: Books And Supplies LCFF: 0395 $41,000	10E. Implemented components of the Positive Behavior Interventions and Support to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school. ▫ Seven sites implemented Tiers I and II or the frameworks and received training on Tier III for full implementation ▫ Twenty other sites received training on Tier I and will implement the frameworks in 2015-16.	1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $94,961 Benefit costs associated with PBIS coordinator 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $25,027 Incentives for PBIS program No expenditures
Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10F. Continue to provide educational opportunities beyond the 12th grade for students with disabilities, including the opportunity for a 5th or 6th year of enrollment at a comprehensive high school or enrollment into an independent study program	No additional cost incurred	10F. Continued to provide educational opportunities beyond the 12th grade for students with disabilities, including the opportunity for a 5th or 6th year of enrollment at a comprehensive high school or enrollment into an independent study program.	No additional cost incurred.

• Educational services provided to students with disabilities completing additional years beyond the 12th grade are included in the total FTE		• 200 total students were enrolled in a 5th or 6th year of study at the comprehensive high schools, including 56 students with disabilities.	
Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: All high schools. Implemented for specific sub groups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Students with disabilities	
10G. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	10G. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10H. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are	No Cost	10H. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements.	No Cost

provided to foster youth as part of the total school site FTE and are part of the existing budget		Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10I. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	10I. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10J. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	10J. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All		Scope of Service: LEA wide _ All OR:	

OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10K. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	10K. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10L. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	10L. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
10M. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	10M. Foster youth students were provided access to a student services counselor. • The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster	Refer to Goal 9

		youth liaison.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 10A. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

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:	11. Decrease the district-wide dropout rate.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	The drop-out rate will decrease to 3.8%	Actual Annual Measurable Outcomes:	The annual adjusted grade 9-12 drop-out rate for 2013/14 was : 2.6%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
11A. Implement a summer school program to allow students to remediate classes.	Refer to Goal 10	11A. Implemented a summer school program to allow students to remediate classes. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	Refer to Goal 10
Scope of Service: LEA Wide Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11B. Selection of a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate	Refer to Goal 10	11B. Selected Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning	Refer to Goal 10

work-based learning opportunities. Linked Learning program expanded to seven pathways at the three comprehensive schools.		opportunities. Implemented seven new pathways at the three comprehensive high schools.	
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11C. Continue ROP Partnership to provide career education opportunities.	Refer to Goal 10	11C. Continued ROP Partnership to provide career education opportunities.	Refer to Goal 10
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11D. Continue to provide options for students to recapture credits through an on-line credit recovery program.	Refer to Goal 10	11D. Continue to provide options for students to recapture credits through an on-line credit recovery program. ▫ OdysseyWare Credit Recovery Program provides 16 course selections for student to complete credit recovery. ▫ 656 students participated in credit recovery in 2014/15.	Refer to Goal 10
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

11E. Implement components of the Positive Behavior Interventions and Supports to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school.	Refer to Goal 10	11E. Implement components of the Positive Behavior Interventions and Supports to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school. ▫ Seven sites implemented Tiers I and II or the frameworks and received training on Tier III for full implementation ▫ Twenty other sites received training on Tier I and will implement the frameworks in 2015-16.	Refer to Goal 10
Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11F. Continue to provide educational opportunities beyond the 12th grade for students with disabilities, including the opportunity for a 5th or 6th year of enrollment at a comprehensive high school or enrollment into an independent study program.	Refer to Goal 10	11F. Continued to provide educational opportunities beyond the 12th grade for students with disabilities, including the opportunity for a 5th or 6th year of enrollment at a comprehensive high school or enrollment into an independent study program. ▫ 200 total students were enrolled in a 5th or 6th year of study at the comprehensive high schools, including 56 students with disabilities.	Refer to Goal 10
Scope of Service: LEA Wide. Implemented for specific sub groups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: All high schools. Implemented for specific sub groups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
11G. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are	No Cost	11G. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are	No Cost

enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training		enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11H. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget •	No Cost	11H. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11I. Foster youth students receive tutoring services through San Bernardino County Foster Youth	No Cost	11I. Eligible foster youth students received tutoring services through San Bernardino County Foster	No Cost

Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.		Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11J. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	11J. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11K. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	11K. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11L. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	11L. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
11M. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	11M. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 10A. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 9, 11, 12 and 13 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase student engagement by reducing the incidence of suspension and expulsion amongst students and improve school climate by maintaining high student attendance and reducing the district-wide dropout rate.*

Original GOAL from prior year LCAP:	12. Continue to reduce the district-wide suspension rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	The district will lower the suspension rate by 3% in 2014-15, from the 2012-13 baseline of 1,504 total suspensions.	Actual Annual Measurable Outcomes:	The district reduced the total number of suspensions to 1,075 in 2014-15 for an overall suspension rate of 4.7%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
12A. Implement components of the Positive Behavior Intervention and Support framework to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school.	PBIS Coordinator position 1000-1999: Certificated Personnel Salaries LCFF: 0395 $107,244 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $25,458 Costs of incentives and trainings. 4000-4999: Books And Supplies LCFF: 0395 $41,000	12A. Implement components of the Positive Behavior Intervention and Support framework to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school. ▫ Seven sites implemented Tiers I and II or the frameworks and received training on Tier III for full implementation ▫ Twenty other sites received training on Tier I and will implement the frameworks in 2015-16.	PBIS Coordinator position 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $94,961 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $25,027 Costs of incentives and trainings No additional expenditures
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

12B. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level. (Position is subject to consultation with the certificated bargaining unit)	Addition of nine elementary counselors to be shared between all 18 elementary school sites. 1000-1999: Certificated Personnel Salaries LCFF: 0395 $585,162 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $180,664	12B. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level.	Addition of nine elementary counselors to be shared between all 18 elementary school sites. 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $522,901 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $169,490
Scope of Service: LEA wide, implemented for specific sub groups but made available to all X All OR: _Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific sub groups but made available to all _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12C. Utilizing mental health services funding, the district hired additional psychologists to provide mental health services to special education students who are emotionally disturbed.	Additional psychologist $86,000 to be funded through mental health services funding 1000-1999: Certificated Personnel Salaries Mental Health: 6512 Object Code 1100: $67,774 Associated benefits costs 3000-3999: Employee Benefits Mental Health: 6512 $20,425	12C. Utilizing mental health services funding, the district hired additional psychologists to provide mental health services to special education students who are emotionally disturbed.	Additional psychologist $86,000 to be funded through mental health services funding 1000-1999: Certificated Personnel Salaries Mental Health: 6512 Object Code 1100: $59,503 Associated benefits costs 3000-3999: Employee Benefits Mental Health: 6512 Object Code 3000: $24,536
Scope of Service: LEA wide, implemented for specific subgroups but made available to all X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific subgroups but made available to all _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
12D. Provide school social worker services to address behavior issues and identify underlying causes.	Addition of one school social worker to be shared between all school sites 1000-1999: Certificated Personnel Salaries LCFF: 0395 $67,774 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $20,425	12D. Provided a Student Services Counselor to address barriers to positive school attendance. Position was filled in March 2015. ▫ Position was recreated as a Student Services Counselor after the district was unable to fill the position as a school social worker.	Student Services Counselor position 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $12,947 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $4,732

Scope of Service: LEA wide, implemented for specific subgroups but made available to all. X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12E. Restore full-time elementary assistant principals at all elementary school sites to provide additional administrative support, including behavior interventions and instructional leadership support	Addition of 10 elementary assistant principals 1000-1999: Certificated Personnel Salaries LCFF: 0395 $803,400 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $220,274	12E. Restore full-time elementary assistant principals at all elementary school sites to provide additional administrative support, including behavior interventions and instructional leadership support	Addition of 10 elementary assistant principals 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1300: $933,624 Associated benefits costs. 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $261,856
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12F. Students with disabilities are provided with interventions through a Behavior Support Plan which is integrated into the IEP. PBIS strategies are also provided to students with disabilities.	Educational services provided to students with disabilities completing additional years beyond the 12th grade are included in the total FTE with no additional cost incurred.	12F. Students with disabilities are provided with interventions through a Behavior Support Plan which is integrated into the IEP. PBIS strategies are also provided to students with disabilities.	Educational services provided to students with disabilities completing additional years beyond the 12th grade are included in the total FTE with no additional cost incurred.
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities.	
12G. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative	No Cost	12G. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records	No Cost

records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training		within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12G. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget •	No Cost	12G. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12H. Foster youth students receive tutoring	No Cost	12H.. Eligible foster youth students received tutoring	No Cost

services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.		services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12I. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	12I. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12J. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	12J. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12K. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	12K. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
12L.. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	12L. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 9, 11, 12 and 13 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase student engagement by reducing the incidence of suspension and expulsion amongst students and improve school climate by maintaining high student attendance and reducing the district-wide dropout rate.*

Original GOAL from prior year LCAP:	13. Continue to reduce the district-wide expulsion rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	The district will lower the expulsion rate an additional 1% (35 Total Expulsions in 2012-13) in 2014-15.	Actual Annual Measurable Outcomes:	The district lowered the total number of expulsions to 28, for an overall expulsion rate of 0.12%.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
13A. Implement components of the Positive Behavior Intervention and Support framework to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school.	Refer to Goal 12	13A. Implement components of the Positive Behavior Intervention and Support framework to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school. ▫ Seven sites implemented Tiers I and II of the frameworks and received training on Tier III for full implementation ▫ Twenty other sites received training on Tier I and will implement the frameworks in 2015-16.	Refer to Goal 12
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13B. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level. (Position is	Refer to Goal 12	13B. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level.	Refer to Goal 12

subject to consultation with the certificated bargaining unit)			
Scope of Service: LEA wide, implemented for specific sub groups but made available to all X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific sub groups but made available to all _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13C. Utilizing mental health services funding, the district hired additional psychologists to provide mental health services to special education students who are emotionally disturbed.	Refer to Goal 12	13C. Utilizing mental health services funding, the district hired additional psychologists to provide mental health services to special education students who are emotionally disturbed.	Refer to Goal 12
Scope of Service: LEA wide, implemented for specific subgroups but made available to all X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific subgroups but made available to all _All OR: _Low Income pupils _ English Learners _Foster Youth _ Redesignated fluent English proficient X_ Other Subgroups: (Specify) Students with disabilities	
13D. Provide school social worker services to address behavior issues and identify underlying causes.	Refer to Goal 12	13D. Provided a Student Services Counselor to address barriers to positive school attendance. Position was filled in March 2015. ▫ Position was recreated as a Student Services Counselor after the district was unable to fill the position as a school social worker.	Refer to Goal 12
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

13E. Restore full-time elementary assistant principals at all elementary school sites to provide additional administrative support, including behavior interventions and instructional leadership support	Refer to Goal 12	13E. Restored full-time elementary assistant principals at all elementary school sites to provide additional administrative support, including behavior interventions and instructional leadership support	Refer to Goal 12
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13F. Students with disabilities are provided with interventions through a Behavior Support Plan which is integrated into the IEP. PBIS strategies are also provided to students with disabilities.	Refer to Goal 12 .	13F. Students with disabilities are provided with interventions through a Behavior Support Plan which is integrated into the IEP. PBIS strategies are also provided to students with disabilities.	Refer to Goal 12 .
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities.	
13G. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	13G. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the	No Cost

		2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13H. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget •	No Cost	13H. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13I. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	13I. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR:		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners	

_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13J. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	13J. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13K.. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	13K. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13L. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings.	No Cost	13L. Training was provided to school site staff on enrollment procedures and available interventions for foster youth.	No Cost

• Enrollment training is provided on an annual basis to new and existing staff.		The annual training was provided at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
13M. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	13M. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 9, 11, 12 and 13 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase student engagement by reducing the incidence of suspension and expulsion amongst students and improve school climate by maintaining high student attendance and reducing the district-wide dropout rate.*

Original GOAL from prior year LCAP:	14. Increase the percentage of students passing Algebra I on the first attempt.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 2: Student Opportunities , Board Value 4: Equal Access, Community Cabinet 4: Academic and career readiness

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

Expected Annual Measurable Outcomes:	The percentage of students passing Algebra I on their first attempt will increase to 69%	Actual Annual Measurable Outcomes:	The percentage of students passing Algebra I on their first attempt, based on report grades from 2014-15 was 63%.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
14A. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses.	Refer to Goal 2	14A. Implemented a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all 'a-g' required courses. ▫ 1,588 student participated in the 2014 summer school program including: ○ 110 Special Education students ○ 303 English learner students	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14B. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.	Refer to Goal 2	14B. Implemented Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses. ▫ Entered into an agreement with PLTW, Inc.	Refer to Goal 2

		for curriculum, software and staff development to implement the program at Grand Terrace High School and Bloomington High School to align with the engineering pathways.	
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high school students. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14C. Implement a high school after school tutoring program in math to increase the number of students who pass Algebra I on their first attempt.	Refer to Goal 2	14C. Continued existing site level tutoring programs at all high schools.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14D. Increase enrollment in Expository Reading and Writing courses (ERWC) in the comprehensive high schools to further develop the writing skills of high school students and expand ERWC to the middle school level.	Refer to Goal 2	14D. Integrated ERWC curriculum at the middle school level. ▫ Sent three teachers to ERWC professional development.	Refer to Goal 2

Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All middle school sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14E. Implement a double block math support class at the high school level to provide intervention for students.	Refer to Goal 2	14E. Continued a double block math support class at the high school level to provide intervention for students.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education.	Refer to Goal 2	14F. On-line subscription service to provide test prep, including AP exams, SAT/ACT prep, as well as CCSS resources and career education. ▫ A subscription through Shmoop University was started in 2014/15 for on-line test preparation.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14G. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	Refer to Goal 2	14G. Provided equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.	Refer to Goal 2

Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14H. Provide equal access to English learner students.	Refer to Goal 2	14H. Provided equal access to English learner students. ▫ Two additional English learner counselors complement services provided by school site counselors and support students in completing graduation requirements, college entrance requirements and/or career planning. As applicable, counsel students on AB 540 qualifications.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14I. Provide students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College	Refer to Goal 2	14I. Provided students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College, and San Bernardino Valley College. ▫ Educate students about scholarships and financial aid. ▫ Assist in registration for classes, transportation arrangements and facilitate transition to community colleges.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all.		Scope of Service: All comprehensive high schools _ All OR:	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
14J. Restore students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2	14J. Restored students to a full attendance calendar from 175 to 180 days. Restore teachers, classified staff and administration to full work years.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14K. Continue implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers.	Refer to Goal 2	14K. Continued implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers. ▫ Maintained AVID programs at all four middle schools and three comprehensive high schools. ▫ 2,061 students enrolled in AVID districtwide. ▫ RHMS and CMS maintained their status as a National AVID Demonstration School.	Refer to Goal 2
Scope of Service: All comprehensive high schools Implemented for specified subgroups, but made available to all. X All OR: _ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All comprehensive high schools X All OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14L. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are	No Cost	14L. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students	No Cost

enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training		were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14M. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	14M. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14N. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	14N. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14O. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	14O. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14O. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	14O. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

proficient _ Other Subgroups: (Specify) _____			
14P. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	14P. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
14Q. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	14Q. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Actions/Services/Expenditures: 14A. Expansion of summer school program to offer additional course opportunities at the high school and middle school level. Changes to Goals: Goals 1, 2, 5 ,6, 10, and 14 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Increase the number of students who graduate and are prepared for college and/or a career.*

Original GOAL from prior year LCAP:	15. All students will have access to standards aligned instructional materials.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 8: Access to Quality Resources

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

Expected Annual Measurable Outcomes:	All students will have access to standards aligned instructional materials.	Actual Annual Measurable Outcomes:	All students had access to standards aligned instructional materials.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
15A. The district will continue to adhere to its established purchasing procedures to insure all students have access to instructional aligned materials including textbooks, supplementary materials and supplies.	Replacement books and consumables are ordered as needed to replenish supplies. 4000-4999: Books And Supplies LCFF: 0395	15A. The district continued to adhere to its established purchasing procedures to insure all students have access to instructional aligned materials including textbooks, supplementary materials and supplies.	Books And Supplies Base: 0000 Object Code 4300: $193,663 Lottery 6300 (Instructional): Object Code 4300: $138,536
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15B: The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum.	Adoption of a CCSS aligned math curriculum is projected to occur in 2015/16. Books And Supplies LCFF 0395 Object Code 4300: $1,500,000	15B: The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum. ▫ Secondary math teacher conducted a pilot of seven different math publishers. ▫ Following the pilot, Houghton Mifflin Math was selected as the new CCSS aligned math curriculum.	Purchase of the adopted CCSS aligned math curriculum is projected to occur in 2015/16.
Scope of Service: LEA-Wide X All OR:		Scope of Service: All secondary schools X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15C: The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.	Adoption of a CCSS aligned ELA curriculum is projected to occur in 2016/17.	15C: The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.	Adoption of a CCSS aligned ELA curriculum is projected to occur in 2016/17.
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All elementary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15D. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost		No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15E. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing	No Cost		No Cost

budget			
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15F. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training •	No Cost	15F. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15G. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	15G. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15H. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	15H. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15I. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	15I. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR:		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners	

_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
15J. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	15J. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 15, 16, 17 and 18 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Ensure students have access to quality resources, including standards aligned instructional materials, fully credentialed and appropriately assigned teachers and school facilities which are maintained in good repair.*

Original GOAL from prior year LCAP:	16. All teachers will be appropriately assigned.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Board Value 3: Quality Staff Development, Board Value 8: Access to Quality Resources

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

Expected Annual Measurable Outcomes:	All students will be taught by fully credentialed teachers, who are providing instruction in the subject area authorized by their credential.	Actual Annual Measurable Outcomes:	All students were taught by fully credentialed teachers, who provided instruction in the subject area authorized by their credential.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
16A. The district will continue its hiring practices to insure teachers are hired with a full-credential in the appropriate subject area.	Newly hired teachers are integrated into the existing budget as part of the base program. No additional budgeted expenditures.	16A. The district continued its hiring practices to insure teachers are hired with a full-credential in the appropriate subject area. ▫ 79 total core teachers were hired in 2014/15. All 79 were highly qualified according to NCLB, were fully credentialed and possessed an English learner authorization.	Newly hired teachers are integrated into the existing budget as part of the base program. No additional budgeted expenditures.
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
16B. The district will continue to participate in an induction program which provides instructional support to insure student success	Participation in the induction program through a consortium is dependent on the number of participating teachers and the amount of funding from the state for the program 4000-4999: Books And Supplies LCFF: 0395 $34,000	16B. The district continued to participate in an induction program which provides instructional support to insure student success. ▫ 44.1425 teachers participated in the induction program in 2014/15.	Participation in the induction program through a consortium is dependent on the number of participating teachers and the amount of funding from the state for the program 5800: Professional/Consulting Services And Operating Expenditures LCFF: 0395 $80,560
Scope of Service: LEA wide		Scope of Service: LEA wide	

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes to Goals: Goals 15, 16, 17 and 18 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Ensure students have access to quality resources, including standards aligned instructional materials, fully credentialed and appropriately assigned teachers and school facilities which are maintained in good repair.*

Original GOAL from prior year LCAP:	17. Within the first 30 days of each school year and semester a fully credentialed teacher will be in each classroom.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 8: Access to Quality Resources

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

Expected Annual Measurable Outcomes:	All students will be taught by a fully credentialed teacher, providing instruction in their authorized subject area within the first 30 days of the school year.	Actual Annual Measurable Outcomes:	All students were taught by a fully credentialed teacher, providing instruction in their authorized subject area, within the first 30 days of the school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
17A. The district will continue its hiring practices to insure teachers are hired with a full-credential in the appropriate subject area.	Refer to Goal 16	17A. The district continued its hiring practices to insure teachers are hired with a full-credential in the appropriate subject area. ▫ 79 total core teachers were hired in 2014/15. All 79 were highly qualified according to NCLB, were fully credentialed and possessed an English learner authorization.	Refer to Goal 16
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
17B. The district will continue to participate in an induction program which provides instructional support to insure student success	Refer to Goal 16	17B. The district continued to participate in an induction program which provides instructional support to insure student success. ▫ 44.1425 FTE teachers participated in the induction program in 2014/15.	Refer to Goal 16
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ 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 to Goals: Goals 15, 16, 17 and 18 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Ensure students have access to quality resources, including standards aligned instructional materials, fully credentialed and appropriately assigned teachers and school facilities which are maintained in good repair.*

Original GOAL from prior year LCAP:	18. All school facilities will be maintained in good repair.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Board Value 1: Safe, Positive and Clean Environments

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

Expected Annual Measurable Outcomes:	All students will have access to clean and well-maintained facilities.	Actual Annual Measurable Outcomes:	All students were provided access to clean and well-maintained facilities.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
18A. Hire eight additional nighttime custodians to increase the staffing in the geographical zone cleaning program.	Addition of eight custodians 2000-2999: Classified Personnel Salaries LCFF: 0395 $401,376	18A. Hired eight additional nighttime custodians to increase the staffing in the geographical zone cleaning program.	Addition of eight custodians 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $218,567 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $135,886
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18B. Hire one additional daytime custodian for Grand Terrace High School due to increased enrollment in 2014-15.	Addition of one custodian at GTHS 2000-2999: Classified Personnel Salaries LCFF: 0395 $50,172	18B. Hired one additional daytime custodian for Grand Terrace High School due to increased enrollment in 2014-15.	Addition of one custodian at GTHS 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $40,523 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $11,485
Scope of Service: Grand Terrace High School X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: Grand Terrace High School X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English	

proficient _ Other Subgroups: (Specify) _____		proficient _ Other Subgroups: (Specify) _____	
18C. Hire one additional night-time custodian supervisor.	Additional night-time custodial supervisor 2000-2999: Classified Personnel Salaries LCFF: 0395 $63,579	18C. Hired one additional night-time custodian supervisor.	Additional night-time custodial supervisor 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $34,102 Associated benefits costs. 3000-3999: Employee Benefits LCFF: 0395 Object Code: $10,827
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18D. Hire four additional grounds workers to be assigned to the three high school sites.	Addition of four grounds workers 2000-2999: Classified Personnel Salaries LCFF: 0395 $200,688	18D. Hired four additional grounds workers assigned to the three comprehensive high school sites. ▫ Bloomington and Colton high schools each were assigned one. Grand Terrace High School received two based on size.	Addition of four grounds workers 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $121,449 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 300: $75,302
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18E. Hire one additional grounds supervisor.	Addition of one Grounds Supervisor 2000-2999: Classified Personnel Salaries LCFF: 0395 $68,948	18E. Hired one additional grounds supervisor.	Addition of one Grounds Supervisor 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $51,093 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $23,486
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

18F. Hire one HVAC Senior Technician to provide maintenance support.	Addition of one Senior HVAC Technician 2000-2999: Classified Personnel Salaries LCFF: 0395 $66,280	18F. Hired one HVAC Senior Technician to provide maintenance support.	Addition of one Senior HVAC Technician 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 1100: $57,070 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $25,546
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18G. Hire two electronics technicians.	Addition of two electronics technicians 2000-2999: Classified Personnel Salaries LCFF: 0395 $144,020	18G. Hired two electronics technicians	Addition of two electronics technicians 2000-2999: Classified Personnel Salaries LCFF: 0395 $90,214 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $42,926
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18H. Hire one additional locksmith	Addition of one locksmith 2000-2999: Classified Personnel Salaries LCFF: 0395 $62,352	18H. Hired one additional locksmith	Addition of one locksmith 2000-2999: Classified Personnel Salaries LCFF: 0395 $46,207 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $21,829
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

18I. Hire two HVAC assistants (Subject to negotiations)	Addition of two HVAC Assistants 2000-2999: Classified Personnel Salaries LCFF: 0395 $100,344	18I. Hired two HVAC assistants ▫ Created the HVAC Preventive Maintenance position following discussions with the bargaining unit. ▫ Hired two HVAC assistants.	Addition of two HVAC Preventive Maintenance Technicians 2000-2999: Classified Personnel Salaries LCFF: 0395 $88,519 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $46,102
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
18J. Funding in the general fund will be reserved and designated for on-going scheduled maintenance of facilities.	Ongoing maintenance fund established. District Reserves. LCFF: 0395 $2,000,000	18J. Funding in the general fund was reserved and designated for on-going scheduled maintenance of facilities.	Ongoing maintenance fund established. District Reserves. LCFF: 0395 $2,000,000
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes to Goals: Goals 15, 16, 17 and 18 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *Ensure students have access to quality resources, including standards aligned instructional materials, fully credentialed and appropriately assigned teachers and school facilities which are maintained in good repair.*

Original GOAL from prior year LCAP:	19. Implement all academic content and performance standards adopted by the state.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 3: Quality Staff Development

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

Expected Annual Measurable Outcomes:	All students will have access to quality instruction from teachers who have received training on the implementation of academic content and performance standards adopted by the state.	Actual Annual Measurable Outcomes:	All students were provided quality instruction from teachers who have received training on the implementation of academic content and performance standards adopted by the state.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
19A. The district will provide staff development to teachers on implementing CCSS in their classroom.	District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title II: 4035 $198,064 District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title I: 3010 $621,984	19A. The district provided staff development to teachers on implementing CCSS in their classroom. ▫ All elementary teachers received three days of CCSS staff development including Language Arts, Writing and Math. ▫ Secondary ELA and Math teachers received CCSS staff development in their subject area. ▫ All elementary teachers and secondary core teachers were provided six release days to collaborate on the design and implementation of Common Core lessons.	District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title II: 4035 Object Code 1100: $148,678 District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. 1000-1999: Certificated Personnel Salaries Title I: 3010 Object Code 1100: $448,003
Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19B. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum.	Adopt common core aligned Math curriculum, including related staff development 4000-4999: Books And Supplies LCFF: 0395 $1,500,000	19B. The district initiated the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum. ▫ Secondary math teacher conducted a pilot of seven different math publishers. ▫ Following the pilot, Houghton Mifflin Math	Adopt common core aligned Math curriculum, including related staff development LCFF: 0395 No additional expenditures, textbook purchases for new adoption will take place in 2015/16.

		was selected as the new CCSS aligned math curriculum.	
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: All secondary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19C. The district will initiate the textbook adoption process to being an adoption of a new CCSS aligned ELA curriculum.	Adoption of a CCSS aligned ELA curriculum is projected to occur in 2016/17.	19C. The district will initiate the textbook adoption process to being an adoption of a new CCSS aligned ELA curriculum.	Adoption of a CCSS aligned ELA curriculum is projected to occur in 2016/17.
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19D. The district will integrate technology into CCSS lessons with the assistance of an Educational Technology Teacher on Assignment, who will assist teachers on integrating technology in the classroom.	Addition of 2 Education Technology Teachers on Assignment 1000-1999: Certificated Personnel Salaries LCFF: 0395 $135,548 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $40,850	19D. The district integrated technology into CCSS lessons with the assistance of an Educational Technology Teacher on Assignment, who will assist teachers on integrating technology in the classroom. ▫ Two educational technology teachers on assignment provided over 90 trainings for teachers on topics such as Google Apps for Education, Google Docs, Learning Management Software: Haiku, and Geogebra.	Addition of 2 Education Technology Teachers on Assignment 1000-1999: Certificated Personnel Salaries LCFF: 0395 $106,118 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $34,364
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

19E. Provide technology support staff for the use and maintenance of instructional technology.	Additional Information Technology support staff 2000-2999: Classified Personnel Salaries LCFF: 0395 $268,200 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $119,187	19E. Provided technology support staff for the use and maintenance of instructional technology. ▫ Hired three technology support services I positions ▫ Hired two technology support services II positions ▫ Hired one information technology support services I position.	Additional Information Technology support staff 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $205,239 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $166,325
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19F. Students will be assessed on their understanding of the CCSS through the Intell-Assess program.	Funding for Intell-Assess 5800: Professional/Consulting Services And Operating Expenditures LCFF: 0395 $80,000	19F. Students were assessed on their understanding of the CCSS through the Intell-Assess program. ▫ Math and ELA benchmarks were designed and administered through the Intell-Assess program to determine student's mastery of the CCSS standards.	Funding for Intell-Assess 5800: Professional/Consulting Services And Operating Expenditures LCFF: 0395 Object Code 5800: $67,169
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19G. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	19G. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the	No Cost

		2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19H. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	19H. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. • Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19I. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	19I. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

19J. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	19J. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19K. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	19K. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19L. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.	No Cost	19L. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
19M. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	19M. Foster youth students were provided access to a student services counselor. • The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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?	No change.

Original GOAL from prior year LCAP:	20. The district will continue to promote parental participation at the district and individual school site level.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 6: Parent and Community Involvement , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	Establish a parent resource center to provide parents with resources for helping their students be successful. The district will continue to offer parent participation opportunities through its established system of involvement and provide new opportunities for involvement which will benefit students through the increase of at-home support. Community Cabinet will continue to provide a voice for parents, and community members, and to provide an opportunity to participate in district decision making relating to educational goals.	Actual Annual Measurable Outcomes:	Established a parent resource center to provide parents with resources for helping their students be successful. The district continued to offer parent participation opportunities through its established system of involvement and provide new opportunities for involvement which will benefit students through the increase of at-home support. Community Cabinet continued to provide a voice for parents, and community members, and to provide an opportunity to participate in district decision making relating to educational goals.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
20A. The district will implement a parent resource center.	Parent Resource Center which will be funded through the Homeless Grant. 2000-2999: Classified Personnel Salaries Homeless: 5630 $5,000	20A. The district implemented a parent resource center. ▫ The parent resource center is staffed by the Student Services Counselor who refers parents to various support services designed to ensure a stable and supportive home environment for students.	Parent Resource Center established the Parent Resource Center through the Homeless Grant. 4000-4999: Books And Supplies Homeless: 5630 Object Code 4300: $5,000
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

20B. Continue Community Liaison (bilingual) position to serve as an intermediary between parents and the district.	Community Liaison position is funded through homeless grant funding. 2000-2999: Classified Personnel Salaries Homeless: 5630 63,433 Associated benefits costs 3000-3999: Employee Benefits Homeless: 5630 $22,000	20B. Continue Community Liaison position which is funded through homeless grant funding.	Community Liaison position is funded through homeless grant funding. 2000-2999: Classified Personnel Salaries LCFF: 0395 Object Code 2100: $28,112 Associated benefits costs 2000-2999: Classified Personnel Salaries LCFF: 0395 $21,473
Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide, implemented for specific sub groups but made available to all. _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.	Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations. No additional budgeted expenditures	20C. Continued parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.	Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations. No additional budgeted expenditures
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: XLow Income pupils XEnglish Learners XFoster Youth XRedesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)_____	
20D. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process and through the bi-annual surveys conducted through the Special Education Self-Review process.	Continue parent involvement opportunities for parents of students with disabilities through the IEP process and the SESR input collection. No additional budgeted expenditures	20D. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process and through the bi-annual surveys conducted through the Special Education Self-Review process.	Continue parent involvement opportunities for parents of students with disabilities through the IEP process and the SESR input collection. No additional budgeted expenditures
Scope of Service: LEA wide _All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X_ Other Subgroups: (Specify) Students with disabilities		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	

20E. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	20E. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20F. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget •	No Cost	20F. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

20G. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. • San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	20G. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20H. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	20H. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20I. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	20I. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20J. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff. •	No Cost	20J. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
20K. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	20K. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 20 and 21 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *The district will continue to promote parental participation at the school site and district level and provide opportunities for parental input in decision making processes.*

Original GOAL from prior year LCAP:	21. The district will seek parent input in decision making.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 6: Parent and Community Involvement , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Establish a parent resource center to provide parents with resources for helping their students be successful. The district will continue to offer parent participation opportunities through its established system of involvement. Community Cabinet will continue to provide a voice for parents and community members and an opportunity to participate in district decision making relating to educational goals.	Establish a parent resource center to provide parents with resources for helping their students be successful. The district will continue to offer parent participation opportunities through its established system of involvement. Community Cabinet will continue to provide a voice for parents and community members and an opportunity to participate in district decision making relating to educational goals.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
21A. The district will implement a parent resource center.	Refer to Goal 20	21A. The district implemented a parent resource center.	Refer to Goal 20
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Refer to Goal 20
21B. Continue Community Liaison (bilingual) position to serve as an intermediary between parents and the district.	Refer to Goal 20	21B. Continued Community Liaison position which is funded through homeless grant funding.	Refer to Goal 20

Scope of Service: LEA wide, implemented for specific subgroups but made available to all. _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide, implemented for specific sub groups but made available to all. _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Refer to Goal 20
21C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.	Refer to Goal 20	21C. Continued parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.	Refer to Goal 20
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Refer to Goal 20
21D. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process and through the bi-annual surveys conducted through the Special Education Self-Review process.	Refer to Goal 20	21D. Continued to provide parent involvement opportunities to parents of students with disabilities through the IEP process and through the bi-annual surveys conducted through the Special Education Self-Review process.	Refer to Goal 20
Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with disabilities	
21E. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual	No Cost	21E. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus	No Cost

training		county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21F. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	21F. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21G. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	21G. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all.		Scope of Service: LEA wide _ All	

_ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21H. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	21H. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21I. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	21I. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21J. School site staff receives training on	No Cost	21J. Training was provided to school site staff on	No Cost

enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.		enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
21K. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	21K. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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 to Goals: Goals 20 and 21 were consolidated into a single goal, which encompasses all of the applicable actions and services. Revised Goal: *The district will continue to promote parental participation at the school site and district level and provide opportunities for parental input in decision making processes.*

Original GOAL from prior year LCAP:	22. Provide site based local control of allocations of funding.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 6: Parent and Community Involvement

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

Expected Annual Measurable Outcomes:	School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.	Actual Annual Measurable Outcomes:	School sites were provided the ability to make site-based, local decisions which reflected the unique needs of their students and the input of their teachers and parents.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
22A. Provide an allocation of funding to the school sites to provide local control from the total allocation of supplemental and concentration grant funds. • Provide an allocation of funding to the school sites equivalent to the amount received under the EIA/SCE and EIA/LEP funding model to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support.	LCFF: 0395 $4,166,953	22A. Provided an allocation of funding to the school sites to provide local control from the total allocation of supplemental and concentration grant funds. Calculations for site allocations were done based on the unduplicated pupil count at each site.	LCFF: 0395 Various Object Codes: $4,166,953
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. _All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
22B. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are	No Cost	22B. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements.	No Cost

provided to all school sites during annual training		• District participated in the Foster Focus county on-line database which allows access to foster student enrollment information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
22C. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	22C. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
22D. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	22D. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost

Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
22E. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	22E. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
22F. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	22F. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. • The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	

proficient _ Other Subgroups: (Specify) _____			
22G. School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff. •	No Cost	22G. Training was provided to school site staff on enrollment procedures and available interventions for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
22H. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	22H. Foster youth students were provided access to a student services counselor. The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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?	22A. Increase the school site allocations by 5% for the 2015/16 school year.

Original GOAL from prior year LCAP:	23. Promote a positive and healthy school environment by supporting the health needs of students during the school day.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Board Value 1: Safe and Positive Environments , Community Cabinet 2: Mental and physical health and awareness

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

Expected Annual Measurable Outcomes:	Increase the availability of nursing services to students who have medical needs by increasing the number of credentialed school nurses employed by the district.	Actual Annual Measurable Outcomes:	Increase the availability of nursing services to students who have medical needs by increasing the number of credentialed school nurses employed by the district.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
23A. Provide additional school nurses to augment existing staff to meet the health needs of students.	Addition of 3 school nurses 1000-1999: Certificated Personnel Salaries LCFF: 0395 $99,936 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 $59,213	23A. Provided three additional school nurses to augment existing staff to meet the health needs of students.	Addition of 3 school nurses 1000-1999: Certificated Personnel Salaries LCFF: 0395 Object Code 1100: $137,135 Associated benefits costs 3000-3999: Employee Benefits LCFF: 0395 Object Code 3000: $45,437
Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA-Wide Implemented for specified subgroups but made available to all. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) _____	
23B. Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes. • Foster Youth enrollment procedures are provided to all school sites during annual training	No Cost	23B. Foster youth enrollment processes continue to be fast tracked. Schools furnish cumulative records within two school days to ensure students are enrolled properly. Newly enrolled foster students were immediately enrolled in classes regardless of completion of enrollment requirements. • District participated in the Foster Focus county on-line database which allows access to foster student enrollment	No Cost

		information in any district throughout the county. Training for office staff in handling the enrollment of foster youths was conducted at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23C. Foster youth students are entitled to additional educational services beyond the 12th grade to assist in meeting graduation requirements • Post-12th grade educational services are provided to foster youth as part of the total school site FTE and are part of the existing budget	No Cost	23C. High school counselors were trained to provide eligible foster youth students with continuing educational opportunities beyond the 12th grade to assist in meeting graduation requirements. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23D. Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district's Foster Youth Liaison. San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.	No Cost	23D. Eligible foster youth students received tutoring services through San Bernardino County Foster Youth Services. • The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students eligible and referred to the county for tutoring services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All		Scope of Service: LEA wide _ All OR:	

OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		_ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23E. Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year. High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.	No Cost	23E. High school counselors were trained to provide eligible foster youth students with information regarding the alternate graduation requirement. Training for counseling staff in educational opportunities for foster youths was conducted at the beginning of the 2014/15 school year.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23F. Foster youth students have access to counseling services through South Coast Counseling Services. • South Coast Counseling Services are provided through grant funding at no charge to the district.	No Cost	23F. Foster youth students were provided with counseling services as needed through South Coast Counseling Services. The district foster youth liaison, the Student Services counselor, with the assistance of the site foster youth liaison identified students in need of counseling services.	No Cost
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23G. School site staff receives training on enrollment procedures and available interventions	No Cost	23G. Training was provided to school site staff on enrollment procedures and available interventions	No Cost

for foster youths during annual trainings. • Enrollment training is provided on an annual basis to new and existing staff.		for foster youth. The annual training was provided at the beginning of the 2014/15 school year.	
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____	
23H. Foster youth students will have access to school based social worker. • Addition of 1 school social worker to be shared between all school sites.	Refer to Goal 9	23H. Foster youth students were provided access to a student services counselor. • The district was unable to recruit a credentialed social worker. The position was recreated as a student services counselor and is designated as the foster youth liaison.	Refer to Goal 9
Scope of Service: All high schools. Implemented for specified subgroups but made available to all. _ All OR: _ Low Income pupils _ English Learners _X_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) _____		Scope of Service: LEA wide _ All OR: _ Low Income pupils _ English Learners _X_ 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?	No change.

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:	$36,892,541

The district's LCFF supplemental and concentration grant target amount at full implementation is estimated to be $53,558,943. 2014-15 expenditures in support of unduplicated students was $14,041,293. Using the estimated gap funding percentage for 2015-16 of 53.08%, the increase in estimated supplemental and concentration grant funding is $18,854,488.

For the 2015-16 school year, the district is anticipating to allocate approximately $12 million to actions and services that directly support low income, foster youth, and English learner pupils, including the following new actions and services, which are in addition to the on-going actions and services implemented in 2014-15:

- Establishment of a class size maximum at the high school level in English and math support classes, to provide struggling students with individualized support. The class size limit provides teachers an opportunity to provide individualized and small group interventions to students below grade level. This is particularly beneficial to our population of unduplicated students and provides the greatest benefit to English learner students. This service is made available to all students who are below grade level performance; however, it is targeted to provide the highest support to our population of unduplicated pupils. (Goals 1, 2, and 3)

- Hire three English-Language Arts/English learner teachers on assignment to provide intervention coordination and support for students below grade level in English proficiency at the three comprehensive school sites. There are several intervention programs in place at the high schools to support students in achieving English proficiency, including Read180, Language! OdysseyWare, and summer school. The district is proposing the ELA/EL teachers on assignment to coordinate the interventions provided to those students, as well as provide support for in-class interventions to promote passage of English courses on the first attempt and to increase the English proficiency of students below grade level. This is particularly beneficial to our population of unduplicated students and provides the greatest benefit to English learner students. This service is made available to all students who are below grade level performance; however, it is targeted to provide the highest support to our population of unduplicated pupils. (Goals 1, 2, and 3)

- In high school, math continues to present a challenge for our students. A high percentage of students continue to struggle with passing Algebra I, as well as higher levels of math, on their first attempt. For all math courses, 32.1% of students did not pass math in the first semester. Specifically in Algebra I, 38.6% of students did not pass Algebra I first semester. Passage of Algebra I on the initial attempt is vital in a student's high school career while failing can have a domino effect on the rest of their education. A student who fails Algebra I must retake the course, resulting in less schedule flexibility to enroll in and complete UC/CSU requirements or career pathways. The high school math teachers on assignment will support students through interventions to pass Algebra I on their first attempt and assist in the coordination of classroom based interventions to ensure students are mastering the concepts. This is particularly beneficial to our population of unduplicated students and provides the greatest benefit to English learner students. This service is made available to all students who are below grade level performance; however, it is targeted to provide the highest support to our population of unduplicated pupils. (Goals 1, 2, and 3)

- Expand career education to students at an earlier age by developing electives at the middle school level. Career education is key in preparing students for their future after graduation. At the high school level, Linked Learning has resulted in the development of eight career pathways. To expose students to career options at an earlier age, the implementation of middle school electives was proposed. These electives will feed into career pathways available through Linked Learning, as well as through the regional occupation program, CRY-ROP. The middle school career based electives provide increase access

to career education programs benefitting all students. (Goal 1)

- Supporting open parental communication and involvement opportunities with the assistance of a communications specialist. Engaging parents in our schools begins with effective communication. Through the addition of a communications specialist, the district will be able to provide our parents, and the public, with increased communication on events, awards, activities, and opportunities to participate in their student's education. Technology, especially social media, has provided us many avenues to connect with parents and an additional staff member dedicated to communications will allow the district to improve and strengthen its communications with parents and the larger community. All correspondence issued by the district, through our website and through phone calls continues to be translated and encourages our parents' involvement, particularly with our parents of English learner students. (Goal 7)

- In the summer of 2014, the district re-established the summer school program at the high school level. In 2015, the program will be expanded to the middle school level. Through the 2015-16 LCAP, the district is proposing to expand the program further by offering additional course options and increasing the number of students enrolled. Summer school continues to be the largest intervention available for our secondary school students to remain on track towards graduation. The summer school program is offered to all students, but is of the largest benefit to our population of unduplicated pupils. English learner students, low-income students, and foster youth will benefit from the additional coursework opportunities which gain schedule flexibility, remediation of courses, and an opportunity to complete coursework in preparation for college and/or a career. (Goals 1, 2, 3, 4)

- Support for our special education students has become increasing necessary with the implementation of Common Core, particularly, with our special education teachers who need instructional support while providing instruction to students. Previously, a portion of our instructional assistants were assigned for only five hours per day, leaving additional time for teachers in class with no support. Increasing all special education instructional assistants to six hours per day will provide additional, direct student and teacher support for our special education student population. This provides a targeted benefit to our special education subgroup of pupils. (Goals 1, 3, 5, 6)

- Expand the availability of health related support at the school sites by increasing the number of hours, district-paid, for health assistants. At the elementary and middle school level, the district funds three hours per day for health assistants. Under the LCAP, the committee is proposing to increase the hours to four hours per day district-paid to provide additional support for students with health and medication needs on our campuses. This provides targeted support for the subgroup of students identified under Section 504, as well as to all students who are injured while at school or need medical assistance throughout the school day. (Goals 3, 9)

- Three days of collaboration were proposed to provide release time for core subject, classroom teachers to collaborate on the design and implementation of common core lessons. Core area teachers continue to work towards mastering the Common Core standards and develop lessons which reflect the rigor of the new standards while providing support for students struggling to achieve the new expectations. Collaboration provides a benefit to all students by increasing the base instruction in our classrooms, but provides the greatest benefit to our population of unduplicated pupils. (Goals 1, 2, 3, 5, 6)

- Provide additional instructional support at the elementary school sites through the use of elementary intervention teachers on assignment to provide academic support and intervention coordination on an as needed basis. This supplements an existing team of teachers on assignment at the elementary level and provides support for our English learner student population, as well as all students who are below grade level. In addition to the support for interventions, the duties of these teachers on assignment will include the provision of technology integration support teachers. (Goal 2, 3, 4, 5)

- Support a safe school environment at the elementary level through the reinstatement of crossing guards. In 2011 the district eliminated its agreement to provide crossing guard services at district elementary schools. The district is proposing to restore the agreement and provide crossing guard services through an outside vendor to ensure students and parents feel safe while walking to and from school. (Goal 4)

- Support a safe school environment at the secondary level through the use of two school-based resource officers. Grand Terrace High School and Bloomington High School, as well as their surrounding communities receive law enforcement services through San Bernardino County Sheriff's Department. To provide both schools with the support of a law enforcement officer, the committee is proposing an agreement with the Sheriff's Department to provide Resource Officers to both Bloomington and Grand Terrace High Schools. Resource Officers provide a positive presence on campus, including mentoring students and supporting the tenants of the PBIS frameworks. The PBIS framework, which started implementation in 2014, has expanded to all school sites. Through the LCAP, the district is proposing to continue the growth and integration of the PBIS expectations into every facet of a student's educational environment. The PBIS framework supports the social, emotional and academic achievement of all students, but provides the most support to the district's low-income and foster-youth student populations. (Goal 4)

- Establish an elementary summer enrichment program with Think Together to provide summer educational opportunities. An elementary summer enrichment program provides a opportunity for up to 600 elementary aged students to participate in a structured, six hour day, consisting of activities relating to English, STEM, peer relations, and physical education. Participating students will be provided two meals

each day of the program for a total of 14 days. This opportunity for elementary students supports our efforts to increase academic achievement for elementary students, particularly with English and math and will be aligned with state academic standards. This will provide the largest benefit to our low-income student population. (Goal 3, 4)

- Maintenance positions are an integral piece of the district through their efforts of custodial support, maintenance support, as well as their tie-in to the technology available in our classrooms. The positions proposed through the LCAP include electronics technicians who provide services that directly support the technology integrated into our classrooms as well as services relating to the upkeep of our school site alarm systems. As our need for technology increases, so does the need for maintenance support in this area. One additional maintenance supervisor position is also proposed to provide oversight of the maintenance staff. The increased maintenance support for our schools continues efforts from the prior year to ensure our facilities are maintained in good repair, which provides a benefit to all students. (Goal 5)

- Annually the district provides each site with a direct allocation of funding which it uses to support students achievement in the areas represented in the LCAP. School sites will expend the funding based on their individual site needs, concentrating on improving and increases services to unduplicated pupils. (Goal 8)

Resources are allocated in a district-wide manner based on the total unduplicated pupils across the district. With 82.85% of unduplicated pupils district-wide and no school with less than 40% of unduplicated pupils, the district is able to provide services which support all students.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

22.13	%

The percentage by which services for unduplicated students must be increased or improved as compared to the services provided to all pupils in the LCAP year is calculated at 22.13%. Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils. Services implemented for the targeted students are being made available to all students based on the percentage of unduplicated students represented in our district.

Actions and services designated above include extensive efforts to increase student achievement and career education, particularly within our low income and English learner populations. At the high school level, providing interventions in math and English offers targeted support for students below grade level through the use of teachers on assignment, and encourages passage of math and English courses on the first attempt. For special education and English learner students, this is especially important with double block classes, which expands their educational program options by granting schedule flexibility to complete UC/CSU requirements and/or career pathways. Establishing a class size maximum also targets increasing student achievement and the desire to support students in passing courses during their first attempt. Again, this is particularly important to special education students and English learners by providing relevant support aligned with the classroom in an individualized or small group setting.

A number of programs are being implemented to assist students on their path to college and careers, including the continued expansion of the summer school program. In 2013, a high school program was implemented. It was expanded in 2014 to include middle school, and will be expanded again in 2015 to include a higher number of students with an increased course selection. The summer school program provides students an opportunity to remediate coursework. The expansion will allow students more educational options and will particularly benefit special education and English learner students.

Efforts to remove barriers to students' success in the classroom continue under the implementation of the PBIS frameworks. The frameworks, which started implementation in 2014, expand to encompass all facets of a student's education, from the school office, to the playground, to the classroom. PBIS frameworks create a stable and predictable learning environment which is particularly beneficial to students of poverty and foster youth who oftentimes have an unpredictable home environment, including high mobility and a lack of structure. The addition of school based resource officers in conjunction with the Sheriff's Department as well as the additional funding support for the programmatic requirements of PBIS reflect the commitment to integrate PBIS expectations district-wide. The PBIS framework provides dedicated and

coordinated behavior support which provides the largest level of support to low income, foster youth and homeless students who need structured support system wherein staff approaches behavior with an understanding of the issues facing students in their home environment.

The focus on career education continues with the 2015-16 LCAP and includes maintaining support for the district's career pathways. In this plan, the district will begin to expose students to career opportunities at a younger age through the implementation of career based electives at the middle school level. With an unduplicated student population of 82.73%, the continued expansion of career focused pathways and courses will provide the greatest benefits to low-income, foster youth and English learner students.

Support for open parental communication and involvement opportunities will be supplemented through the addition of a communications specialist. Engaging parents in our schools begins with effective communication. The district will be able to provide our parents, and the public, with increased communication on events, awards, activities, and opportunities to participate in their student's education. Technology, especially social media, has provided us many avenues to connect with parents and an additional staff member dedicated to communications will allow the district to improve and strengthen its communications with parents and the larger community. All correspondence issued by the district, through our website and through phone calls continues to be translated and encourages our parents' involvement, particularly with our parents of English learner students.

The district has a population of 82.2% students designated as low-income, 25.6% designated as English learner and 0.84% as foster youth resulting in a population of 82.73% of unduplicated pupils. The actions and services are designed to target those unduplicated pupils, although most are made available to all students based on the high percentage of unduplicated pupils district-wide. The proportionality percentage of 22.15% is met by providing targeted services to the unduplicated pupil population, which supplement the programs available to all students in the district, including the PBIS frameworks, the math and English language support, career education, and increasing avenues of parent involvement.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]