

Local Control and Accountability Plan

Inglewood Unified



July 1, 2016 - June 30, 2019

Introduction:

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DISTRICT PROFILE

The Inglewood Unified School District (IUSD) is proud to serve the residents of the historically rich city of Inglewood. Located in Los Angeles County, California, the Inglewood Unified School District serves approximately 13,400 students (kindergarten through 12th grade) from the communities of Inglewood and Ladera Heights. In total, there are thirteen elementary schools and six secondary schools. Seven IUSD schools have achieved high academic recognition, Six schools are designated “California Distinguished Schools” and one school is a “National Blue Ribbon School”. In addition, there is one preschool center with approximately 300 students and a community adult school with approximately 4,340 students. The district also offers Transitional Kindergarten (TK) at all sites.

IUSD serves a diverse population of students in an urban setting, with 61% Hispanic, 38% African American, and 1% other ethnicities, according to demographic information from the California Department of Education (CDE) for the 2015-2016 school year.

In addition to providing access all core academic subjects the district offers extensive programs in Special Education, Programs for English Language Learners, GATE, AVID, MESA, Afterschool, enrichment, academic tutoring, Career Technical Education all designed to meet the full range of socio-economic educational needs of our students. Parents are informed about educational opportunities and committed to improving the Inglewood Unified School District. The district has established a central parent center which provides families with community resources, access to educational programs, workshops and information meetings. Additional parent centers are provided for parents at each school site.

The first Inglewood school opened in 1888; the Inglewood Unified School District was later founded in 1953. Thus, most Inglewood schools were constructed decades ago. In 1998, the school district embarked upon an extensive program to improve school facilities with the passage of the Measure K bond by Inglewood and Ladera Heights voters. Major Measure K projects completed since then include two all-weather running tracks, new gymnasiums at Monroe and Crozier Middle Schools and brand new classroom facilities at six IUSD schools (Centinela, Parent, Crozier, Hudnall, Highland and Payne). LaTijera K-8 School has been completely rebuilt and is now fully occupied. As of 2014-2015, LaTijera was restructured as a Dependent Charter School.

In 2012 the Inglewood community approved Measure GG, a \$90 million facilities bond designed to modernize schools, upgrade technology, and expand services to increase enrollment. On September 14, 2012, the governor approved SB 533, Chapter 325, bringing the district under state receivership with a state-emergency appropriation of \$55 million to avoid fiscal insolvency. Of the \$55 million authorized, the district drew \$29 million from November 2012 through February 2013 because of negative cash-flow projections. The required annual debt payment is \$1.8 million. This will last through 2033. In addition, IUSD is experiencing declining enrollment costing an average loss of \$5 million annually.

Philosophy, Goals, & Objectives

Purpose

The purpose of the Inglewood Unified School District is to develop productive citizens who are able to live, compete and excel in a global economy.

Mission

The mission of the Inglewood Unified School District is to ensure that all our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.

Vision

The vision of the Inglewood Unified School District is to provide a learning environment that empowers all students to acquire the academic and social skills needed to become productive citizens and lifelong learners in a global economy.

Objectives

All students will become proficient in English.

All students will score proficient or above as measured by state assessments.

All students will have access to current technology to increase their academic performance.

One hundred percent (100%) of our students will graduate. One hundred percent (100%) of our students will enter and achieve success in an institution of higher learning, workplace, and society.

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
The Inglewood Unified School District (IUSD) has made a great effort to involve all	The following action steps were added or modified based on

stakeholders, including parents of unduplicated pupils, in developing, reviewing, and supporting implementation of the LCAP. The parents, community members, pupils, local bargaining units, and other stakeholders have participated in the writing of the plan by participating in District LCAP committee meetings, giving feedback through surveys and attending community forums.

During all stakeholder meetings the following data were reviewed and discussed:

Student Demographic data

Percentage of teachers appropriately assigned

Standards-Aligned instructional materials lists

Facilities data

Professional development activities

Course access and enrollment percentages

CAASPP results

Annual Measurable Achievement Objectives (AMAO) and reclassification results

Advanced Placement (AP) enrollment and pass rates

District benchmark and iReady data results

Physical Fitness Test results

UC a-g eligibility rates

Early Assessment Program (EAP) college readiness rates

SAT/ACT scores

Attendance rates

Chronic absenteeism rates

Dropout rates

Graduation rates

Suspension and expulsion rates

In addition, all stakeholders received and LCAP data and program/services update listing current progress toward LCAP action step completion.

Stakeholders were notified of the various LCAP input sessions via mail, email, and personal phone calls. An effort was made to involve representatives (parents and students) from unduplicated groups. All stakeholders were provided the IUSD data portrait which is related to state priorities. Data were obtained from a variety of sources including, but not limited to DataQuest, CALPADS, Illuminate, Aeries and site/district specific data relative to particular programs and initiatives.

Changes were made to the LCAP prior to adoption as a result of written comments and other feedback obtained during the stakeholder sessions. The impact this feedback had

LCAP input:

1. Teacher attendance monitoring system and interventions to increase teacher attendance.
2. CTE Pathways and linked-learning academies at all high schools and middle schools.
3. Staff training and student/family support regarding trauma.
4. Professional development, coaching, and monitoring of implementation regarding newly adopted math and ELA/ELD curriculum.
5. Increased technology access for students and classroom modifications/remodernization to support 21st Century learning.
6. Professional development in the new Science Standards (NGSS).
7. Training to staff regarding providing positive school climates for students and families.
8. Increase implementation of intervention programs.
9. Increase training in and monitoring of strategies to increase English language proficiency for ELL students.
10. Increase parent trainings and activities that promote parent involvement at schools.

on the LCAP is listed in the next section. Changes to action steps, programs and services were made based on a qualitative data analysis, or noting common threads that were evident after synthesizing the comments from each stakeholder group. The following lists stakeholder groups and dates LCAP progress and input meetings were held:

CABINET and EXTENDED CABINET

Cabinet and Extended Cabinet met monthly between August 2015 and May 2016 to review LCAP progress with a focus on how LCAP action steps support the FCMAT Report findings and suggestions. Members reviewed current data and provided input regarding current action steps, and made suggestions pertaining to service and program adjustments. In addition, members provided input regarding future LCAP services and program action steps.

DELAC (English language learner parent advisory group)

DELAC members met in the fall and spring to review data and to discuss LCAP progress. Members made suggestions regarding current LCAP adjustments to programs, services and action steps. Input regarding changes to the LCAP were collected and considered during the creation of the 2016-19 LCAP. All members also received information pertaining to an online LCAP survey, and were asked to share with other families and community members.

Educational Advisory Committee:

The Educational Advisory Committee (DSLTT) met four times during the year to analyze data, discuss LCAP progress, and to create a plan for students achievement that merges the FCMAT progress report with the LCAP. The committee also made suggestions pertaining to LCAP action steps, services, and programs.

Parent Advisory Committee:

The parent Advisory Committee includes foster youth, low-income, and English language learner parent representatives. This group met in October May and June to provide LCAP input regarding programs and services to support their children. This committee will met several times yearly to discuss LCAP progress and to provide input.

School Site Councils:

All School Site Councils reviewed LCAP goals and action steps, and aligned School Plans for Student Achievement to the LCAP. Councils also met to review LCAP progress and to provide input into LCAP goals, action steps, programs and services.

Student Groups:

High school student groups were asked to provide input regarding student achievement and engagement. In addition, students were asked to take the online LCAP student survey.

Community Forums:

Two community input forums were held in May to review current goals and action steps, and to provide input regarding the 2016-19 LCAP.

Surveys:

LCAP input surveys were distributed to parents (English and Spanish), students, staff, and community members. Stakeholders were notified about the surveys at stakeholder meetings, forums, District and school websites, School Messenger, and newsletters.

Stakeholder Update and Input Meeting Dates:

DELAC/DAC LCAP update and input meetings	October 30, 2015 April 22, 2016
Principal/Director LCAP update and input meetings	August 11, 2015 January 20, 2016 April 13, 2016
Educational Advisory Committee (DSLIT) LCAP update and input meetings	October 21, 2015 January 20, 2016 March 11, 2016 May 3, 2016
ITA LCAP input meeting	April 26, 2016
Community Forums	May 17, 2016

	May 24, 2016
School Site Council LCAP input meetings	April 15, 2016– June 1, 2016
Parent Advisory Committee LCAP input meeting	October 30, 2016 May 13, 2016 June 10, 2016
Community input meetings	April 15, 2016 – June 1, 2016
Presentation of LCAP to board (online input follows meeting)	June 27, 2106
LCAP Presentation to Board for approval/adoption	June 29, 2016

Annual Update:

In 2015-16 IUSD utilized the same/similar stakeholder groups to review the LCAP Annual Update as in the past such as DELAC, Parent Advisory Committee, the Educational Advisory Team, and principals. Stakeholder groups met several times, rather than one time, to review LCAP goals and to evaluate progress toward completion of LCAP action steps and goals. LCAP progress and data were shared at a regular Board meeting. In addition, LCAP progress monitoring became a regular part of the Administrator, Extended Cabinet, and Cabinet meetings. The LCAP Annual Update occurred throughout the year.

The Annual Update was presented to the State Administrator and Advisory Board on April 13, 2016.

Annual Update:

The Superintendent presented the LCAP to the DELAC and PAC on June 10, 2016, which was over two weeks prior to the Board meeting for the LCAP Public hearing. Questions were addressed during the meeting. The only question raised during the meeting pertained to making sure that sites were clean and in good repair. This had been added to the LCAP, and was discussed. No other written comments were received.

Additions included creating/expanding linked learning (CTE) pathways and academies at high schools and middle schools, exploring how to remake classroom areas to promote innovation, creativity, and 21st Century learning, and providing training to teachers and support to families regarding students dealing with trauma.

DELAC - Annual Update meetings - October 30, 2015; April 22, 2015

PAC - Annual Update meetings - October 30, 2015; May 13, 2015

EAC - Annual Update meetings - October 21, 2015; January 20, 2016;
March 11, 2016; May 3, 2016

Principals - Annual Update Meetings - January 20, 2016; April 13, 2016

The following actions steps were revised as a result of stakeholder input on the LCAP Update:

No goals were changed. Stakeholder groups appreciated the 3 goals - easier to remember.

Purchased ELA/ELD textbooks in 2016 rather than 2017 as a result of students performance data and teacher need for current California State Standards - aligned curriculum.

Additional professional development was provided to teachers to help them implement rigorous, California State Standards (CCSS) -aligned lessons.

Provided additional parent outreach and training sessions.

Hired additional counselors to support students' emotional needs.

Waited to operate the Enrollment Center due to changes in leadership.

Waited to implement Emergency Response Training due to change in leadership.

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:	<p>GOAL 1: PROVIDE EXCELLENT CONDITIONS FOR LEARNING: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that District teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards (CCSS) includes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English language learners with appropriate English language development aligned to the CCSS. Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: <u>Priority 1: Basic Services</u></p>
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Identified Need:	See GOALS 1a-1c.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	See GOALS 1a-1c.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	See GOALS 1a-1c.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	See GOALS 1a-1c
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

GOAL:	GOAL 1a. All students will have access to SBE-approved/CCSS-aligned instructional materials in core subjects, a broad course of study pertaining to all of the subject areas described in the California Education Code, and CCSS aligned instruction and assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Identified Need:	<p>By July 1, 2017 students will continue to have <u>new</u> State Board-adopted, California State Standards-aligned instructional materials TK-12 in English language arts, English language development, and mathematics. Teachers received training on the newly adopted programs during the summer of 2015 and 2016. Ongoing support and training will need to be provided via publisher trainers, instructional coaches and professional learning activities. Student achievement levels in math are below that of English Language Arts (ELA). Smarter Balanced Assessment data from 2014-15 indicated that 26% of IUSD students were proficient in ELA and 14% were proficient in math. The need to ensure teachers are able to implement California standards-aligned curriculum is evident. Subgroup data indicate that our English Language Learners (ELL) and Students with Disabilities (SWD) subgroups scored much lower than other subgroups. Teachers will need ongoing training, coaching and monitoring to make sure implementation of the new California State Standards and curriculum is occurring. Teachers will need to re-align curriculum maps and benchmarks to the new mathematics and ELA/ELD adopted materials.</p> <p>In 2013-14 14% of our high school students successfully completed A-G course requirements. This number needs to continue to increase. Students need access to A-G courses and interventions to help them get accepted into UC/CSU programs.</p>
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Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>By June 2017 all students will have access to current SBE-adopted and California Common Core State Standards-based curriculum and materials in ELA and Math, and will have California State Standards-aligned materials in other core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.</p> <p>By June 2017 all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.</p> <p>By June 2017 all students, including students with disabilities and English language learners, will have access to, and</p>
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will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.

By June 2017 all students will be taught by teachers who have received professional development in the California Common Core Standards and instructional strategies to support student learning of the standards as measured by professional development sign-in sheets, professional learning plans, and walk-through data.

By June 2017 all high schools will have at least 1 career/linked learning pathway based on the California Career Technical Education Pathways as measured by high school curriculum and course description handbooks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a.1: Purchase new TK-12 SBE-adopted CCSS English language arts curriculum and other SBE-adopted curricular materials as needed.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - Other State Revenues: \$2,700,000 - 4000-4999 Books and Supplies - Other State Revenues: \$300,000
1a.2: Provide professional development/coaching to teachers in new ELA/ELD curriculum adoption and how to support at risk students from special populations.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$280,000
1a.3: Provide professional development throughout the year on the newly adopted Mathematics curriculum to support implementation.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	- 1000-1999 Certificated Salaries - Teacher Effectiveness:

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$80,000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$20,000
1a.4: Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements. (\$21.00 per student)	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$550,000
1a.5: Purchase additional instructional materials and technology to schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.(\$30.00 per UDP)	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$1,700,000
1a. 6: Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youths, and Homeless.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$200,000
1a.7: Provide 80 teachers with continued integrated ELD with SDAIE strategies and academic language training through LACOE.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Substitute pay - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$20,000

			LACOE Contract - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$20,000 - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$5,000
1a.8: Track and monitor appropriate course placement for targeted students, specifically Foster Youth, Homeless, Redesignated fluent English proficient students, English language learners, Students with Disabilities, and low income pupils, to ensure all students are meeting graduation requirements.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	\$0
1a.9: High schools and middle schools with high unduplicated student populations will design linked learning pathways or academies based on CTE Pathways, and will seek intern opportunities for students based on the pathways.	Targeted; Middle schools/high schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$60,000
1a.10: Create educator summer committees to re-align district benchmarks, curriculum maps, and report cards to the newly adopted curricula.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$1,600 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$400

Expected Annual Measurable Outcomes:

- By June 2018 all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.
- By June 2018 all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.
- By June 2018 all students, including students with disabilities and English language learners, will have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.
- By June 2018 all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.
- By June 2018 all high schools and middle schools will have implemented 1-2 linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new SBE-adopted Science (NGSS) curriculum and other SBE-adopted curricular materials as needed.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$900,000
Provide professional development to teachers on implementation of the new NGSS Science curriculum.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$160,000 - 3000-3999 Employee Benefits - Federal Revenues

			- Title II: \$40,000
Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$550,000
Purchase additional instructional materials and technology to schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$1,700,000
Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youths, and Homeless.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$200,000
Continue to provide integrated and designated ELD training and coaching support to teachers and administration as needed.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	subs - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$16,000 LACOE contract - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$15,000

			- 3000-3999 Employee Benefits - Federal Revenues - Title III: \$4,000
Track and monitor appropriate course placement for targeted students, specifically Foster Youth, Homeless, Redesignated fluent English proficient students, English language learners, and low income pupils to ensure all students are meeting graduation requirements.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align resources accordingly.	Targeted; Middle schools/high schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$90,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- By June 2019 all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.
- By June 2019 all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.
- By June 2019 all students, including students with disabilities and English language learners, will have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.
- By June 2019 all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.
- By June 2019 all high schools and middle schools will have implemented 2-3 linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new SBE-adopted Science (NGSS) curriculum and other SBE-adopted curricular materials as needed.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$1,200,000
Hire 2 FTE instructional coaches to provide professional development and support to teachers on the new NGSS Science curriculum.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$160,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$40,000
Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$500,000
Purchase additional instructional materials and technology to schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$1,600,000

<p>Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youths, and Homeless students.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 4000-4999 Books and Supplies - LCFF S & C: \$200,000</p>
<p>Continue to provide updated integrated and designated ELD training to new teachers and administration as needed.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>subs - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$4,000 Trainer costs - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$10,000 - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$1,000</p>
<p>Track and monitor appropriate course placement for targeted students, specifically Foster Youth, Homeless, Redesignated fluent English proficient students, English language learners, and low income pupils to ensure all students are meeting graduation requirements.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align resources accordingly.</p>	<p>Targeted; Middle schools/high schools</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>- 4000-4999 Books and Supplies - LCFF S & C: \$120,000</p>

	<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
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GOAL:	GOAL 1b: All (100%) facilities will be maintained and determined to be in Good to Exemplary condition.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Identified Need: LEA facilities that are located in lower socio-economic areas of the city have not been renovated in over 50 years (if ever) and are in need of repairs. During the 2015-16 school-year, the Director of Maintenance and Facilities resigned. It was difficult to find qualified applicants. In March a new qualified Director of M&O was hired. Since then, facilities have improved as noted by FIT report data and Williams visits. In the fall of 2015, several schools received rating of Poor on the Williams report. In the spring Williams re-inspection data showed that 4 schools scored Good, 1 school scored Fair, and 2 schools scored Poor. This was due to the age of the facilities, particularly at schools with higher poverty rates. Many of these sites are set for modernization under the LEA Bond Measure GG beginning summer 2016. According to Parent, Staff and Student LCAP survey data, this is still a top priority.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: By June 2017 100% of the school facilities will have report ratings of Good to Exemplary as measured by the Facilities Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1b.1: Make needed repairs at school facilities.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$255,000
1b.2: Make facilities upgrades at schools with high unduplicated student populations to	School-Wide; Inglewood High	<input type="checkbox"/> All -----	- 5000-5999 Services and Other

provide access to technology and 21st Century Classrooms, auditory and visual enhancements. Class size reduction at schools with high UDP counts will require additional classrooms and upgrades to those classrooms.	Morningside High Monroe Bennett Kew Centinella Oak Kelso Hudnall Payne Warren lane Woodworth Worthington	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Operating Expenses - LCFF S & C: \$70,000
1b.3: Employ 30.4 FTE custodial staff at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$1,200,000 - 3000-3999 Employee Benefits - LCFF Base: \$300,000
1b.4: Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class sizes at these sites will increase classroom use and use of facility space. This increases the work load for custodial staff and increases the need for additional staff.	School-Wide; Bennet Kew Centinela Crozier Hudnall Kelso Lane La Tijera Monroe Payne Parent Oak Worthington Woodworth	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$1,120,000 - 3000-3999 Employee Benefits - LCFF S & C: \$280,000
1b.5: Maintain a 0.5% deferred maintenance account to provide facility repairs as needed.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$750,000
1b.6: Conduct monthly walkthroughs utilizing the FIT document with site and district staff to check on facility conditions.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR:	\$0

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
1b.7: Provide utilities to district sites as appropriate.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,000,000

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

By June 2018 100% of the school facilities will have report ratings of Good to Exemplary as measured by the Facilities Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make needed repairs to school facilities.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$255,000
Employ 30.4 FTE custodial staff at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$1,200,000 - 3000-3999 Employee Benefits - LCFF Base: \$300,000

<p>Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class sizes at these sites will increase classroom use and use of facility space. This increases the work load for custodial staff and increases the need for additional staff.</p>	<p>School-Wide; Bennet Kew Centinela Crozier Hudnall Kelso Lane La Tijera Monroe Payne Parent Oak Worthington Woodworth</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 2000-2999 Classified Salaries - LCFF S & C: \$1,120,000 - 3000-3999 Employee Benefits - LCFF S & C: \$280,000</p>
<p>Maintain a 1.0% deferred maintenance account to provide facility repairs as needed.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$750,000</p>
<p>Conduct monthly walkthroughs utilizing the FIT document with site and district staff to check on facility conditions.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Provide utilities to district sites as appropriate.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,000,000</p>
<p>Modernize school facilities to reflect 21st Century classrooms and learning environments.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>- 5000-5999 Services and Other Operating Expenses - Other Local Revenues:</p>

Redesignated fluent English proficient
 Other Subgroups: _____

\$37,000,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

By June 2019 100% of the school facilities will have report ratings of Good to Exemplary as measured by the Facilities Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make needed repairs to school facilities.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$255,000
Employ 30.4 FTE custodial staff at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$1,200,000 - 3000-3999 Employee Benefits - LCFF Base: \$300,000
Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class sizes at these sites will increase classroom use and use of facility space. This increases the work load for custodial staff and increases the need for additional staff.	School-Wide; Bennet Kew Centinela Crozier Hudnall Kelso Lane La Tijera Monroe Morningside Payne Parent Oak Worthington Woodworth	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$1,120,000 - 3000-3999 Employee Benefits - LCFF S & C: \$280,000

Conduct monthly walkthroughs utilizing the FIT document with site and district staff to check on facility conditions.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Maintain a 1.0% deferred maintenance account to provide facility repairs as needed.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 7000-7499 Other - LCFF Base: \$750,000
Provide utilities to district sites as appropriate.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,000,000
Continue re-modernization of school facilities to reflect 21st Century classrooms and learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$50,000,000

GOAL:	GOAL 1c: All (100%) of IUSD teachers and administrators will be fully credentialed, and appropriately assigned for the pupils they are teaching.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	In the fall of 2015-16 there were zero teacher mis-assignments. In the spring of 2016 it was discovered that there were 3 LEA teacher mis-assignments. Three teachers did not hold proper English language authorization yet they had English language learner students enrolled in their classes. These teachers have been placed on plans requiring them to obtain proper authorization by 2017.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	There will be zero teacher mis-assignments as measured by class rosters and teacher credentials. Teacher-student ratios in core classes (Base Program) will be no more than 28:1 at grades TK-3; 30:1 at grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1c.1: Conduct audits of teacher credentials and assignments/course assignments and place/hire teachers accordingly.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$59,200 - 3000-3999 Employee Benefits - LCFF Base: \$14,800
1c.2: Recruit and maintain qualified administrative and teaching staff. Core Staffing Ratio: K-6= 30:1; 7-8= 26.5:1; 9-12=26.5:1	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: __Low Income pupils __English Learners	- 1000-1999 Certificated Salaries - LCFF Base:

1 Principal per site; AP ratio K-8 = 1.0 per 800 students; High School 1; 2 if over 1000 students. Alternative Education and High Schools below 300 students = none.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$28,480,000 - 3000-3999 Employee Benefits - LCFF Base: \$7,120,000
1c.3: Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will provide lower class sizes at sites with high unduplicated student populations.	School-Wide; Elementary and K-8 Schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$7,200,000 - 3000-3999 Employee Benefits - LCFF S & C: \$1,800,000
1c.4: Employ additional 5 FTE properly credentialed Dual Immersion teachers at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for these targeted students.	School-Wide; Parent Worthington	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$200,000 - 3000-3999 Employee Benefits - LCFF S & C: \$50,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>There will be zero teacher mis-assignments as measured by case rosters and teacher credentials.</p> <p>Teacher-student ratios in core classes (Base Program) will be no more than 28:1 at grades TK-3; 30:1 at grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Conduct an audits of teacher credentials and assignments/course assignments and place/hire teachers accordingly.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 2000-2999 Classified Salaries - LCFF Base: \$58,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000</p>
<p>Recruit and maintain qualified administrative and teaching staff. Core Staffing Ratio: K-6= 30:1; 7-8= 26.5:1; 9-12=26.5:1 1 Principal per site; AP ratio K-8 = 1.0 per 800 students; High School 1; 2 if over 1000 students. Alternative Education and High Schools below 300 students = none.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$26,880,000 - 3000-3999 Employee Benefits - LCFF Base: \$6,720,000</p>
<p>Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.</p>	<p>School-Wide; Elementary and K-8 schools</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$6,160,000 - 3000-3999 Employee Benefits - LCFF S & C: \$1,540,000</p>
<p>Employ and additional 7 FTE properly credentialed Dual Immersion teachers at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for these targeted students.</p>	<p>Targeted; Parent Worthington</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$296,000 - 3000-3999 Employee Benefits - LCFF S & C:</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

There will be zero teacher mis-assignments as measured by case rosters and teacher credentials.
 Teacher-student ratios in core classes (Base Program) will be no more than 28:1 at grades TK-3; 30:1 at grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct an audits of teacher credentials and assignments/course assignments and place/hire teachers accordingly.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$60,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
Recruit and maintain qualified administrative and teaching staff. Core Staffing Ratio: K-6= 30:1; 7-8= 26.5:1; 9-12=26.5:1 1 Principal per site; AP ratio K-8 = 1.0 per 800 students; High School 1; 2 if over 1000 students. Alternative Education and High Schools below 300 students = none.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$26,880,000 - 3000-3999 Employee Benefits - LCFF Base: \$6,720,000
Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth	School-Wide; Elementary and K-8 Schools	<input type="checkbox"/> All ----- OR:	- 1000-1999 Certificated Salaries - LCFF S

<p>students. This will maintain lower class sizes at sites with high unduplicated student populations.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>& C: \$6,160,000 - 3000-3999 Employee Benefits - LCFF S & C: \$1,540,000</p>
<p>Employ additional 9 FTE properly credentialed Dual Immersion teachers at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for targeted students.</p>	<p>Targeted; Parent Worthington</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$480,000 - 3000-3999 Employee Benefits - LCFF S & C: \$120,000</p>

GOAL 2: PRODUCE INCREASED PUPIL ACHIEVEMENT

All students will increase academic achievement in English language arts, Mathematics, and other core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.

GOAL: Students will make yearly progress in mastering the Common Core State Standards and 21st Century Skills.

English language learners will make yearly progress in English language proficiency. In addition, students will increase academic achievement in all core curriculum areas as described in the California Education Code.

Related State and/or Local Priorities:

1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X

COE Only: 9__ 10__

Local: _____

Identified Need:

See Goals 2a and 2b

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

See GOALS 2a and 2b.

Actions/Services

Scope of Service

Pupils to be served within identified scope of service

Budgeted Expenditures

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

See GOALS 2a and 2b.

Actions/Services

Scope of Service

Pupils to be served within identified scope of service

Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

See GOALS 2a and 2b.

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

GOAL 2a: Increase student success in mastering the California State Standards (CCSS) and ensure that all students are college and/or career ready.

Related State and/or Local Priorities:
1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X
COE Only: 9__ 10__
Local: _____

Identified Need:

The LEA has California Common Core State Standards-aligned (CCSS) benchmarks that are given 3 times per year. In addition, students in grades K-8 took the iReady diagnostic assessment in Math and English language arts each Trimester. Data indicate that students utilizing the iReady program are making good progress toward CCSS mastery. The 2015 State Assessment Data (SBAC) showed that students scored 17.3% proficient on the ELA CCSS, and 12.5% proficient in Math CCSS. On the SBAC Interim assessments, 37% were proficient in ELA and 15% were proficient in Math. This was the first time students had taken online and CCSS aligned assessments.

In 2014 164 out of 657 (25%) IUSD seniors, were UC/CSU eligible. In 2014-15 there were 241 out of 855 (28%) seniors who were UC/CSU eligible This number needs to continue to increase.

AP Performance in 2015

High School	Students Taking AP Exam	Students with Score 3+
City Honors	70	30
Inglewood High	129	27
Morningside High	161	13
TOTAL	360	70

More students need to participate in AP courses and pass the AP exam with a score of 3 or higher. Teachers require AP course training in order to teach AP courses effectively.

IUSD Average ACT Scores 2014-15:

Reading = 17 English = 15 Math = 17 Science = 17

LA County Average ACT Scores 2014-15:

Reading = 21 English = 20 Math = 21 Science = 20

The average IUSD SAT score for 12th graders in 2013-14 was; (2014-15 data not yet available

Reading - 404 Math - 402 Writing - 406

The average SAT score for LA County 12th graders in 2014-15 was:

Reading - 473 Math - 488 Writing - 475

In 2013-14 the percentage of students completing UC/CSU entrance requirements was 17.3%. In 2014-15 the

rate increased to 30%.
 In 2013-14 the graduation rate was 72.4%. In 2015 the overall graduation rate was 76.4 which included non-public non sectarian schools. In 2014-15 the graduation rate for the three high schools (Inglewood, Morningside, and City Honors) was 87%.
 IUSD needs to increase the number of students graduating high school, meeting UC/USC requirements, and demonstrating that they will be able to succeed in college or a career.
 Classroom walkthrough data indicate that teachers need to increase rigor, increase student engagement, and differentiate instruction.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase student scores on the district mid-year diagnostic assessment in English language arts from 17.3% proficient to 25% proficient.
- Increase student scores on the district mid-year diagnostic assessment in mathematics from 12.5% proficient to 20% proficient.
- Increase CAASPP baseline score of 26% Standard Met or Exceeded to 30% Standard Met or Exceeded in English language Arts.
- Increase CAASPP baseline score of 14% Standard Met or Exceeded to 20% Standard Met or Exceeded in Mathematics.
- The percentage of students scoring a 3 or higher on the advanced placement examination will increase from 16% to 19%.
- Increase the percentage of students completing the a-g requirements from 30% to 40%.
- Increase the percentage of students determined Ready for college from 4% to 10%, and Conditionally Met from 15% to 20% as measured by the EAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a.1: Provide additional CCSS instructional	Targeted	All	- 5000-5999

resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the core California Common Core State Standards.		<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Services and Other Operating Expenses - LCFF S & C: \$100,000</p> <p>Bus transportation - 7000-7499 Other - LCFF S & C: \$300,000</p>
2a.2: Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards (CCSS).	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u></p>	<p>subs/extra duty pay - 1000-1999</p> <p>Certificated Salaries - Federal Revenues - Title I: \$80,000</p> <p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$400,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000</p>
2a.3: Provide AVID programs to targeted students to help them master the California State Standards (CCSS).	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Training fee and program costs - 5000-5999</p> <p>Services and Other Operating Expenses - LCFF S & C: \$140,000</p> <p>- 1000-1999</p>

			<p>Certificated Salaries - LCFF S & C: \$80,000</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$20,000</p>
2a.4: Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students.	Targeted; Grades K-12	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>At Risk</u></p>	<p>- 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$720,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title I: \$180,000</p>
2a.5: Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$334,280</p>
2a.6: Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS). Part of PI supports.	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$60,000</p>
2a.7: Employ 5 FTE instructional coaches for ELA/ELD and math to support implementation	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p>	<p>- 1000-1999 Certificated</p>

of the CCSS.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u>	Salaries - Federal Revenues - Title I: \$440,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$110,000
2a.8: Conduct weekly walk-throughs at program improvement schools and collect data on effective implementation of instructional strategies designed to help unduplicated students master CA state standards.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$30,000
2a.9: Provide adequate services and programs to students with disabilities.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>SWD</u>	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000,000
2a.10: Provide instructional coaches to support implementation of 21st Century skills and technology.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$175,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$45,000
2a.11: Conduct instructional Rounds at all sites that focus on improving instructional	LEA-Wide	<input checked="" type="checkbox"/> All -----	To fund up to 5 subs on up to 4

practices based on student needs.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	days for each of the 19 schools. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$45,600 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$11,400
2a.12: Provide Professional Development and coaching to teachers to help them fully implement the iReady Universal Screening and Intervention Program.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$75,117
2a.13: Our CWA department will continue to collaborate with county, state and/or local child welfare agencies to implement written procedures governing how transportation to maintain children in foster care in their schools of origin (when in their best interest) will be provided, arranged and funded for the duration of time in foster care.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$20,000
2a.14: Continue the Educational Advisory Committee, comprised of teachers, administrators, parents, and representatives from unduplicated student populations. The EAC will monitor and revise the Pupil Achievement Recovery Plan. (Subcommittees include Special Education, Response to Intervention for Struggling Students, Technology Implementation, English	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	\$0

Language Learner Programs, and Professional Learning).			
2a.15: Employ 5 FTE Intervention Teachers at sites with high unduplicated student populations to implement multi-tiered systems of support for targeted students.	School-Wide; Crozier Kelso Oak Monroe Centinela	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$440,000 - 3000-3999 Employee Benefits - LCFF S & C: \$110,000
2a.16: Employ 1 FTE liaison homeless/foster youth to assist families with transportation, schools supplies, uniforms, and community resources.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - Federal Revenues - Title I: \$50,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000
2a.17: Employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$320,000 - 3000-3999 Employee Benefits - LCFF Base: \$80,000
2a.18: Employ additional 8 FTE IT support staff at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for	School-Wide; Elementary and K-8 sites.	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- 2000-2999 Classified Salaries - LCFF S & C: \$320,000 - 3000-3999

technology staff and increases the need for additional staff.		<input type="checkbox"/> Other Subgroups: _____	Employee Benefits - LCFF S & C: \$80,000
2a.19: Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$300,000
2a.20: Implement effective Professional Learning Communities during collaboration time at all schools. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase student scores on the district mid-year diagnostic assessment in English language arts by 3%.</p> <p>Increase student scores on the district mid-year diagnostic assessment in mathematics by 3%.</p> <p>Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in English language Arts.</p> <p>Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in Mathematics.</p> <p>The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%..</p> <p>Increase the percentage of students completing the a-g requirements by 5%.</p> <p>Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the CCSS.</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000 Bus transportation - 7000-7499 Other - LCFF S & C: \$300,000</p>
<p>Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards (CCSS).</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>subs/extra duty pay - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$400,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000</p>
<p>Provide AVID programs to targeted students to help them master the California State Standards (CCSS).</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>Training fee and program costs - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$140,000</p>

			<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$80,000</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$20,000</p>
Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students.	Targeted; Grades K-12	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$720,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title I: \$180,000</p>
Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.	Targeted	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$334,280</p>
Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS). Part of PI supports.	Targeted	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$60,000</p>
Employ 5 FTE instructional coaches for	Targeted; Crozier	<u> </u> All	- 1000-1999

<p>ELA/ELD and math to support implementation of the CCSS.</p>	<p>Kelso Oak Monroe Centinela</p>	<p>----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u></p>	<p>Certificated Salaries - Federal Revenues - Title I: \$440,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$110,000</p>
<p>Conduct weekly walk-throughs at program improvement schools and collect data on effective implementation of instructional strategies designed to help unduplicated students master CA state standards.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$30,000</p>
<p>Provide adequate services and programs to students with disabilities.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>SWD</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000,000</p>
<p>Employ instructional coaches to support implementation of 21st Century skills and technology.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$175,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$45,000</p>
<p>Conduct instructional Rounds at all sites that</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>To fund up to 5</p>

<p>focus on improving instructional practices based on student need.</p>		<p>----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>subs on up to 4 days for each of the 19 schools. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$45,600</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title II: \$11,400</p>
<p>Provide Professional Development and coaching to new teachers to help them fully implement the iReady Universal Screening and Intervention Program.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$10,000</p>
<p>The CWA department will continue to collaborate with county, state and/or local child welfare agencies to implement written procedures governing how transportation to maintain children in foster care in their schools of origin (when in their best interest) will be provided, arranged and funded for the duration of time in foster care.</p>	<p>Targeted</p>	<p><u> </u> All ----- OR: __ Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$20,000</p>
<p>Continue the Educational Advisory Committee, comprised of teachers, administrators, parents, and representatives from unduplicated student populations. The EAC will monitor and revise the Pupil Achievement Recovery Plan. (Subcommittees include Special Education, Response to Intervention for Struggling Students,</p>	<p>Targeted</p>	<p><u> </u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u></p>	<p>\$0</p>

Technology Implementation, English Language Learner Programs, and Professional Learning).			
Employ 5 FTE Intervention Teachers at sites with high unduplicated student populations to implement multi-tiered systems of support for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$440,000 - 3000-3999 Employee Benefits - LCFF S & C: \$110,000
Employ 1 FTE liaison homeless/foster youth to assist families with transportation, schools supplies, uniforms, and community resources.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - Federal Revenues - Title I: \$50,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000
Employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$320,000 - 3000-3999 Employee Benefits - LCFF Base: \$80,000
Employ additional 8 FTE IT support staff at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This	School-Wide; Elementary and K-8 schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	- 2000-2999 Classified Salaries - LCFF S & C: \$320,000

increases the workload for technology staff and increases the need for additional staff.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 3000-3999 Employee Benefits - LCFF S & C: \$80,000
Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$200,000
Implement effective Professional Learning Communities during collaboration time at all schools. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Increase student scores on the district mid-year diagnostic assessment in English language arts by 3%.</p> <p>Increase student scores on the district mid-year diagnostic assessment in mathematics by 3%.</p> <p>Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in English language Arts.</p> <p>Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in Mathematics.</p> <p>The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%..</p> <p>Increase the percentage of students completing the a-g requirements by 3%.</p> <p>Increase the percentage of students determined Ready for college by 3% and Conditionally Met by 5% as measured by the EAP.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the CCSS.</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000 Bus transportation - 7000-7499 Other - LCFF S & C: \$300,000</p>
<p>Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards (CCSS).</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>subs/extra duty pay - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$400,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000</p>
<p>Provide AVID programs to targeted students to help them master the California State Standards (CCSS).</p>	<p>Targeted</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>Training fee and program costs - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$140,000</p>

			<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$80,000</p> <p>- 3000-3999 Employee Benefits - LCFF S & C: \$20,000</p>
Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students.	Targeted; Grades K-12	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$740,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title I: \$160,000</p>
Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.	Targeted	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$334,280</p>
Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS).	Targeted	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>At risk</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$60,000</p>
Employ 5 FTE instructional coaches for	School-Wide;	<u> </u> All	- 1000-1999

<p>ELA/ELD and math to support implementation of the CCSS.</p>	<p>Crozier Kelso Oak Monroe Centinela</p>	<p>----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>At risk</u></p>	<p>Certificated Salaries - Federal Revenues - Title I: \$440,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$110,000</p>
<p>Conduct weekly walk-throughs at program improvement schools and collect data on effective implementation of instructional strategies designed to help unduplicated students master CA state standards.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$30,000</p>
<p>Provide adequate services and programs to students with disabilities.</p>	<p>Targeted</p>	<p>__ All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>SWD</u></p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000,000</p>
<p>Employ 2FTE instructional coaches to support implementation of 21st Century skills and technology.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$175,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$45,000</p>
<p>Conduct instructional Rounds at all sites that</p>	<p>LEA-Wide</p>	<p><u>X</u> All</p>	<p>To fund up to 5</p>

<p>focus on improving instructional practices based on student need.</p>		<p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>subs on up to 4 days for each of the 19 schools. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$45,600</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title II: \$11,400</p>
<p>Provide Professional Development and coaching to new teachers to help them fully implement the iReady Universal Screening and Intervention Program.</p>	<p>LEA-Wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$10,000</p>
<p>The CWA department will continue to collaborate with county, state and/or local child welfare agencies to implement written procedures governing how transportation to maintain children in foster care in their schools of origin (when in their best interest) will be provided, arranged and funded for the duration of time in foster care.</p>	<p>Targeted</p>	<p><u> </u> All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$20,000</p>
<p>Continue the Educational Advisory Committee, comprised of teachers, administrators, parents, and representatives from unduplicated student populations. The EAC will monitor and revise the Pupil Achievement Recovery Plan. (Subcommittees include Special Education, Response to Intervention for Struggling Students,</p>	<p>Targeted</p>	<p><u> </u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u></p>	<p>\$0</p>

Technology Implementation, English Language Learner Programs, and Professional Learning).			
Employ 5 FTE Intervention Teachers at sites with high unduplicated student populations to implement multi-tiered systems of support for targeted students.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$440,000 - 3000-3999 Employee Benefits - LCFF S & C: \$110,000
Employ 1 FTE liaison homeless/foster youth to assist families with transportation, schools supplies, uniforms, and community resources.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - Federal Revenues - Title I: \$50,000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000
Employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$320,000 - 3000-3999 Employee Benefits - LCFF Base: \$80,000
Employ additional 8 FTE IT support staff at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This	Targeted; Elementary and K-8 schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	- 2000-2999 Classified Salaries - LCFF S & C: \$320,000

<p>increases the workload for technology staff and increases the need for additional staff.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 3000-3999 Employee Benefits - LCFF S & C: \$80,000</p>
<p>Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$100,000</p>
<p>Implement effective Professional Learning Communities during collaboration time at all schools. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>

GOAL:	GOAL 2b: All English language Learners (ELL) will make adequate yearly progress in attaining English language proficiency.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 __ COE Only: 9 __ 10 __ Local: _____
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Identified Need:	<p>In 2014-15 fifty-five percent (55.1%) of our English language learners met AMAO 1 - Annual Progress in learning English. Our Long Term English language learners (LTELs) scored 44.9% in AMAO2 - attaining English Proficiency level.</p> <p>According to State assessments, our ELL students are scoring 6% lower than other subgroups in math, and 17% lower in ELA. Our Long-term English Language Learners (LTELs) are scoring 17% lower in ELA and 6% lower in math, matching our EL subgroup scores.</p> <p>Our graduation rate for our English language learners in 2014-15 was 62.33%.</p> <p>The LEA needs to ensure that strategies to support and monitor the progress of our ELL students is being implemented. Designated ELD is occurring, but with older materials. The new ELD adoption materials and training should improve learning for our EL students. Schools need to utilize and correctly implement the ELD intervention program for long-term English learners, and implement integrated ELD in all subject areas.</p>
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; English learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>By June 2017 the percent of English language learners making annual progress in learning English will increase from 55% to 58% as measured by the CELDT.</p> <p>By June 2017 the percent of Long Term English language learners attaining English Proficient on the CELDT will increase from 45% to 61% as measured by the CELDT.</p> <p>By June 2017 English language learners will continue to meet the state graduation rate requirement.</p> <p>By June 2017 the percentage of English language learners being reclassified will increase from 7% to 9%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>2b.1 The LEA will provide English Language Development extended day intervention programs for struggling English language learners. Program use will be monitored by site and district administration.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Program costs - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$250,000</p> <p>extra duty pay to run intervention extended day - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$40,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title III: \$10,000</p>
<p>2b.2 Monitor academic progress and program placement of EL and RFEP students during weekly teacher PLC meetings.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>2b.3 Teachers will create/revise lessons aligned to the ELA/ELD State Standards, and provide integrated ELD and designated ELD to EL students.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>

<p>2b.4 The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy.</p>	<p>Targeted; High Schools Middle Schools</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$365,000 - 3000-3999 Employee Benefits - LCFF S & C: \$90,000</p>
<p>2b.5 All EL students will be assessed for English language proficiency using the State-recommended assessment (CELDT) and district benchmark assessments, and will be properly placed in a program based on student needs.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$40,000 - 3000-3999 Employee Benefits - LCFF Base: \$10,000</p>
<p>2b.6 Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD as needed.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Found in Goal 2a. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$353,600 (repeated expenditure) - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$88,400 (repeated expenditure)</p>
<p>2b.7 Administration will monitor implementation using the OPAL tool of integrated ELD, designated ELD, and</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>\$0</p>

strategies that support English language learners (GLAD, SDAIE) in the classrooms.

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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

By June 2018 the percent of English language learners making annual progress in learning English will increase by 2% as measured by the California English Language Development Assessment.

By June 2018 the percent of Long Term English language learners attaining English Proficient on the California English Language Development Assessment will increase by 2%.

By June 2018 English language learners will continue to meet the state graduation rate requirement.

By June 2018 the percentage of English language learners being reclassified will increase by 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The LEA will provide English Language Development extended day intervention programs for struggling English language learners. Program use will be monitored by site and district administration.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Program costs - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$250,000</p> <p>- 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$40,000</p> <p>- 3000-3999</p>

			Employee Benefits - Federal Revenues - Title III: \$10,000
Monitor academic progress and program placement of EL and RFEP students during weekly teacher PLC meetings.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
Teachers will create/revise lessons aligned to the ELA/ELD State Standards, and provide integrated ELD and designated ELD to EL students.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0
The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy.	Targeted; High Schools	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$400,000 - 3000-3999 Employee Benefits - LCFF S & C: \$80,000
All EL students will be assessed for English language proficiency using the State-recommended assessment (CELDT) and district benchmark assessments, and will be properly placed in a program based on student needs.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$40,000 - 3000-3999 Employee Benefits - LCFF Base:

			\$10,000
Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD as needed.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Found in Goal 2a. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$353,600 (repeated expenditure) - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$88,400 (repeated expenditure)
Administration will monitor implementation using the OPAL tool of integrated ELD, designated ELD, and strategies that support English language learners (GLAD, SDAIE) in the classrooms.	Targeted	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>By June 2019 the percent of English language learners making annual progress in learning English will increase by 2% as measured by the California English Language Development Assessment.</p> <p>By June 2019 the percent of Long Term English language learners attaining English Proficient on the California English Language Development Assessment will increase by 2%.</p> <p>By June 2019 English language learners will continue to meet the state graduation rate requirement.</p> <p>By June 2019 the percentage of English language learners being reclassified will increase by 1%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The LEA will provide English Language Development extended day intervention programs for struggling English language learners. Program use will be monitored by site and district administration.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Program costs - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$250,000</p> <p>- 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$40,000</p> <p>- 3000-3999 Employee Benefits - Federal Revenues - Title III: \$10,000</p>
<p>Monitor academic progress and program placement of EL and RFEP students during weekly teacher PLC meetings.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Teachers will create/revise lessons aligned to the ELA/ELD State Standards, and provide integrated ELD and designated ELD to EL students as needed.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>\$0</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy.	Targeted; High Schools	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$405,000 - 3000-3999 Employee Benefits - LCFF S & C: \$100,000
All EL students will be assessed for English language proficiency using the State-recommended assessment (CELDT) and district benchmark assessments, and will be properly placed in a program based on student needs.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$40,000 - 3000-3999 Employee Benefits - LCFF Base: \$10,000
Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD as needed.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Found in Goal 2a. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$353,600 (repeated expenditure) - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$88,400 (repeated expenditure)

Administration will monitor implementation using the OPAL tool of integrated ELD, designated ELD, and strategies that support English language learners (GLAD, SDAIE) in the classrooms.	Targeted		\$0
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GOAL:	<p>GOAL 3: PROMOTE POSITIVE SCHOOL CLIMATES AND INCREASE STUDENT and FAMILY ENGAGEMENT</p> <p>Stakeholders, including parents and students, will be engaged in supporting student learning.</p> <p>This includes increasing parent involvement in school decision-making, and increasing student engagement with regards to attendance and maintaining a safe, positive school climates.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE Only: 9__ 10__ Local: _____</p>
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Identified Need:	See GOALS 3a-3b
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	See GOALS 3a - 3c
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	See GOALS 3a - 3c
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	See GOALS 3a - 3c
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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GOAL:	GOAL 3a: Engage families and the community to support students' success in school.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	<p>67% of IUSD parents attended conferences and school events according to parent sign-in sheets. Five schools held campus beautification days where an average of 200 parents and community members attended. Two elementary schools held Parent University nights where 250 parents attended. One school provide PIQUE parent involvement. All schools need to increase and provide parent engagement activities.</p> <p>SSC teams are made up of the correct number of parents. It is often hard for sites to get other parents interested in participating on SSC and in PTAs. It is often the same parents who are most involved.</p> <p>160 parents filled out the parent survey. We need to increase parent involvement and input.</p> <p>396 parents participated in a variety of parent workshops and trainings.</p> <p>In 2014 approximately 600 students declined to enroll their students in any IUSD schools.</p>
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Goal Applies to:	Schools: <input type="checkbox"/> All
	Applicable Pupil Subgroups: <input type="checkbox"/> All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>By June 2017 parent involvement in school activities will increase from 67% to 75% as measured by parent sign-in logs and parent surveys.</p> <p>By June 2017 parent and staff school climate and connectedness survey results will show that 75% of our parents feel connected to schools and that 85% of our staff members feel connected to their school.</p> <p>By June 2017 students school climate and connectedness survey results will show that 80% of our students feel connected and safe at school.</p> <p>By June 2017 all schools will have School Site councils with proper membership and parent representation as measure by SSC minutes.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a.1 Provide parent educational workshops to help develop a positive school climate and home-school connections.	Targeted	<u> </u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners	- 5000-5999 Services and Other Operating Expenses - Federal

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u>	Revenues -Title I: \$90,000
3a.2 Employ 7 FTE community liaisons to provide support and parent outreach to targeted students.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$160,000 - 3000-3999 Employee Benefits - LCFF S & C: \$50,000
3a.3 Provide basic computer skills training to targeted parents to help them communicate with schools and support student learning.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u>	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000
3a.4 Employ 1 FTE to provide additional communication and outreach to targeted families (foster, English language learners, homeless and low income families) regarding student progress, school events, job fairs, university partnerships, and attendance.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000
3a.5 The LEA will provide oral and written translations in Spanish for parents as warranted to increase parent involvement in schools.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$30,000 - 3000-3999 Employee Benefits

			- LCFF Base: \$20,000
31.6 Provide PD to staff, as needed, regarding how to create a welcoming school and district environment for parents and community.	LEA-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>By June 2018 parent involvement in school activities will increase by 5% as measured by parent sign-in logs and parent surveys.</p> <p>By June 2018 parent and staff school climate and connectedness survey results will indicate that parent and staff connectedness to their school increased by 3%.</p> <p>By June 2018 student school climate and connectedness survey results will show that the percentage of students feeling connected and safe at school increased by 3%.</p> <p>By June 2018 all schools will have School Site councils with proper membership and parent representation as measure by SSC minutes.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent educational workshops to help develop a positive school climate and home-school connections.	Targeted	<u>__</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>At risk</u>	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$55,000
Employ 7 FTE community liaisons to provide support and parent outreach to targeted students.	Targeted	<u>__</u> All ----- OR:	- 2000-2999 Classified Salaries - LCFF S & C:

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$80,000
Provide basic computer skills training to targeted parents to help them communicate with schools and support student learning.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000
Employ staff (1FTE) to provide additional communication and outreach to targeted families regarding student progress, school events, job fairs, university partnerships, and attendance.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000
The LEA will provide oral and written translations in Spanish for parents as warranted to increase parent involvement in schools.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$30,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
Provide PD to staff, as needed, regarding how to create a welcoming school and district environment for parents and community.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	- 5000-5999 Services and Other Operating Expenses - LCFF

Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

Base: \$10,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

By June 2019 parent involvement in school activities will increase by 5% as measured by parent sign-in logs and parent surveys.

By June 2019 parent and staff school climate and connectedness survey results will indicate that parent and staff connectedness to their school increased by 3%.

By June 2019 student school climate and connectedness survey results will show that the percentage of students feeling connected and safe at school increased by 3%.

By June 2019 all schools will have School Site councils with proper membership and parent representation as measure by SSC minutes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent educational workshops to help develop a positive school climate and home-school connections.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$55,000
Employ 7 FTE community liaisons to provide support and parent outreach to targeted students.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$150,000 - 3000-3999 Employee Benefits - LCFF S & C: \$40,000

Provide basic computer skills training to targeted parents to help them communicate with schools and support student learning.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000
Employ staff (1 FTE) to provide additional communication and outreach to targeted families regarding student progress, school events, job fairs, university partnerships, and attendance.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000
The LEA will provide oral and written translations in Spanish for parents as warranted to increase parent involvement in schools.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$30,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
Administration will monitor staff to ensure that a welcoming school and district environment is created for parents and community	Targeted	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

GOAL:	GOAL 3b: Increase student engagement in school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need: Since 2012 the Average Daily Attendance (ADA) rate has been 82%. In 2015 ADA increased to 96%. The truancy rate in 2014-15 was 37.71%. The Chronic Absenteeism rate in 2013-14 was 32%. In 2014-15 it dropped to 17.8%. The dropout rate in 2014 was 3.2%. The majority of IUSD dropouts (62%) were of Hispanic origin. Student survey results indicate that 40.66% of students Agree, and 27.47% Strongly Agree that they look forward to attending school each day. About 32% of our students do not look forward to attending school. The District needs to provide engaging, positive learning environments for students.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- By June 2017 student daily attendance will increase from 96% to 97% as measured by attendance data.
- By June 2017 the chronic absenteeism rate will drop from 17.8% to 17% as measured by attendance data.
- By June 2017 the truancy rate will drop from 37.7% to 30% as measured by attendance data.
- By June 2017 High School attendance rates will increase from 90% to 94% as measured by attendance data.
- By June 2017 Morningside, Inglewood and City Honors High Schools' average graduation rate will increase from 87% to 90% as measured by graduation rate data.
- By June 2017 the Middle School dropout rate will decrease from 0.9% to 0.6% as measured by dropout data.
- By June 2017 the High School dropout rate will decrease from 24% to 21% as measured by dropout data.
- By June 2017 Teacher attendance rates will increase from 92% to 95% as measured by teacher attendance logs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3b.1 Provide student interventions and parent/student outreach and support to increase student attendance.	LEA-Wide	<u>X</u> All ----- OR:	- 2000-2999 Classified Salaries - LCFF Base:

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$90,000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$130,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
3b.2 Provide system to effectively monitor teacher and staff attendance and provide interventions to increase teacher attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Aesop - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000
3b.3 Provide credit recovery and intervention programs to targeted UDPs to increase graduation rate at LEA high schools.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$92,000 - 1000-1999 Certificated Salaries - LCFF S & C: \$32,000 - 3000-3999 Employee Benefits - LCFF S & C: \$8,000
3b.4 Provide a parent/student outreach and enrollment center to increase enrollment	Targeted	<input type="checkbox"/> All -----	- 2000-2999 Classified Salaries

services for UDP families.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- LCFF S & C: \$100,000 - 3000-3999 Employee Benefits - LCFF S & C: \$26,000
3b.5 Employ 2.5 FTE district nurses to provide required health screenings.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$200,000 - 3000-3999 Employee Benefits - LCFF Base: \$52,500
3b.6 Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$30,500 - 2000-2999 Classified Salaries - LCFF S & C: \$330,000 - 3000-3999 Employee Benefits - LCFF S & C: \$120,000
3b.7 Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$24,000

		<u> </u> Other Subgroups: _____	- 3000-3999 Employee Benefits - Federal Revenues - Title II: \$6,000
3b.8 Continue to provide training to teachers on creating positive 21st Century learning environments for students.	LEA-Wide	<u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	Extra duty and sub pay - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$4,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$1,000
3b.9 Employ 5 FTE Psychologists to work with students with disabilities as needed.	Targeted	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	- 1000-1999 Certificated Salaries - LCFF Base: \$400,000 - 3000-3999 Employee Benefits - LCFF Base: \$105,000
3b.10 Employ an additional 6 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.	Targeted	<u> </u> All ----- OR: <u>X</u> Low Income pupils <u> </u> English Learners <u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$480,000 - 3000-3999 Employee Benefits - LCFF S & C: \$126,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- By June 2018 student daily attendance will be 96% or higher as measured by attendance data.
- By June 2018 the chronic absenteeism rate will decrease by 1% as measured by attendance data.
- By June 2018 the chronic truancy rate will drop by 2% as measured by attendance data.
- By June 2018 High School attendance rates will increase by 1% as measured by attendance data.
- By June 2018 the average of our 3 comprehensive high schools' graduation rates will increase by 1% as measured by graduation rate data.
- By June 2018 the High School dropout rate will decline by 1% as measured by dropout data.
- By June 2018 the Middle School dropout rate will be maintained or decline as measured by dropout data.
- By June 2018 Teacher attendance will increase by 2% as measured by teacher attendance logs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student interventions and parent/student outreach and support to increase student attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$60,000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$130,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
Provide system to effectively monitor teachers and staff attendance and provide interventions to increase teacher attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Aesop - 5000-5999 Services and Other Operating

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Expenses -LCFF Base: \$20,000
Provide credit recovery and intervention programs to targeted unduplicated pupils to increase graduation rate at LEA high schools.	Targeted; High Schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$70,000 - 3000-3999 Employee Benefits - LCFF S & C: \$22,000
Provide a parent/student outreach and enrollment center to increase enrollment services for targeted families of UDPs.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000
Employ 2.5 FTE district nurses to provide required health screenings.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$200,000 - 3000-3999 Employee Benefits - LCFF Base: \$55,000
Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	- 1000-1999 Certificated Salaries - LCFF S & C: \$30,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$330,000 - 3000-3999 Employee Benefits - LCFF S & C: \$120,000
Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$24,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$6,000
Continue to provide training to teachers on creating positive 21st Century learning environments for students.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$4,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$1,000
Employ 5 FTE Psychologists to work with students with disabilities as needed.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	- 1000-1999 Certificated Salaries - LCFF Base: \$400,000 - 3000-3999 Employee Benefits

			- LCFF Base: \$110,000
Employ an additional 6 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$480,000 - 3000-3999 Employee Benefits - LCFF S & C: \$126,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>By June 2019 student daily attendance will be 96% or higher as measured by attendance data.</p> <p>By June 2019 the chronic absenteeism rate will decrease by 1% as measured by attendance data.</p> <p>By June 2019 the chronic truancy rate will drop by 1% as measured by attendance data.</p> <p>By June 2019 High School attendance rates will increase by 1% as measured by attendance data.</p> <p>By June 2019 the average of our 3 comprehensive high schools' graduation rates will increase by 1% as measured by graduation rate data.</p> <p>By June 2019 the High School dropout rate will decline by 1% as measured by dropout data.</p> <p>By June 2019 the Middle School dropout rate will be maintained or decline as measured by dropout data.</p> <p>By June 2019 Teacher attendance will increase by 1% as measured by teacher attendance logs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student interventions and parent/student outreach and support to increase student attendance.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- 2000-2999 Classified Salaries - LCFF Base: \$60,000 - 5000-5999

		<u> </u> Other Subgroups: _____	Services and Other Operating Expenses - LCFF Base: \$130,000 - 3000-3999 Employee Benefits - LCFF Base: \$20,000
Provide system to effectively monitor teachers and staff attendance and provide interventions to increase teacher attendance.	LEA-Wide	<u> X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	Aesop - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000
Provide credit recovery and intervention programs to targeted unduplicated pupils to increase graduation rate at LEA high schools.	Targeted; High Schools	<u> </u> All ----- OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$70,000 - 3000-3999 Employee Benefits - LCFF S & C: \$22,000
Provide a parent/student outreach and enrollment center to increase enrollment services for targeted families of UDPs.	Targeted	<u> </u> All ----- OR: <u> X</u> Low Income pupils <u> X</u> English Learners <u> X</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$110,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000
Employ 2.5 FTE district nurses to provide	LEA-Wide	<u> X</u> All	- 2000-2999

required health screenings.		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Classified Salaries</p> <p>- LCFF Base:</p> <p>\$200,000</p> <p>- 3000-3999</p> <p>Employee Benefits</p> <p>- LCFF Base:</p> <p>\$55,000</p>
Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.	Targeted	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999</p> <p>Certificated</p> <p>Salaries - LCFF S</p> <p>& C: \$30,500</p> <p>- 2000-2999</p> <p>Classified Salaries</p> <p>- LCFF S & C:</p> <p>\$330,000</p> <p>- 3000-3999</p> <p>Employee Benefits</p> <p>- LCFF S & C:</p> <p>\$120,000</p>
Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999</p> <p>Certificated</p> <p>Salaries - Federal</p> <p>Revenues - Title</p> <p>II: \$24,000</p> <p>- 3000-3999</p> <p>Employee Benefits</p> <p>- Federal Revenues</p> <p>- Title II: \$6,000</p>
Continue to provide training to teachers on creating positive 21st Century learning environments for students.	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>- 1000-1999</p> <p>Certificated</p> <p>Salaries - Federal</p> <p>Revenues - Title</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	II: \$1,000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$1,000
Employ 5 FTE Psychologists to work with students with disabilities as needed.	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	- 1000-1999 Certificated Salaries - LCFF Base: \$400,000 - 3000-3999 Employee Benefits - LCFF Base: \$110,000
Employ an additional 6 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$480,000 - 3000-3999 Employee Benefits - LCFF S & C: \$126,000

GOAL:	GOAL 3c: Create safe and welcoming learning environments where students and families feel connected to their schools.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	<p>The suspension rate in 2014 was 6.2%. In 2015 this number dropped to 3.9%. Schools have been implementing PBIS. Survey and LCAP input data indicate that this program is successful and desired at all schools. Twenty students were expelled in 2014. The majority due to "Violent incident; no physical injury". In 2015 that number dropped to 9.</p> <p>According to student survey data, 80.72% of IUSD students feel safe when they are at school. Staff at schools with high unduplicated pupil populations have not received emergency response safety training in over 6 years. There are many new staff members who require training and equipment. This did not occur last year due to changes in upper management.</p> <p>Certain IUSD schools require additional security officers in order to help parents, students, and community members feel safe. This helps our unduplicated students and families feel welcome and safe at school, and while arriving to school and going home from school. Parent, staff, and community survey and input data indicate that this is a top priority.</p>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<p>By June 2017 pupil suspension rates will decline from 3.9% to 3.5% as measured by suspension data.</p> <p>By June 2017 pupil expulsion rates will remain at or below 0.06% as measured by expulsion data.</p> <p>By June 2017 students stating that they feel safe at school will increase from 80.72% to 85% as measured by student survey data.</p> <p>By June 2017 teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase from 51% to 56%.</p> <p>By June 2017 parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase from 56% to 60%.</p> <p>By June 2017 all new staff will be trained in safety plans and safety supplies will be replenished as measured by staff meeting agendas, sign-in sheets and purchase orders.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3c.1 Employ school security and police officers at school sites with high unduplicated student populations. Schools in higher crime areas require security and police support. Lower class sizes result in more areas needing security at targeted sites.</p>	<p>School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso Monroe Morningside Oak Payne W. Lane Woodworth Worthington</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 2000-2999 Classified Salaries - LCFF S & C: \$1,800,000 - 3000-3999 Employee Benefits - LCFF S & C: \$450,000</p>
<p>3c.2 Provide health screenings and fitness evaluations to all students as required.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,500</p>
<p>3c.3 Employ 7.5 FTE Counselors to work with and counsel students.</p>	<p>School-Wide; High Schools and middle schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$600,000 - 3000-3999 Employee Benefits - LCFF Base: \$127,500</p>
<p>3c.4 Employ an additional 9.5 FTE counselors to support student social/emotional needs for foster youth and students facing poverty. Students in high poverty areas often face trauma and need more counseling services.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$1,100,000 - 3000-3999 Employee Benefits</p>

			- LCFF S & C: \$200,000
3c.5 Provide Positive Behavioral Interventions and Supports training to teachers and site administration as needed to create safe learning environments at schools with high UDP populations.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera monroe Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$300,000
3c.6 Provide 9,304 hours of K-8 recess supervision.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$280,000 - 3000-3999 Employee Benefits - LCFF Base: \$40,000
3c.7 Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing)	School-Wide; Elementary and K-8 schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$320,000 - 2000-2999 Classified Salaries - LCFF S & C: \$121,000 - 3000-3999 Employee Benefits - LCFF S & C:

			\$20,000
3c.8 Purchase additional curricular materials and programs to promote anti-bullying and strong character education at schools with high unduplicated pupil populations.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera monroe Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$50,000
3c.9 Provide basic emergency supplies and safety training at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$300,000
3c.12 Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These site often face lock-downs and other emergencies. Staff need to be prepared and have adequate supplies.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera Monroe Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000
3c.10 Employ adequate school office support staff to maintain safe schools.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	- 2000-2999 Classified Salaries - LCFF Base: \$2,400,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 3000-3999 Employee Benefits - LCFF Base: \$800,000
3c.11 Employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower class sizes have more teachers and staff, thereby increasing the work load for office support staff.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Kelso LaTijera Oak Parent Payne W. Lane Woodworth Worthington Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$900,000 - 3000-3999 Employee Benefits - LCFF S & C: \$400,000
3c.13 Provide training to teachers regarding instructional strategies to support students facing trauma and poverty.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> By June 2018 pupil suspension rates will decline by 1% as measured by suspension data. By June 2018 pupil expulsion rates will remain at or below 0.05% as measured by expulsion data. By June 2018 students stating that they feel safe at school will increase by 2% as measured by student survey data. By June 2018 parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%. By June 2018 teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%. By June 2018 new staff will be trained in safety plans and safety supplies will be replenished as needed as measured by staff meeting agendas, sign-in sheets and purchase orders.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ school security and police officers at school sites with high unduplicated student populations. Schools in higher crime areas require security and police support.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso Monroe Morningside Oak Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: \$1,600,000 - 3000-3999 Employee Benefits - LCFF S & C: \$400,000
Provide health screenings and fitness evaluations to all students as required.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,500
Employ 7.5 FTE Counselors to work with students.	School-Wide; High Schools/ middle schools	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: \$600,000 - 3000-3999 Employee Benefits - LCFF Base: \$127,500
Employ additional 9.5 FTE counselors to support student social/emotional needs of students in foster care and facing poverty.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$725,000 - 3000-3999 Employee Benefits

			- LCFF S & C: \$200,000
Provide Positive Behavioral Interventions and Supports training to teachers and site administration as needed to create safe learning environments at schools with high UDP populations.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera monroe Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$200,000
Provide 9,304 hours of K-8 recess supervision.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$80,000 - 3000-3999 Employee Benefits - LCFF Base: \$21,000
Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing)	School-Wide; Elementary and K-8 schools	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$320,000 - 2000-2999 Classified Salaries - LCFF S & C: \$120,000 - 3000-3999 Employee Benefits - LCFF S & C:

			\$21,000
Purchase additional curricular materials and programs to promote anti-bullying and strong character education at schools with high unduplicated pupil populations.	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF S & C: \$150,000
Provide basic emergency supplies and safety training at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$300,000
Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Staff need to be prepared.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera onroe Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000
Employ adequate school office support staff to maintain safe schools.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$2,800,000 - 3000-3999 Employee Benefits - LCFF Base: \$400,000

<p>Employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower class sizes have more teachers and staff, thereby increasing the work load for office support staff and the need for more staff.</p>	<p>School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Kelso LaTijera Oak Parent Payne W. Lane Woodworth Worthington W. Lane Woodworth Worthington</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 2000-2999 Classified Salaries - LCFF S & C: \$1,000,000 - 3000-3999 Employee Benefits - LCFF S & C: \$300,000</p>
<p>Provide training to teachers regarding instructional strategies to support students facing trauma and poverty.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>By June 2019 pupil suspension rates will decrease by 1% as measured by suspension data. By June 2019 pupil expulsion rates will remain below 0.05% as measured by expulsion data. By June 2019 students stating that they feel safe at school will increase by 2% as measured by student survey data. By June 2019 new staff will be trained in safety plans and safety supplies will be replenished as needed as measured by staff meeting agendas, sign-in sheets and purchase orders. By June 2019 teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%. By June 2019 parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ school security and police officers at</p>	<p>School-Wide;</p>	<p><input type="checkbox"/> All</p>	<p>- 2000-2999</p>

<p>school sites with high unduplicated student populations. Schools in higher crime areas require security and police support.</p>	<p>Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso Monroe Morningside Oak Payne W. Lane Woodworth Worthington</p>	<p>----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Classified Salaries - LCFF S & C: \$1,600,000 - 3000-3999 Employee Benefits - LCFF S & C: \$400,000</p>
<p>Provide health screenings and fitness evaluations to all students as required.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,500</p>
<p>Employ 7.5 FTE Counselors to work with and counsel students.</p>	<p>School-Wide; High Schools</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF Base: \$600,000 - 3000-3999 Employee Benefits - LCFF Base: \$128,000</p>
<p>Employ additional 9.5 FTE counselors to support student social/emotional needs of students in foster care and facing poverty.</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S & C: \$725,000 - 3000-3999 Employee Benefits - LCFF S & C: \$200,000</p>
<p>Provide Positive Behavioral Interventions and</p>	<p>School-Wide;</p>	<p><input type="checkbox"/> All</p>	<p>- 5000-5999</p>

<p>Supports training to teachers and site administration as needed to create safe learning environments at schools with high UDP populations.</p>	<p>Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera onroe Morningside Oak Parent Payne W. Lane Woodworth Worthington</p>	<p>----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Services and Other Operating Expenses - LCFF S & C: \$200,000</p>
<p>Provide 9,304 hours of K-8 recess supervision.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 2000-2999 Classified Salaries - LCFF Base: \$80,000 - 3000-3999 Employee Benefits - LCFF Base: \$21,000</p>
<p>Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing)</p>	<p>School-Wide; Elementary and K-8 schools</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$320,000 - 2000-2999 Classified Salaries - LCFF S & C: \$121,000 - 3000-3999 Employee Benefits - LCFF S & C: \$20,000</p>
<p>Purchase additional curricular materials and programs to promote anti-bullying and strong character education at schools with high</p>	<p>Targeted</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>- 4000-4999 Books and Supplies - LCFF S</p>

unduplicated pupil populations.		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	& C: \$150,000
Provide basic emergency supplies and safety training at all sites.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 4000-4999 Books and Supplies - LCFF Base: \$300,000
Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often have lock downs and other emergencies. Staff need to be prepared.	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Inglewood Kelso Morningside Oak Parent Payne W. Lane Woodworth Worthington	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000
Employ adequate school office support staff to maintain safe schools.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$2,400,000 - 3000-3999 Employee Benefits - LCFF Base: \$800,000
Employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower class sizes have more teachers and staff, thereby increasing the work load for office support staff and the	School-Wide; Bennett_Kew Centinela Crozier Highland Hudnall Kelso LaTijera Oak Parent Payne W.	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- 2000-2999 Classified Salaries - LCFF S & C: \$900,000 - 3000-3999

need for more staff.	Lane Woodworth Worthington	__Other Subgroups: _____	Employee Benefits - LCFF S & C: \$400,000
Provide training to teachers regarding instructional strategies to support students facing trauma and poverty.	Targeted	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000

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?

Original GOAL from prior year LCAP:	<p>GOAL 1: PROVIDE EXCELLENT CONDITIONS FOR LEARNING: Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that District teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards (CCSS) includes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English language learners with appropriate English language development aligned to the CCSS. Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: <u>Priority 1: Basic Services</u></p>
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	See GOALS 1a-1c.	Actual Annual Measurable Outcomes:	See Goals 1a-1c for annual update.
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LCAP Year: 2015-16

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	GOAL 1a. All students will have access to SBE-approved/CCSS-aligned instructional materials in core subjects, a broad course of study pertaining to all of the subject areas described in the California Education Code, and CCSS aligned instruction and assessments.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>By June 2016 all students will have access to SBE-adopted, CCSS-aligned curriculum in core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.</p> <p>By June 2016 curriculum in grades TK-12 will be aligned to the CCSS as measured by curriculum maps, pacing plans, and walk-through data.</p> <p>By June 2016 all students, including students with disabilities and English language learners, will have access to, and will enroll in courses reflecting a broad course of study as measured by course enrollment data.</p> <p>By June 2016 all students will be taught by teachers who have received professional development in the CCSS and instructional strategies designed to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.</p>	Actual Annual Measurable Outcomes:	<p>By June 2016 all students had access to SBE-adopted, CCSS-aligned curriculum in core subject areas as noted by textbook order forms, student enrollment data, and Williams reports. Grades TK-5 had new California Common Core State Standards-based State Board-adopted curriculum in mathematics. Grades 6-12 were piloting. By february 2016, grades 9-12 had new California Common Core Stats Standards-based State board-adopted mathematics curriculum.</p> <p>By June 2016 the curriculum in grades TK-12 was aligned to the CCSS as measured by curriculum maps, lesson plans, and walkthrough data.</p> <p>By June 2016 all students had access to and were enrolled in a broad course of study as reflected by course enrollment data.</p> <p>By June 2016 all students were taught be teachers who have had professional development in the California Common Core State Standards (CCSS) and who received training in Depth of Knowledge (DOK) and Rigor which is designed to support student learning of the CCSS as noted by training logs and walkthrough data.</p>
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: Purchase new CCSS mathematics adoption materials 6-12 and other required SBE-Adopted Instructional materials as needed.	\$1,325,000.00 Instructional Supplies 4300 One time funding 00000.0 \$350,000.00 Instructional Supplies 4300 Base funding (restricted lottery) 63000.0	Purchased new SB-adopted California Common Core State Standards-aligned mathematics curriculum grades 9-12, and replaced other materials as needed. Grades 6-8 math textbook committee wanted to pilot materials longer. We will be purchasing the new 6-8 mathematics curriculum in July 2016. Declining enrollment accounted for the lower costs of textbooks.	\$74,000.00 using one-time funding \$859,000.00 using restricted lottery
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A2: Provide professional development to teachers on implementation of the new CCSS math curriculum and how to support special populations.	\$5,000.00 Professional Development Title II 40350.0	Provided professional development at the beginning of the year to all math and elementary teachers on the implementation of the newly adopted mathematics materials. Specific training on how to differentiate instruction and support special populations.	\$5,000.00 Title II
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

A3: Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.	\$209,550.00 Instructional Supplies 4300 Base Funding 00000.0	Purchased required instructional materials to provide a broad course of study to make sure students are able meet A-G requirements. (\$21.00 per student)	\$200,000.00 Base funding
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A4: Purchase additional needed instructional materials and technology to schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.	\$600,000.00 Instructional Supplies 43000.0 Supplemental Funds	Additional instructional materials and technology to provide a broad course of study was purchased at a cost of \$30.00 per UDP at schools with high unduplicated student populations. A decline of 600 students attributed to the lower cost.	\$275,000.00 Instructional Supplies Supplemental
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A5: Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families.	\$400,000.00 Instructional Supplies 4300 One time funding 00000.0	Purchased additional instructional supplies to enhance elective opportunities and access to the arts for students from low include families. Leadership changes in site leadership and lower student enrollment attributed to the lower costs. Sites were asked to write proposals for spending the money on Arts electives and initiatives. Few sites took advantage of this opportunity.	\$145,000.00 Instructional Materials One Time funding
Scope of Service:	Targeted	Scope of Service:	Targeted

<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A6: Create summer committees to create CCSS-aligned curriculum maps and benchmark assessments in Math and ELA/ELD.	\$35,000.00 Professional Development Title II 40350.0	Employed teachers to work on summer committees who created California State Standards-aligned curriculum maps and benchmark assessments in Math (aligned to the newly adopted curriculum) and ELA/ELD.	\$35,000.00 Teacher Salaries Title II 40350.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A7: Provide 80 secondary content teachers and Instructional Coaches and all administrators with integrated ELD instruction with SDAIE strategies and Academic Language training through LACOE.	\$24,000.00 Professional Development Title III 42030.0 \$36,000.00 Certificated Salaries and benefits Title III 42030.0	Provided 24 teachers and all administrators and instructional coaches with integrated/designated ELD instruction with SDAIE strategies and Academic Language training through LACOE. Teachers did not show up to training as expected. New leadership at one site may have impacted school attendance.	\$15,295.00 Consultant Services Title III 42030.0 \$3,780.00 Certificated Salaries and benefits (Subs) Title III 42030.0
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR:		<input type="checkbox"/> All ----- OR:	

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A8: Track and monitor appropriate course placement for targeted students to ensure all students are meeting graduation requirements.	\$0.00	Counselors tracked and monitored students for accurate course placement to ensure they are seeing graduation requirements.	\$0.00
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In may 2016 the District adopted new State Board adopted English language arts and English language development curriculum for grades TK-12. The curriculum is aligned to the California Common Core State Standards, and has strong supports for English language learners and student with disabilities. Data indicate that these are the two subgroups that need the most support.</p> <p>In 2016-17 the District will provide ongoing professional development and coaching to make sure teachers are able to implement the new ELA/ELD program with fidelity.</p> <p>In addition, new State Board adopted curriculum in mathematics will be purchased in June 2016 for grades 6-8. This will complete the new mathematics adoption. Ongoing professional development and coaching will be provided to teachers grades TK-12 to make sure they are able to implement the programs with fidelity. Two to three Mathematics coaches will be hired to assist teachers in this effort.</p> <p>In July 2016 teacher committees will meet to re-align curriculum maps, District Benchmark Assessments and report cards to the newly adopted curriculum.</p>		

Original GOAL from prior year LCAP:	GOAL 1b: All facilities will be maintained and determined to be in Good to Exemplary condition.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	By June 2016 all students will be provided with clean, well-maintained school facilities as measured by ratings of Good to Exemplary on FIT and Williams reports.	Actual Annual Measurable Outcomes:	Williams reports indicated that five sites were not initially rated Good or Exemplary on the Facilities Inspection Tool (FIT). Leadership in the facilities, and the maintenance and operations departments resigned in August 2015. In addition, the State Trustee was let go, and a new State Administrator was not hired until late October. An Executive Director of Facilities and a Director of Maintenance, Operations and Transportation were hired mid-year. Since then, all schools passes the Williams repots with ratings of at least Good on the FIT report.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: Make needed repairs to facilities at sites.	\$600,000.00 Classified Salaries and benefits Materials, Supplies and Services Base Funding 00000.0	Hired adequate staff, and purchased necessary materials and supplies to make needed repairs and to maintain operational facilities. (8 FTE) Some of the older sites needed new roofs. This increased the costs.	\$650,000.00 Classified Salaries and benefits \$800,000.00 Materals, Supplies and Services Base funding
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

<u>X</u> All	<u>X</u> All
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A2: Make additional required repairs to schools with high unduplicated students populations due to older facilities.	\$3,521,243.00 Classified Salaries and Benefits Materials and Supplies Supplemental Funding 85000.0	Made additional upgrades to technology infrastructure and repairs (new roofs) and ongoing repairs due to vandalism and older facilities to schools with high unduplicated students populations. (17FTE and Supplies)	\$900,000.00 Classified Salaries and Benefits Materials and Supplies \$2,200,000.00 Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted; Morningside High Payne Elementary Inglewood High Woodworth Elementary Monroe Middle School Worthington Elementary Oak Street Elementary
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A3: Hire adequate custodial staff at all sites.	\$2,900,000.00 Classified Salaries and Benefits Base Funding 00000.0	Hired Adequate custodial staff at all sites. Costs increased due to salary increase.	\$3,100,000.00 Classified Salaries and Benefits Base Funding

Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A4: Maintain a 0.5% deferred maintenance account to provide facility repairs as needed.	\$750,000.00 Deferred Maintenance Fund 14 Base Funding 00000.0	Maintained a 0.5% deferred maintenance account to provide basic facility repairs as needed.	\$750,000.00 Deferred Maintenance Fund 14 Base Funding
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A5: Conduct monthly walkthroughs utilizing the FIT document with site and district staff to check on facility conditions.	\$0.00	Conducted some walkthroughs utilizing the FIT document with site and district staff to check on facility conditions. Due to a change in leadership in the facilities and maintenance departments, the FIT reports were not conducted until February 2016.	\$0.00
Scope of Service: LEA-Wide		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

A6: Provide utilities for district sites as appropriate.	\$2,300,000.00 Contracted Services 58000.0 Base Funding 00000.0	Provided utilities for district sites as appropriate. Costs have gone up over the past year.	\$2,400,000.00 Contracted Services Base Funding 00000.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The new leadership will work with site principals to make sure facilities are clean and safe. Monthly walkthroughs will occur using the FIT to check the condition of school facilities. In addition, a reorganization of staff will ensure that there are site custodial leads who will work with principals and leadership to ensure safe, clean facilities. The facilities located in the poorer neighborhoods were neglected over the years, and need upgrades to make them 21st Century learning environments. These sites also tend to become vandalized over long breaks. Part of the upgrades for these sites will include better security measures. The Facilities Bond Measure GG and LAWA funds will also help upgrade sites.		

Original GOAL from prior year LCAP:	GOAL 1c: All teachers and administrators will be NCLB highly qualified, fully credentialed, and appropriately placed in the subject areas, and, for the pupils they are teaching.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>The rate of teacher and administrative mis-assignments will decrease by 10% as measured by class rosters and teacher credentials.</p> <p>Teacher-student ratios in core classes will be no more than 24:1 at grades TK-1, 32:1 grades 2-3, 33:1 grades 4-6, and 34:1 in grades 7-12 as measured by student enrollment data.</p>	Actual Annual Measurable Outcomes:	<p>There were zero teacher mis-assignments during 2015-16. This was above our goal of decreasing by 10%.</p> <p>Teachers student ratios were at or below the following ratios: 24:1 at grades TK-1, 32:1 grades 2-3, 33:1 grades 4-6, and 34:1 in grades 7-12 as measured by student enrollment data.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: Provide 1FTE Credential analyst to conduct audits of teacher and administrator credentials and assignments/course assignments and place/hire teachers accordingly.	\$80,000.00 Classified Salaries and Benefits Base Funding 00000.0	Hired 1FTE Credential analyst to conduct audits of teacher and administrator credentials and assignments/course assignments and place/hire teachers accordingly. Salary was higher due to staff raises.	\$93,000.00 Classified Salaries and Benefits Base Funding 00000.0

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____
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<p>A2: Recruit and maintain highly qualified administrative and teaching staff to support students.</p>	<p>\$41,040,000.00 Certificated Salaries and Benefits Base Funding 00000.0</p> <p>\$864,000.00 Certificated Salaries and Benefits Lottery Funds 11000.0</p>	<p>Recruited and maintained highly qualified administrative and teaching staff to support students. Declining enrollment of 600 students impacted staffing costs.</p>	<p>\$40,000,000.00 Certificated Salaries and Benefits Base Funding 00000.0</p> <p>Did not use Lottery Funds for Base Salaries.</p>
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>A3: Recruit and maintain additional highly qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.</p>	<p>\$12,096,000.00 Certificated Salaries and Benefits Supplemental Funding 85000.0</p>	<p>Recruited and maintained additional 120 FTE highly qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.</p>	<p>\$12,000,000.00 Certificated Salaries and Benefits Supplemental</p>
<p>Scope of Service:</p>	<p>Targeted</p>	<p>Scope of Service:</p>	<p>Targeted</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	

A4: Hire properly credentialed Dual Immersion teachers at targeted schools to support learning for English language learners.	\$271,733.00 Certificated Salaries and Benefits Supplemental Funding 00000.0	Employed 3 FTE properly credentialed Dual Immersion teachers at targeted schools to support learning for English language learners and to lower class sizes at those sites and for those students.	\$271,733.00 Certificated Salaries and Benefits Supplemental Funding 00000.0
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to maintain zero teacher mis-assignments, and ensure class sizes are maintained according to ITA and IUSD bargaining agreements. An effort will be made to hire additional teachers at sites with high UDP counts to lower class sizes.		

Original GOAL from prior year LCAP:	<p>GOAL 2: PRODUCE INCREASED PUPIL ACHIEVEMENT</p> <p>All students will increase academic achievement in English language arts, Mathematics, and other core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.</p> <p>Students will make yearly progress in mastering the Common Core State Standards and 21st Century Skills.</p> <p>English language learners will make yearly progress in English language proficiency. In addition, students will increase academic achievement in all core curriculum areas as described in the California Education Code 523310 and 51220.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	See GOALS 2a and 2b.	Actual Annual Measurable Outcomes:	See Goals 2a and 2b for annual update.
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LCAP Year: 2015-16

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See Goals 2a and 2b.
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Original GOAL from prior year LCAP:	GOAL 2a: Increase student success in mastering the California State Standards (CCSS) and ensure that all students are college and/or career ready.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u> </u> COE Only: 9 <u> </u> 10 <u> </u> Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Students will increase proficiency in learning the Common Core State Standards from 17.3% proficient to 20% proficient in ELA and 12.5% proficient to 18% proficient as measured by 2015-16 District Benchmark Assessments.</p> <p>Students will increase California Assessment of Student Performance and Progress (CAASSP) which includes the Smarter Balanced Interim Assessments from 37% at or near standard to 40% at or near standard in ELA and from 15% at or near standard in Math to 20% at or near standard in math as measured by 2015-16 CAASSP assessments.</p> <p>The District will use data from the 2014-15 Smarter Balanced Assessments (SBAC) as a baseline for future measures.</p> <p>The percentage of students who have successfully completed courses that satisfy the requirements for entrance into the UC or CSU, or career technical education programs will increase from 17.3 to 20% by 2016.</p> <p>The percentage of students who were UC or CSU eligible will increase from 28% to 20% as measured by course data.</p> <p>The percentage of students scoring a 3 or higher on the advanced placement examination will increase from 20% to 23% as measured by the 2015-16 AP</p>	Actual Annual Measurable Outcomes:	<p>Benchmark data indicated that students increased proficiency in learning the Common Core State Standards from 17.3% proficient to 19% proficient in ELA and 12.5% proficient to 13% proficient as measured by 2015-16 District Benchmark Assessments.</p> <p>Preliminary SBAC results for 2015-16 indicate that overall, students increased scores in ELA from 29% Standard Met or Exceeded to 31% Standard met or Exceeded, and in math from 14% Standard Met or Exceeded to 16% Standard Met or Exceeded. Certain schools and grade levels increased student achievement more than others.</p> <p>It is anticipated that the percentage of students who have successfully completed courses that satisfy the requirements for entrance into the UC or CSU, or career technical education programs has increased from 17.3 to 30 percent as indicated by preliminary course completion data</p> <p>The ACT, SAT, and AP results are not yet posted, however 10 teachers attended AP course training during the summer of 2015. It is anticipated that student scores on the AP will increase.</p> <p>Intervention classes, structured during the school day, were implemented that are aligned to the California Common Core State Standards. Data show that students who utilized the program had strong academic</p>
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exam scores

The percentage of students who participate in, and demonstrate college preparedness pursuant to the SAT scores, will increase from 394 in reading to 400, 381 in math to 390, and 391 in writing to 400 as measured by 2015-16 SAT scores.

The percentage of students who participate in, and demonstrate college preparedness pursuant to the ACT overall score, will increase from 16.15 to 18.

growth.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: Provide additional CCSS instructional resources and hands-on experiences (Field trips, etc.) to help targeted students master the CCSS.	\$521,000.00 Transportation 92300.0 Supplemental Funding	Provided additional CCSS instructional resources and hands-on experiences (Field trips, etc.) to help targeted students master the CCSS.	\$521,000.00 Transportation Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A2: Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards	\$125,000.00 Professional Development Title I 30100.0	Provided teachers with professional development in research-based instructional strategies through OCDE, LACOE, conferences all focusing on the implementation	\$558,000.00 Professional Development Title I 30100.0

(CCSS).		of Rigor, Writing across the curriculum, Project Based Learning, Cognitively Guided Instruction (CGI), the California Content Standards, and other content areas.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A3: Provide AVID programs to targeted students to help them master the California State Standards (CCSS).	\$240,000.00 Professional Development Supplemental Funding 81500.0	Provided AVID programs to targeted students to help them master the California State Standards (CCSS).	\$240,000.00 Professional Development Supplement Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A4: Provide extended-day and summer intervention programs to targeted students.	\$355,000.00 Salaries and benefits Title I 30100.0	Provided extended-day and summer intervention programs to targeted students.	\$355,000.00 Salaries and benefits Title I 30100.0
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A5: Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.	\$300,000.00 Instructional materials One-time funding 01720.0	Provided iReady Program which includes universal screening, assessment and intervention program to help struggling students learn the California State Standards (CCSS). The program was not as expensive as anticipated.	\$294,880.00 Instructional strategies Title I
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A6: Provide a district-wide assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS) part of Program Improvement plans.	\$150,000.00 Instructional Materials 4300 Title I 30100.0	Provided a district-wide assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS) part of Program Improvement plans. Program was cheaper than expected.	\$60,000.00 Instructional Materials 4300 Title I 30100.0
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A7: Provide instructional coaches for ELA/ELD and math to support implementation of the CCSS.	\$442,000.00 Certificated Saleries and benefits Title I 3010.00	Provided 3 FTE instructional coaches for ELA/ELD to support implementation of the CCSS. We were not able to find highly qualified Math coaches this year. We will re-advertise the positions again in the Spring.	\$330,000.00 Certificated Saleries and benefits Title I 3010.00

Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A8: Conduct weekly walk-thoroughs at program improvement schools and collect data on effective implementation of instructional strategies designed to help unduplicated students master CA state standards.	\$100,000.00 Instructional Materials 4300 Title I 30100.0	Conducted weekly walk-thoroughs at all PI schools to collect data on effective implementation of instructional strategies designed to help unduplicated students master CA state standards. Utilized a coaching support program to assist in this process. Also implemented Instructional Rounds.	\$123,300.00 Instructional Materials Title II
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A9: Provide adequate program services to students with disabilities.	\$21,400,000.00 Certificated and Classified Salaries and Benefits Transportation 92400.0 Base Funding 00000.0	Provided adequate program services to students with disabilities.	\$25,000,000.00 Certificated and Classified Salaries and Benefits Transportation 92400.0 Base Funding 00000.0
Scope of Service: Targeted		Scope of Service: Targeted	
<input type="checkbox"/> All ----- OR:		<input type="checkbox"/> All ----- OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	
A10: Provide instructional coaches to assist with implementation of 21st Century skills and technology.	\$442,000.00 Certificated Salaries and Benefits Title II 40350.0	Provided 2 FTE instructional coaches to assist with implementation of 21st Century skills and technology. Due to funding constraints, 2 FTE were employed rather than 4 FTE.	\$210,000.00 Certificated Salaries and Benefits Title II 40350.0
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A11: Explore options to create IB Programs at selected sites.	\$0.00	Explored options to create IB Programs at selected sites. Schools considering Linked Learning Pathways and Academies. This goal will be changed to reflect the academies and CTE Pathways.	\$0.00
Scope of Service:		Scope of Service:	
LEA-Wide		LEA-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will provide rigorous AP exam-aligned curriculum for AP classes to ensure students are able to pass the AP exam. Counselor's will monitor and provide intervention classes for students needing credit recovery course work. High schools and middle schools will create CTE and linked-learning pathways and academies.		

The District will continue to provide CCSS aligned intervention classes and summer school, and will provide teacher training and support to ensure that teachers utilize intervention programs with fidelity.

Teachers will be provided with ongoing professional development and coaching to help them implement the newly adopted curriculum in math and ELA/ELD. This includes professional development in strategies that support the California Common Core State Standards such as Project Based Learning and Cognitively Guided Instruction (CGI).

Original GOAL from prior year LCAP:	GOAL 2b: All English language Learners (ELL) will make adequate yearly progress in attaining English language proficiency.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All; English learners
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Expected Annual Measurable Outcomes:	<p>By 2016 the percent of EL students making annual progress in learning English will increase from 57.4% to 60% as measured by the CELDT.</p> <p>By 2016 the percent of Long Term EL students attaining scores of English Proficient on the CELDT will increase from 46.5% to 50% as measured by the CELDT.</p> <p>By 2016 the percentage of of EL students who will meet the state graduation rate requirement will increase from 62.3% to 65% as measured by guard rate data.</p> <p>By 2016 the percentage of English language learners being reclassified will increase from 7.8% to 9% as measured by reclassification forms.</p>	Actual Annual Measurable Outcomes:	<p>The 2014-15 percent of EL students making annual progress in learning English decreased from 57.4% to 55.1% as measured by the CELDT.</p> <p>The 2014-15 percent of Long Term English Learner (LTEL) students attaining scores of English Proficient on the CELDT decreased from 46.5% to 44.9% as measured by the CELDT.</p> <p>The 2015 the percentage of of English learners who will meet the state graduation rate requirement increased from 62.3% 71.6% as measured by grad rate data.</p> <p>The percentage of English language learners being reclassified increased from 7.8% to 8% as measured by reclassification forms.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: The LEA will provide English Language Development extended day intervention programs for struggling English language learners.	\$630,000.00 Instructional materials Title III 42030.0	The LEA provided English Language Development extended-day intervention programs and summer school for struggling English language learners. Some schools utilized Title I funds for interventions for all students including ELL. ELL	\$233,000.00 Instructional materials Title III 42030.0

	\$50,000.00 Certificated Salaries and Benefits Title III 42030.0	students were given home access to Imagine Learning ELD Intervention program. The program was much cheaper than expected.	
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A2: Monitor academic progress and program placement of EL and RFEP students during weekly teacher PLC meetings.	\$0.00	Counselors and administrative staff monitored progress and program placement of EL and RFEP students. No documentation regarding whether teachers discussed progress of ELL students during PLC meetings was provided. The district is creating a district-wide form to collect this information in 2016-17.	\$0.00
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A3: Teachers will create lessons aligned to the ELA/ELD State Standards, and provide integrated ELD and designated ELD to EL students.	\$0.00	A summer committee of teachers created and aligned curriculum maps and assessments to the new ELA/ELD standards. Walkthrough data indicated that not all teachers implemented lessons aligned to the curriculum maps. All schools provided schedules indicating that	\$0.00

		designated ELD was occurring.	
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A4: The LEA will investigate adding the Seal of Biliteracy for graduating seniors.	\$0.00	The District added Board language regarding the Seal of Biliteracy. Guidelines and requirements will be in place starting in 2016-17.	\$0.00
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A5: All EL students will be assessed for English language proficiency using the State-recommended assessment (CELDT) and district benchmark assessments, and will be properly placed in a program based on student needs.	\$45,000.00 Certificated Salaries and Benefits Supplemental Funding 01720.0	All EL students were assessed for English language proficiency using the State-recommended assessment (CELDT) and district benchmark assessments, and were properly placed in a program based on their needs.	\$45,000.00 Certificated Salaries and Benefits Supplemental Funding 01720.0
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

<p>A6: Provide professional development to teachers regarding ELD curriculum implementation as needed.</p>	<p>\$5,000.00 Professional Development Title II 40350.0</p>	<p>Three ELA/ELD instructional coaches provided professional development to teachers regarding ELD implementation. In addition, teachers attended ELD conferences, LACOE trainings on integrated and designated ELD, and GLAD strategies. The district spent more money on this goal, because walkthrough data indicated that not all teachers were implementing effective strategies to support English learners.</p>	<p>\$60,000.00 Professional Development Title II</p>
<p>Scope of Service:</p>	<p>Targeted</p>	<p>Scope of Service:</p>	<p>Targeted</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will utilize the Observation Protocol for Academic Literacies to ensure that teachers are implementing SDAIE (Specially designed academic instruction in English) and other strategies to support English language learners in the classroom.</p> <p>The District will continue to provide ongoing professional development and coaching support to teachers regarding implementation of integrated and designated ELD.</p> <p>The District will continue to provide extended learning time and interventions in ELD for students as needed.</p> <p>The District will monitor PLC meeting forms to ensure that teachers are monitoring EL student progress, and creating intervention plans accordingly.</p> <p>The District will continue to monitor EL course placement data to make sure they are on track for graduation.</p>		

Original GOAL from prior year LCAP:	<p>GOAL 3: PROMOTE POSITIVE SCHOOL CLIMATES AND INCREASED ENGAGEMENT</p> <p>Stakeholders, including parents and students, will be engaged in supporting student learning.</p> <p>This includes increasing parent involvement in school decision-making, and pupil engagement with regards to attendance and maintaining a safe, positive school climate.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3<u>X</u> 4__ 5<u>X</u> 6<u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____</p>	
Goal Applies to:		Schools: All ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes: See Goals 3a-3b for annual update.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See Goals 3a-3c.		

Original GOAL from prior year LCAP:	GOAL 3a: Engage families and the community to support students' success in school.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>By 2016 parent involvement in school activities will increase from 50% to 54% as measured by parent sign-in logs and parent surveys.</p> <p>By 2016 all schools will have School Site councils with proper membership and parent representation as measure by SSC minutes.</p>	Actual Annual Measurable Outcomes:	<p>Parent involvement activities increased from 50% to 67% as measured by parents sign-in sheets, logs, and surveys. Many schools implemented new parent involvement and training activities.</p> <p>All schools have operational School Site Councils with the proper membership and parent representation as measured by SCC minutes. All SSC members were invited to SSC trainings.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1: Provide parent educational workshops to help develop a positive school climate and home-school connections.	\$15,000.00 Instructional Supplies Title I 30100.0	Provided parent educational workshops at all schools, including PIQUE and Parent University, to help develop a positive school climate and home-school connections.	\$53,000.00 Programs and Services Title I 30100.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
A2: Provide 7 FTE community liaisons to provide	\$190,000.00	Provided 7 FTE community liaisons to provide	\$258,000.00

support and parent outreach to targeted students.	Certificated Salaries and Benefits Title I 30100.0	support and parent outreach to targeted students. Salary costs rose due to district-wide raises.	Certificated Salaries and Benefits Title I 30100.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A3: Provide basic computer skills training to targeted parents to help them communicate with schools and support student learning.	\$20,000.00 Professional Development Title I 30100.0	Provided 3 sessions of basic computer skills training to targeted parents to help them communicate with schools and support student learning. The program costs were not as high as anticipated.	\$14,310.00 Professional Development Title I 30100.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A4: Provide additional communication and outreach to targeted families regarding student progress, school events, job fairs, university partnerships, and attendance.	\$130,000.00 Contracted Services 58000.0 Supplemental Funding 81500.0	Hired 1 FTE to provide additional communication and outreach to targeted families regarding student progress, school events, job fairs, university partnerships, and attendance. Salary raise impacted costs.	\$180,000.00 Certificated Salaries and Benefits Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All -----		<input type="checkbox"/> All -----	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A5: The LEA will provide oral and written translations in Spanish for parents as warranted to increase parent involvement in schools.	\$50,000.00 Contracted Services 58000.0 Base Funding 00000.0	The LEA provided oral and written translations in Spanish for parents as warranted to increase parent involvement in schools.	\$30,000.00 Contracted Services 58000.0 Base Funding 00000.0
Scope of Service: Targeted		Scope of Service: Targeted	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to explore ways to engage parents in school and district activities. The Parent Advisory Committee will continue to meet to review LCAP progress, and will discuss ways to involve more parents. School Site Councils will continue to operate according to the law, and additional training on SSC laws, roles, and procedures will continue to be offered. Major school events such as Back to School Nights and Open House for 2016-17 will be scheduled in June 2016 and updated to the District calendar and website so that parents and community can plan to attend these events.		

Original GOAL from prior year LCAP:	GOAL 3b: Increase student engagement in school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>By June 2016 student daily attendance will increase from 82% to 85% as measured by attendance data.</p> <p>By June 2016 the chronic absenteeism rate will drop from 32% to 30% as measured by attendance data.</p> <p>By June 2016 High School graduation rates will increase from 72.4 to 74% as measured by graduation rate data.</p> <p>By June 2016 Teacher absenteeism will decrease from 8.35% to 6% as measured by teacher attendance logs.</p> <p>By June 2016 the High School dropout rate will decrease from 24.2 to 22% as measured by dropout data.</p> <p>By June 2016 the Middle School dropout rate will decrease from 1.13% to 1% as measured by dropout data.</p>	Actual Annual Measurable Outcomes:	<p>Student daily attendance will increased from 82% to 87% as measured by attendance data.</p> <p>The chronic absenteeism rate dropped from 32% to 30% as measured by attendance data.</p> <p>The 2015 graduation rate increased from 72.4 to 87% as measured by graduation rate data.</p> <p>Teacher absenteeism decreased from 8.35% to 6% as measured by teacher attendance logs.</p> <p>Certified drop out data is not available yet.</p>
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LCAP Year: 2015-16

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

A1: Provide student interventions and parent/student outreach and support to increase student attendance.	\$210,000.00 Contracted Services 58000.0 Base Funding 00000.0	Provide student interventions and parent/student outreach and support to increase student attendance.	\$250,000.00 Contracted Services 58000.0 Base Funding 00000.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A2: Provide system to effectively monitor teacher and staff attendance and provide interventions to increase teacher attendance.	\$2,000.00 Contracted Services 58000.0 Base Funding 00000.0	Provided system to effectively monitor teacher and staff attendance and provide interventions to increase teacher attendance.	\$30,000.00 Contracted Services Base Funding
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A3: Provide credit recovery and intervention programs to targeted students to increase graduation rate of UDPs at LEA high schools.	\$92,000.00 Instructional Supplies Supplemental Funding 81500.0	Provided credit recovery and intervention programs to targeted students to increase graduation rate of UDPs at LEA high schools.	\$91,725.00 Instructional Supplies Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All		<input type="checkbox"/> All	

<p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
A4: Create a parent/student outreach and enrollment center to increase enrollment services for targeted UDP families.	\$120,000.00 Certificated Salaries and Benefits 72750.0 Supplemental Funding 81500.0	Due to change in administration, this action step was delayed until 2016-17.	\$0.00
Scope of Service:	Targeted	Scope of Service:	Targeted
<p>__ All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
A5: Provide additional nursing and health staff at schools with high unduplicated pupil populations to support student health needs.	\$1,080,000.00 Classified Salaries and Benefits 01720.0 Supplemental Funds	Provided additional nursing and health staff at schools with high unduplicated pupil populations to support student health needs. Declining enrollment of 600 students impacted staffing.	\$900,000.00 Classified Salaries and Benefits 01720.0 Supplemental Funds
Scope of Service:	Targeted	Scope of Service:	Targeted
<p>__ All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
What changes in actions, services,	The District will continue to provide parent education and intervention regarding the importance		

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

of attending school on time and regularly.

The District will continue to track, monitor and intervene when needed regarding teacher absenteeism. In addition, long term substitutes will be invited to attend professional development offerings to increase their competencies.

Counselors will continue to meet with at risk students and provide needed interventions and support classes to ensure all students are on track for graduation.

Training will be provided to teachers on an as needed basis regarding creating positive learning environments.

The District will continue to provide health services to students.

Original GOAL from prior year LCAP:	GOAL 3c: Create safe and welcoming learning environments where students and families feel connected to their schools.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>By June 2016 pupil suspension rates will decline from 6.2% to 6% as measured by suspension data.</p> <p>By June 2016 pupil expulsion rates will be maintained at 1% as measured by expulsion data.</p> <p>By June 2016 students stating that they feel safe at school will increase from 80.72% to 82% as measured by student survey data.</p> <p>By June 2016 all staff will be re-trained in school safety procedures and have adequate safety materials.</p>	Actual Annual Measurable Outcomes:	<p>Pupil suspension rates declined from 6.2% to 6.1% as measured by suspension data.</p> <p>Pupil expulsion rates were maintained at 1% as measured by expulsion data.</p> <p>Preliminary survey data indicate that students stating that they feel safe at school has increased from 80.72% to 91% as measured by student survey data.</p> <p>Not all staff have been re-trained in Emergency Response Training. Adequate safety supplies were purchased. Change in State Administration and cabinet positions impacted this action step. It is delayed.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide school security and police officers at targeted school sites requiring extra security.	\$2,000,000.00 Classified Salaries and Benefits 01720.0 Supplemental Funding	Provided school security/safety and police officers at targeted school sites requiring security.	\$2,000,000.00 Classified Salaries and Benefits 01720.0 Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted

__All	__All
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<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Provide health screenings and fitness evaluations to all students as required.	\$18,500.00 Health supplies/Classified Salaries and Benefits Base Funding 00000.0	Provided health screenings and fitness evaluations to all students as required.	\$18,500.00 Health supplies/Classified Salaries and Benefits Base Funding 00000.0
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Provide additional counselors to support student social/emotional needs.	\$1,800,000.00 Certificated Salaries and Benefits Supplemental Funding 81500.0	Employed an additional 14 FTE counselors at school sites with high UDP to support student social/emotional needs. Base program supports 5 FTE counselors.	\$1,300,000.00 Certificated Salaries and Benefits Supplemental Funding 81500.0 \$460,000.00 Certificated Salaries and Benefits Base Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

__ Other Subgroups: _____		__ Other Subgroups: _____	
Provide Positive Behavioral Interventions and Supports training to teachers and site administration at targeted schools, to create safe learning environments.	\$200,000.00 Professional Development Supplemental Funding 81500.0	Provided Positive Behavioral Interventions and Supports training to teachers and site administration at targeted schools, to create safe learning environments.	\$200,000.00 Professional Development Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide additional structured support and supervision during K-8 recess time.	\$320,000.00 Contracted Services 58000.0 Supplemental Funding	Provided additional structured support and supervision during K-8 recess time at targeted sites.	\$320,000.00 Contracted Programs/Services Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		__ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Purchase additional curricular materials and programs to promote anti-bullying and strong character education at sites with high unduplicated student populations.	\$150,000.00 instructional Supplies 4300 Supplemental Funding 81500.0	Purchased additional curricular materials and programs to promote anti-bullying and strong character education at sites with high unduplicated student populations.	\$150,000.00 instructional Supplies Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted

<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide necessary supplies and staff training on school safety plan implementation at targeted school sites.	\$500,000.00 Professional Development Materials and Supplies 4300 Supplemental Funding 81500.0	Provided necessary safety supplies and staff training on school safety plan implementation at targeted school sites. Planning to deliver and fully implement Emergency Preparedness and Response Training in 2016-17.	\$300,000. Materials and Supplies Supplemental Funding
Scope of Service:	Targeted	Scope of Service:	Targeted
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide adequate school office support staff to maintain safe schools.	\$3,200,000.00 Classified Salaries and Benefits Base Funding 00000.0	Provided adequate school office support staff to maintain safe schools.	\$3,600,000.00 Classified Salaries and Benefits Base Funding
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services,	The District will continue to train school staff in Positive Behavioral Interventions and Supports		

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

(PBIS).

Training will be provided in 2016 regarding Emergency Response Training. Changes in leadership impacted this action step.

Training will be provided in 2016 regarding dealing with students who have faced trauma. Students and families facing trauma will receive support.

The District will continue to provide additional counselors to support targeted students' social emotional needs.

The District will continue to provide safety officers at targeted schools.

Training and monitoring will be provide to school and district staff, as needed, to ensure that they create warm, welcoming environments for students and families.

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:	\$22,472,870
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Inglewood Unified School District (IUSD) will receive \$96,500,000.00 in Local Control Funding Formula (LCFF) funds in FY 2016-17. The annual amount of LCFF funds will increase to approximately \$97 million in FY 2017-18 and \$ 97 million in FY 2018-19. Of that funding, \$22.5 million in 2016-17 will be Supplemental/Concentration funding. In 2017-18 \$24.4 million and in 2018-19 \$24.4 million will be Supplemental/Concentration funding. Supplemental LCFF funding is calculated based on the number of unduplicated English Learners (ELs), socio-economically disadvantaged students, and foster students. Supplemental funding is equal to 20% of the Base funding.

IUSD will offer a variety of programs and supports specifically for English Learners, Re-Designated Students, low income students and foster youths.

These will include: AVID at all schools, Online credit recovery programs, class size reduction below the negotiated class ratios at selected sites, Professional Development for staff on strategies to support implementation of the California Common Core State Standards and strategies to support English language learners and at risk students, increased access to technology and 21st Century classrooms, Parent Workshops/training, additional counselors, safety offices, modernization and upgrades to facilities in poorer neighborhoods, and California Common Core State Standards-aligned intervention and assessment programs.

The district also offers additional schoolwide services & programs that are aligned with LCAP goals that serve unduplicated student populations such as: Upgrading facilities at sites that often get vandalized and need constant repairs, PBIS (Positive Behavior Intervention System) at sites with higher discipline issues and higher unduplicated populations, training and supports for students dealing with trauma, health aides, anti-bullying programs and materials, and structured activities and support during at recesses for grades K-8 students.

IUSD qualifies for concentration & LCFF funds in all of the identified areas. The district exceeds the 55% or more criteria for students identified as EL, Socio-Economically Disadvantaged, Re-Designated or Foster.

Approximately 87% of unduplicated IUSD students are ELL, Socio-Economically Disadvantaged, Re-Designated or Foster. The district believes that the district wide services / projections listed above maximizes the resources for the targeted student population.

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.

%			
	Inglewood Unified School District: Proportionality Calculation		
	2016-17	2017-18	2018-19
Estimated Total LCFF funding over three years	\$96,546,549.00	\$96,996,622.00	\$96,977,075.00
Estimated Base Grant	\$72,812,798.00	\$71,337,492.00	\$71,289,754.00
Estimated Total of Supplemental Grants	\$22,472,870.00	\$24,398,249.00	\$24,426,440.00
Proportional Increase or Improvement in services for high needs students as compared to the services provided to all pupils in that fiscal year	30.86%	34.20%	34.26%
<p>IUSD does qualify for Concentration & LCFF funds in all of the identified areas. To receive Concentration & LCFF funds a school district would need 55% or more of their students identified as EL, socio-economically disadvantaged, Re-Designated or Foster. Approximately 87% of unduplicated IUSD students are EL, low income, re-designated or foster youths. Concentration funding provides an additional funding of 50% of the Base funding. IUSD is under state receivership, and must pay back a portion of the state loan of approximately \$1.8 million. In addition IUSD is facing annual declining enrollment of approximately \$5 million annually. This negatively impacts the base grant. IUSD has an Unduplicated Pupil (UDP) population of 87%. Supplemental and concentration funds are necessary to help IUSD maintain fiscal</p>			

solvency.

The majority of IUSD students are considered low income and require additional academic, social, emotional and behavioral supports. IUSD will utilize Supplemental and Concentration Grant funds to increase programs and services for unduplicated English Language Learners, Re-Designated Students, Socio-economically disadvantaged, and Foster students in 2016-17 by 30.86% in the following ways:

Employ additional teachers to lower class sizes well below the negotiated class size averages in classes where unduplicated student populations are high.

Employ additional office support staff at sites with lower class sizes to support the additional teachers.

Provide Dual Immersion programs to support the academic achievement of English language learners and to lower class sizes.

Provide outreach and support services for Foster Youths.

Provide additional instructional supplies and supports at schools where unduplicated student populations are high.

Implement additional CTE-Pathways and academies at high schools with high unduplicated student populations to motivate students, and to provide them with opportunities for college credit and career experiences.

Provide additional hands-on learning experiences to help targeted students master the CCSS.

Provide additional upgrades to facilities where unduplicated student populations are high. School sites with high numbers of Unduplicated pupils (UDPs) have older facilities that are in need of repairs above and beyond the district norm. These sites are also often vandalized, and need security measures put in place.

AVID training and support to support targeted, at-risk students.

Increase access to technology at sites with high unduplicated student counts.

Extended learning time and intervention programs for struggling unduplicated student populations and long-term English language learners.

Provide community outreach activities at schools where unduplicated student populations are high.

Provide student attendance interventions and supports for targeted students.

Provide credit intervention programs for targeted students.

Employ safety officers at schools where unduplicated student populations are high.

Employ additional counselors and mental health personnel at schools where unduplicated student populations are high.

Provide additional supervision and structured play activities at elementary and K-8 schools where unduplicated student populations are high.

Provide teacher training and supports to students who deal with trauma.

Purchase additional character education and anti-bullying programs and materials for sites with high poverty rates.

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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$96,991,397	\$127,385,780	\$140,690,280
1000-1999 Certificated Salaries	40,707,700	38,306,100	38,500,100
2000-2999 Classified Salaries	9,960,200	9,618,000	9,161,000
3000-3999 Employee Benefits	12,968,600	11,823,900	12,326,400
4000-4999 Books and Supplies	5,860,000	3,890,000	4,070,000
5000-5999 Services and Other Operating Expenses	27,194,897	63,447,780	75,582,780
7000-7499 Other	300,000	300,000	1,050,000

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$96,991,397	\$127,385,780	\$140,690,280
LCFF Base	67,822,500	66,485,000	66,727,500
LCFF S & C	22,200,500	20,324,500	20,509,500
Teacher Effectiveness	380,000	0	0
Other State Revenues	3,000,000	0	0
Federal Revenues - Title I	2,524,280	2,489,280	2,489,280
Federal Revenues - Title II	719,117	752,000	649,000
Federal Revenues - Title III	345,000	335,000	315,000
Other Local Revenues	0	37,000,000	50,000,000

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3

All Budget Categories	All Funding Sources	\$96,991,397	\$127,385,780	\$140,690,280
1000-1999 Certificated Salaries	LCFF Base	29,520,000	27,920,000	27,920,000
1000-1999 Certificated Salaries	LCFF S & C	9,557,500	8,681,500	8,870,500
1000-1999 Certificated Salaries	Teacher Effectiveness	80,000	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title I	1,240,000	1,240,000	1,260,000
1000-1999 Certificated Salaries	Federal Revenues - Title II	250,200	408,600	405,600
1000-1999 Certificated Salaries	Federal Revenues - Title III	60,000	56,000	44,000
2000-2999 Classified Salaries	LCFF Base	4,579,200	4,748,000	4,350,000
2000-2999 Classified Salaries	LCFF S & C	5,331,000	4,820,000	4,761,000
2000-2999 Classified Salaries	Federal Revenues - Title I	50,000	50,000	50,000
3000-3999 Employee Benefits	LCFF Base	8,689,800	7,883,500	8,284,000
3000-3999 Employee Benefits	LCFF S & C	3,850,000	3,493,000	3,618,000
3000-3999 Employee Benefits	Teacher Effectiveness	20,000	0	0
3000-3999 Employee Benefits	Federal Revenues - Title I	330,000	330,000	310,000
3000-3999 Employee Benefits	Federal Revenues - Title II	63,800	103,400	103,400
3000-3999 Employee Benefits	Federal Revenues - Title III	15,000	14,000	11,000
4000-4999 Books and Supplies	LCFF Base	850,000	1,750,000	2,000,000
4000-4999 Books and Supplies	LCFF S & C	2,010,000	2,140,000	2,070,000
4000-4999 Books and Supplies	Other State Revenues	3,000,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base	24,183,500	24,183,500	23,423,500
5000-5999 Services and Other Operating Expenses	LCFF S & C	1,152,000	890,000	890,000
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	280,000	0	0

5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	904,280	869,280	869,280
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	405,117	240,000	140,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	270,000	265,000	260,000
5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	37,000,000	50,000,000
7000-7499 Other	LCFF Base	0	0	750,000
7000-7499 Other	LCFF S & C	300,000	300,000	300,000

Expenditures by Goal and Funding Source

Funding Source

Year 1

Year 2

Year 3

GOAL 1a. All students will have access to SBE-approved/CCSS-aligned instructional materials in core subjects, a broad course of study pertaining to all of the subject areas described in the California Education Code, and CCSS aligned instruction and assessments.

All Funding Sources	5,937,000	3,675,000	3,835,000
LCFF Base	550,000	1,450,000	1,700,000
LCFF S & C	1,960,000	1,990,000	1,920,000
Teacher Effectiveness	380,000	0	0
Other State Revenues	3,000,000	0	0
Federal Revenues - Title II	2,000	200,000	200,000
Federal Revenues - Title III	45,000	35,000	15,000

GOAL 1b: All (100%) facilities will be maintained and determined to be in Good to Exemplary condition.

All Funding Sources	6,975,000	43,905,000	56,905,000
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LCFF Base	5,505,000	5,505,000	5,505,000
LCFF S & C	1,470,000	1,400,000	1,400,000
Other Local Revenues	0	37,000,000	50,000,000

GOAL 1c: All (100%) of IUSD teachers and administrators will be fully credentialed, and appropriately assigned for the pupils they are teaching.

All Funding Sources	44,924,000	41,748,000	41,980,000
LCFF Base	35,674,000	33,678,000	33,680,000
LCFF S & C	9,250,000	8,070,000	8,300,000

GOAL 2a: Increase student success in mastering the California State Standards (CCSS) and ensure that all students are college and/or career ready.

All Funding Sources	25,106,397	24,941,280	24,841,280
LCFF Base	20,400,000	20,400,000	20,400,000
LCFF S & C	1,610,000	1,610,000	1,610,000
Federal Revenues - Title I	2,414,280	2,414,280	2,414,280
Federal Revenues - Title II	682,117	517,000	417,000

GOAL 2b: All English language Learners (ELL) will make adequate yearly progress in attaining English language proficiency.

All Funding Sources	805,000	830,000	855,000
LCFF Base	50,000	50,000	50,000
LCFF S & C	455,000	480,000	505,000
Federal Revenues - Title III	300,000	300,000	300,000

GOAL 3a: Engage families and the community to support students' success in school.

All Funding Sources	510,000	455,000	445,000
LCFF Base	60,000	60,000	50,000
LCFF S & C	340,000	320,000	320,000

Federal Revenues - Title I	110,000	75,000	75,000
GOAL 3b: Increase student engagement in school.			
All Funding Sources	2,397,000	2,338,500	2,335,500
LCFF Base	1,017,500	995,000	995,000
LCFF S & C	1,344,500	1,308,500	1,308,500
Federal Revenues - Title II	35,000	35,000	32,000
GOAL 3c: Create safe and welcoming learning environments where students and families feel connected to their schools.			
All Funding Sources	10,337,000	9,493,000	9,493,500
LCFF Base	4,566,000	4,347,000	4,347,500
LCFF S & C	5,771,000	5,146,000	5,146,000