Local Control and Accountability Plan

Santa Monica-Malibu Unified

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

July 1, 2016 - June 30, 2019

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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
1. The following stakeholders were involved in the development of the 2016-19 LCAP, including the annual update: School Consultation: Each school's professional development leader and principal/designee involved staff in understand the LCAP process, goals, actions and expenditures. Then they made recommendations for changes or additional services by completing an online survey. DELAC: Members of DELAC and district staff met nearly monthly. Goals, actions and expenditures were reviewed.. Members also responded to recommendations made by the LCAP Consultation Committee. Parent Advisory Committee (PAC): Parents/caregivers representing English Learners and economically-disadvantage students worked with district staff met nearly monthly in a manner similar to DELAC. Goals, actions and expenditures were reviewed.. Members also responded to recommendations made by the LCAP Consultation Committee.	4. PTA Council and other community stakeholders were interested in adding a preschool goal. The consultation committee expanded this notion to create an early learning pathway goal, metrics and activities. 6. Students were on the district's consultation committee. More than 50% of students in grades 6 – 12 completed the K12 Insight Engagement survey.

<u>LCAP Consultation Committee:</u> This committee included parents, students, school staff (certificated and classified), district staff and community members. Certificated bargaining unit members participated per the terms of an MOU that was adopted in June 2015. Members, many of whom participated last year, reviewed the LCAP process. Our CBO did detailed training on the district's budget. Considerable time was spent looking at data to provide feedback into the annual update. They solicited recommendations for the allocation of new supplemental grant money, ranked the options and made recommendations to Executive Cabinet.

<u>PTA Council:</u>   Staff met twice with the PTA Council (representing sixteen schools) to update them on the development process. Input collected was shared with various LCAP groups/committees.

<u>Principals</u>: Staff meet with principals several times to review updated data and actions and to solicit additional actions to the LCAP.

<u>Senior Cabinet</u>: Staff met with senior cabinet (superintendent, assistant superintendents and public information officer) monthly to review the LCAP process and to solicit recommendations.

<u>Board of Education</u>: Staff informed board members several times during the year to review the LCAP process and to solicit feedbavck.

 2. Keeping all stakeholders informed in a timely manner ensured they could successfully participate in consultation. An LCAP calendar was developed, published and shared such that stakeholders knew when their consultation group would meet and upon which priorities they would consult.   Based on prior year's feedback, DELAC, PAC and the Consultation Committee meetings occurred monthly to allow participants to more deeply involve in the process. This gave sufficient time to review the prior year's LCAP and any new data related to the goals and to grapple with stubborn opportunity gaps. Staff routinely updated the district LCAP webpage so that stakeholders could view the calendar, archived webinars, LCAP versions and meeting documents (data, presentations, etc.)   Please see a copy of this year's LCAP calendar in the appendix.

3. Stakeholders accessed and reviewed the following data:

Basic Services	Standards	Parents	Achievement	Engagement	Climate	Course Access	Other Outcomes
1	2	3	4	5	6	7	8
Assignment Monitoring Report	Curriculum Guides	K12 Insight Survey	CAASPP	District Daily Attendance Rate	District Suspension Rates	AP Course Enrollment Rates	Final Math Grades
BOE Resolution: Sufficiency Report		Parent and Student Focus Group Data from spring 2015	a-g rates	District Chronic Absence Rate	District Expulsion Rate		District LTEL Rate
FIT			CELDT	District 8th Grade Drop-out Data	CHKS		District Foster Youth Documents

			District Reclassification Rates	District High School Drop-out Rates			Senior Transcript Data
			College Board AP Data	Graduation Rates			College Board AP Test Data

5. Meetings for the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee were scheduled monthly (See appendix) such that consultation groups met prior to the advisory groups. This allowed time for staff to document any recommended changes in the LCAP goals, metrics, actions or expenditures. When consultation groups met to consult on attendance, for example, the advisory groups would meet the following month on the same goal. In this cycle of consultation followed by feedback stakeholders had the time to learn, discuss, recommend and advise.

Public Hearing: The district notified members of the public of the opportunity to submit written recommendations and/or comments regarding the specific actions and expenditures proposed in the 2016-2019 LCAP. The Public Hearing Agenda was posted 72 hours prior to the actual hearing and included the location where the LCAP was available for review. This public hearing was held on June 22, 2016.

LCAP/Budget Approval: The Board of Education approved both the LCAP and the budget on June 29, 2016.

Annual Update:

Members of the LCAP Consultation Committee divided up into small groups. Each worked on several related goals. They examined data, reviewed actions and made recommendations as needed. This group's results were shared with DELAC and PAC for comment. Staff incorporated responses to the annual update into the document. See the appendix for an example of a small group's annual update worksheet.

Annual Update:

4. The following changes, additions and/or deletions were incorporated into the 2016-19 LCAP based on stakeholders' involvement:

Goal 1.1 The Board is interested in developing a teacher staff with demographics that mirror our student population. The consultation committee will develop metrics next year.

Goal 1.3 Schools with the lowest FIT rating will be served first in the district's "Windows, Paint, Floors and Doors" project.

Goal 2.1 Recommended activities for monitoring the use of curriculum guides are incorporated into Section 2.

Goal 3.1 Data from the district parent involvement survey doesn't provide data useful to improvement. The goal will be rewritten and additional metrics added.

Goals 4.1 & 4.2 A new activity related to district-wide, teacher-created interim assessments was recommended.

Goal 4.7 Additional activities were added related to

college readiness.

Goal 5.4 The consultation committee wants additional data to look at next year for the purpose of assisting them with the annual update. They recommended that supplemental grant funds be allocated to middles school to assist with transition assistance for least-resourced students.

Goal 5.5 The consultation committee wants additional data next year for the purpose of assisting with the annual update.

Goal 8.1 Additional activities were recommended for interim monitoring.

Goal 8.6 It was recommended that a new goal be added around early learning pathways (preschool, TK, K) and metrics established.

Based on the school consultation survey results, training was requested for:
- Differentiation
- Supporting English Learners
- PLCs
- RTI/MTSS
- New classroom technology

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Goal 1.1 All teachers are credentialed for the subject(s) they teach OR are on a path to obtaining the appropriate credential.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Per the Williams' settlement, all teachers must be credential for the courses they teach. The 2013-14 the credentialed/appropriately assigned teacher rate was 98%. In 2014-15 that rate improved to 100%. Metric: Annual Assignment Monitoring Report	

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

<div align="center">LCAP Year 1: 2016-17</div>

Expected Annual Measurable Outcomes:	Maintain 100% of teachers fully credentialed and appropriately assigned or on a path to meet this requirement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements.	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district.	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

| The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential. | LEA-Wide | _X_ All
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OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | $0 |
| Develop a plan and metrics such that teacher ethnicity demographics mirror student ethnicity demographics. | LEA-Wide | _X_ All
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OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | $0 |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain 100% of teachers fully credentialed and appropriately assigned or on a path to meet this requirement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In this way, each new teachers quickly learn about the vision of his/her school and the district.		__Redesignated fluent English proficient __Other Subgroups: _____	
The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain 100% of teachers fully credentialed and appropriately assigned or on a path to meet this requirement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 1.2 All students have access to standards-aligned textbooks.		Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Per the Williams' settlement, all students must have standards-aligned textbooks. 100% of students had standards-aligned textbooks in 2013-14 and 2014-15 as measured by the annual Sufficiency of Textbooks report. Metric: Annual BOE resolution on the Sufficiency of Textbooks and Instructional Materials		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All (100%) students have access to standards-aligned textbooks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete the second year of a two year selection, adoption and implementation of textbooks aligned to the new California standards in English Language Arts. The selection process requires providing substitutes for classroom teachers so that they may hear from and respond to various textbook vendors. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation in three to four days of training in support of the new adoption. (Schools add or replace lost/damaged textbooks and renew consumable materials from school-based lottery funds.)	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All (100%) students have access to standards-aligned textbooks.

Actions/Services	Scope of Service	Pupils to be served within	Budgeted

		identified scope of service	Expenditures
Complete the second year of a two year selection, adoption and implementation of textbooks aligned to the new California standards in English Language Arts. The selection process requires providing substitutes for classroom teachers so that they may hear from and respond to various textbook vendors. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation in three to four days of training in support of the new adoption. (Schools add or replace lost/damaged textbooks and renew consumable materials from school-based lottery funds.)	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All (100%) students have access to standards-aligned textbooks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete the second year of a two year selection, adoption and implementation of textbooks aligned to the new California standards in English Language Arts. The selection process requires providing substitutes for classroom teachers so that they may hear from and respond to various textbook vendors. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation in three to four days of training in support of the new adoption. (Schools add or replace lost/damaged textbooks and renew consumable materials from school-based lottery funds.)	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 1.3 All 16 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT by 2018-19.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	FIT data for the 2013-14 school year showed 10 schools at the "Exemplary" or "Good" overall level. In 2014-15, that number decreased to 8. Metric: California Facility Inspection Tool (FIT)	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	At least 12 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
M&O employees: 1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district will implement a windows, paint, floors and doors project. Those schools with the lowest FIT rating will be serviced first.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	At least 14 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
M&O employees: 1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district will implement a windows, paint, floors and doors project. Those schools with the lowest FIT rating will be serviced first.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
M&O employees: 1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintain the exterior environs of each	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.			
The district will implement a windows, paint, floors and doors project. Those schools with the lowest FIT rating will be serviced first.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 2.1 All teachers in grades K-12 are implementing the new California Standards: ELA, math, Next Generation Science.	Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	California has replaced the former standards in ELA and math with the new California Standards in ELA and math. In 2013-14 and 2014-15 all elementary teachers and all secondary content teachers were using the district curriculum guides aligned to the new California standards in ELA and math. Teachers are currently using curriculum guides aligned to the former California standards in science. Metric: District curriculum guides in K-12 ELA, math and science.	

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA and math are based on the new California standards in ELA and math. (Teachers are still using curriculum guides align to former California science standards.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. The specific actions related to this action include salaries for all teachers, literacy/math coaches, Physical activity specialists, professional contracts and related costs.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teachers participate in awareness training related to the Next Generation Science standards (NGSS)and know the shifts and practices. They will also be trained in project-based learning aligned to the NGSS.	LEA-Wide; Teachers have an option of participating in 15-16 or 16-17 with the expectation that all teachers will be fully implementing NGSS during the 17-18 school year.	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district curriculum guides	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners	$0

based on experience, new knowledge and assessment results.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training and facilitated learning walks. These actions include all school administrators, educational services staff and computer techs.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A number of staff, programs and services support students with disabilities so that they have access to standards-aligned curriculum and other learning opportunities.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A number of other departments support classroom teachers and/or promote student success. These include any cost related to: Other General Business and fiscal services Purchasing Printing Services	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The Board of Education creates the vision for student learning and the superintendent moves that vision forward.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Literacy and math coaches provide additional teacher support in the elementary schools.	School-Wide; Elementary schools	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The ELD Coordinator supports schools in serving its English Learners and in meeting compliance requirements. She also coordinates training and Learning Walks.	LEA-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: _LTELs_	$0
All teachers of ELA and math will learn about their curriculum guides at the August 17 Teaching and Learning (Formerly PERCS) conference.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff in collaboration with principals well develop a learning walk protocol that collects data on alignment with curriculum guides.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teacher representatives will develop curriculum guides based on the NGSS.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA, math and science are based on the new California standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. The specific actions related to this action include salaries for all teachers, literacy/math coaches, Physical activity specialists, professional contracts and related costs.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Teachers participate in awareness training related to the Next Generation Science standards (NGSS)and know the shifts and practices. They will also be trained in project-based learning aligned to the NGSS.	LEA-Wide; Teachers have an option of participating in 15-16 or 16-17 with the expectation that all teachers will be fully implementing NGSS during the 17-18 school year.	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district curriculum guides based on experience, new knowledge and assessment results.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training and facilitated learning walks. These actions include all school administrators, educational services staff and computer techs.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A number of staff, programs and services support students with disabilities so that they have access to standards-aligned curriculum and other learning opportunities.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A number of other departments support classroom teachers and/or promote student success. These include any cost related to: Other General Business and fiscal services Purchasing	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Printing Services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Board of Education creates the vision for student learning and the superintendent moves that vision forward.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Literacy and math coaches provide additional teacher support in the elementary schools.	School-Wide; Elementary schools	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$0
The ELD Coordinator supports schools in serving its English Learners and in meeting compliance requirements. She also coordinates training and Learning Walks.	LEA-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: _LTELs_	$0
All teachers of ELA and math will learn about their curriculum guides at the August 17 Teaching and Learning (Formerly PERCS) conference.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff in collaboration with principals well develop a learning walk protocol that collects data on alignment with curriculum guides.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA, math and science are based on the new California standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers have all been trained in new	LEA-Wide	_X_All	$0

California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. The specific actions related to this action include salaries for all teachers, literacy/math coaches, Physical activity specialists, professional contracts and related costs.		-- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Teachers participate in awareness training related to the Next Generation Science standards (NGSS)and know the shifts and practices. They will also be trained in project-based learning aligned to the NGSS.	LEA-Wide; Teachers have an option of participating in 15-16 or 16-17 with the expectation that all teachers will be fully implementing NGSS during the 17-18 school year.	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district curriculum guides based on experience, new knowledge and assessment results.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training and facilitated learning walks. These actions include all school administrators, educational services staff and computer techs.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A number of staff, programs and services support students with disabilities so that they have access to standards-aligned curriculum and other learning opportunities.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth	$0

		_Redesignated fluent English proficient _Other Subgroups: _____	
A number of other departments support classroom teachers and/or promote student success. These include any cost related to: Other General Business and fiscal services Purchasing Printing Services	LEA-Wide	_X_All -- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	$0
The Board of Education creates the vision for student learning and the superintendent moves that vision forward.	LEA-Wide	_X_All -- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	$0
Literacy and math coaches provide additional teacher support in the elementary schools.	School-Wide; Elementary schools	_All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	$0
The ELD Coordinator supports schools in serving its English Learners and in meeting compliance requirements. She also coordinates training and Learning Walks.	LEA-Wide	_All -- OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: _LTELs_	$0
All teachers of ELA and math will learn about their curriculum guides at the August 17 Teaching and Learning (Formerly PERCS) conference.	LEA-Wide	_X_All -- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	$0
District staff in collaboration with principals well develop a learning walk protocol that collects data on alignment with curriculum guides.	LEA-Wide	_X_All -- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	$0

GOAL:	Goal 2.2 All elementary teachers and secondary teachers of ELA, ELD, math and science will implement the new English Language Development standards by 2017-18.	Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	In 2013-14 and 2014-15 all teachers were following district curriculum guides based on the former ELD standards. Curriculum guides in ELA, math, ELD and science need to be updated to include the new ELD standards. Metric: District Curriculum Guides	

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA, ELD and math have been aligned to the new California ELD standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer the K12 Insight EL Needs Assessment Survey to all staff. Data should be disaggregated by role (teacher, coach, administrator, counselors, etc.) Compare to the 2015-16 results.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Implement the three year professional development plan based on the K12 Insight Needs Assessment on English Learners. Use this year's needs assessment to adjust plan as necessary. Groups to include: Teachers: 1. Teachers of designated services 2. Teacher of integrated services Principals and Co-administrators: 1. Learning walk protocols 2. Ability to recognize high yield EL strategies Counselors/Advisers: Designated and integrated ELD SpEd Coordinators and service providers: 1. ELD Currilum goals in IEPs 2. ELD Assessment goals in IEPs Board: Awareness and rationale of designated and integrated ELD.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents of ELs: 1. ELD standards in designated and integrated settings 2. Instructional strategies 3. Home activities that support ELD			
Ed. Services staff, ELD coaches/coordinators, PD leaders and literacy coaches continue to participate in TOT standards training. In elementary school, ELD coaches participate in the RTI process and adjust learning based on data. Principals monitor classroom instruction and look for evidence of ELD standards.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Ed. Services staff will work with teachers to review and revise ELD curriculum guides. Include curriculum guides as training materials in the ELD Standards training activities. Publish the revised curriculum guides on the district website for each access by staff and parents.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides a dual immersion elementary school (English,Spanish.) Dual immersion threads continue at John Adams Middle School and Santa Monica High School. The district bestows the Certificate of Biliteracy to students who complete the program successfully.	School-Wide; Edison Language Academy	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

<div align="center">LCAP Year 2: 2017-18</div>

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA, ELD, math and science have been aligned to the new California ELD standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer the K12 Insight EL Needs Assessment Survey to all staff. Data should be disaggregated by role (teacher, coach, administrator, counselors, etc.) Compare to the 2015-16 results.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Implement the three year professional development plan based on the K12 Insight	Targeted	__All ---	$0

Needs Assessment on English Learners. Use this year's needs assessment to adjust plan as necessary. Groups to include: Teachers: 1. Teachers of designated services 2. Teacher of integrated services Principals and Co-administrators: 1. Learning walk protocols 2. Ability to recognize high yield EL strategies Counselors/Advisers: Designated and integrated ELD SpEd Coordinators and service providers: 1. ELD Currilum goals in IEPs 2. ELD Assessment goals in IEPs Board: Awareness and rationale of designated and integrated ELD. Parents of ELs: 1. ELD standards in designated and integrated settings 2. Instructional strategies 3. Home activities that support ELD		OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Ed. Services staff, ELD coaches/coordinators, PD leaders and literacy coaches continue to participate in TOT standards training. In elementary school, ELD coaches participate in the RTI process and adjust learning based on data. Principals monitor classroom instruction and look for evidence of ELD standards.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Ed. Services staff will work with teachers to review and revise ELD curriculum guides. Include curriculum guides as training materials in the ELD Standards training activities. Publish the revised curriculum guides on the district website for each access by staff and parents.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides a dual immersion elementary school (English,Spanish.) Dual immersion threads continue at John Adams Middle School and Santa Monica High School. The district bestows the Certificate of	School-Wide; Edison Language Academy	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth	$0

| | | Redesignated fluent English proficient |
| Biliteracy to students who complete the program successfully. | | __Redesignated fluent English proficient __Other Subgroups: _____ | |

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA, ELD, math and science have been aligned to the new California ELD standards.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer the K12 Insight EL Needs Assessment Survey to all staff. Data should be disaggregated by role (teacher, coach, administrator, counselors, etc.) Compare to the 2015-16 results.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Implement the three year professional development plan based on the K12 Insight Needs Assessment on English Learners. Use this year's needs assessment to adjust plan as necessary. Groups to include: Teachers: 1. Teachers of designated services 2. Teacher of integrated services Principals and Co-administrators: 1. Learning walk protocols 2. Ability to recognize high yield EL strategies Counselors/Advisers: Designated and integrated ELD SpEd Coordinators and service providers: 1. ELD Currilum goals in IEPs 2. ELD Assessment goals in IEPs Board: Awareness and rationale of designated and integrated ELD. Parents of ELs: 1. ELD standards in designated and integrated settings 2. Instructional strategies 3. Home activities that support ELD	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Ed. Services staff, ELD coaches/coordinators, PD leaders and literacy coaches continue to participate in TOT standards training. In elementary school, ELD coaches participate in the RTI process and adjust learning based on data. Principals monitor classroom instruction and look for evidence of ELD standards.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Ed. Services staff will work with teachers to review and revise ELD curriculum guides. Include curriculum guides as training materials in the ELD Standards training activities. Publish the revised curriculum guides on the district website for each access by staff and parents.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides a dual immersion elementary school (English,Spanish.) Dual immersion threads continue at John Adams Middle School and Santa Monica High School. The district bestows the Certificate of Biliteracy to students who complete the program successfully.	School-Wide; Edison Language Academy	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 3.1 Increase the percentage of families who feel welcomed, valued and connected in their school community.		Related State and/or Local Priorities: 1__ 2__ 3 _X_ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Collect baseline data in 2016-17 and develop annual benchmarks. Metric: Parent Engagement Survey; School Smarts participation data		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Collect baseline data in 2016-17 and disaggregate by school: % of parents who feel welcome % of parents who feel valued number of parents who participate in School Smarts

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The District in partnership with SMMPTA and SMMCTA, administers the Parent Engagement Survey in August/September annually. Results from the survey are used to inform PTA leadership, school site councils, district leadership and the Board.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Increase the number of EL parents on DELAC from one to two or three per school.	Targeted	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train elementary parents from under-represented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.	Targeted; Elementary schools	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Redesignated fluent English proficient __Other Subgroups: _____	
Community Liaisons facilitate parent involvement to students in under-performing subgroups. They direct parents to appropriate school and community resources and provide training to parents and caregivers: • Academic proficiency in standards • College and Career Readiness • GRIT and other non-cognitive skills. • Student advocacy • Rigorous coursework	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The approved LCAP is available in both English and Spanish by August 1 of each school year.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Hire a coordinator of parent and student engagement.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Update benchmarks based on 2016-17 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The District in partnership with SMMPTA and SMMCTA, administers the Parent Engagement Survey in August/September annually. Results from the survey are used to	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
inform PTA leadership, school site councils, district leadership and the Board.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Increase the number of EL parents on DELAC from one to two or three per school.	Targeted	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train elementary parents from under-represented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.	Targeted; Elementary schools	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Community Liaisons facilitate parent involvement to students in under-performing subgroups. They direct parents to appropriate school and community resources and provide training to parents and caregivers: • Academic proficiency in standards • College and Career Readiness • GRIT and other non-cognitive skills. • Student advocacy • Rigorous coursework	Targeted	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The approved LCAP is available in both English and Spanish by August 1 of each school year.	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Update benchmarks based on 2016-17 baseline data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.	Targeted	__All -- OR:	$0

		X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The District in partnership with SMMPTA and SMMCTA, administers the Parent Engagement Survey in August/September annually. Results from the survey are used to inform PTA leadership, school site councils, district leadership and the Board.	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Increase the number of EL parents on DELAC from one to two or three per school.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train elementary parents from under-represented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.	Targeted; Elementary schools	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Community Liaisons facilitate parent involvement to students in under-performing subgroups. They direct parents to appropriate school and community resources and provide training to parents and caregivers: • Academic proficiency in standards • College and Career Readiness • GRIT and other non-cognitive skills. • Student advocacy • Rigorous coursework	Targeted	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The approved LCAP is available in both English and Spanish by August 1 of each school year.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.1 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP ELA test to 80% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	To be college and/or career ready, students need to meet or exceed standards in ELA. Metric: Performance levels from the CAASPP in ELA.	
Goal Applies to:	Schools: Other: Students in grade 3-8 and grade 11 Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Increase CAASPP ELA Baseline Data to the following:

ELA

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
All	68	70		72		74		76		80	
W	79	80		80		80		80		80	
A	83	83		83		83		83		83	
H	49	55		61		68		74		80	
AA	44	51		58		66		73		80	

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
EL	31	41		51		60		70		80	
EO	72	74		75		77		78		80	
SWD	29	39		49		60		70		80	
Not SWD	72	74		75		77		78		80	
SED	50	56		62		68		74		80	
Not SED	71	73		75		76		78		80	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop district-wide, teacher-created interim assessments to monitor progress twice during the ear.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. In the SMMUSD, the RTI process begins with high-quality instruction and universal screening of all elementary children in the general education classroom. Based on assessment data, students participate in small groups for high quality reteaching, practice or enrichment. General classroom instructional assistants support elementary classrooms as well as those in the general education alternative setting. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Some do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. These children may need Tier III services: intensive, individualized or very small group approaches.	LEA-Wide; Students who are not making progress in reading as expected based on universal and/or progress monitoring tools.	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readers in grades TK-5</u>	$0
Students in grades 1 through 6 are identified to participate in the district's summer school program in reading. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher.	LEA-Wide; Students reading below grade level according to multiple measures, including RTI	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

In all grades, standards-based instruction and RTI are integral parts of the instructional program. Teachers and instructional assistants participate in two days of intensive literacy training.	assessments.	_X_ Other Subgroups: <u>Striving readers in grades 1-6</u>	
School guiding coalitions have been trained in Professional Learning Communities. All schools' teams will continue to evaluate and improve their Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS.)	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Students struggling academically.</u>	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>African American, Hispanic, SWD</u>	$0
Additional supplies and services support students' special assessment needs.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>SWD</u>	$0

<div align="center">LCAP Year 2: 2017-18</div>

Increase CAASPP ELA Baseline Data to the following:

ELA

		2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
		Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
Expected Annual Measurable Outcomes:	All	68	70		72		74		76		80	
	W	79	80		80		80		80		80	
	A	83	83		83		83		83		83	
	H	49	55		61		68		74		80	
	AA	44	51		58		66		73		80	

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
EL	31	41		51		60		70		80	
EO	72	74		75		77		78		80	
SWD	29	39		49		60		70		80	
Not SWD	72	74		75		77		78		80	
SED	50	56		62		68		74		80	
Not SED	71	73		75		76		78		80	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. In the SMMUSD, the RTI process begins with high-quality instruction and universal screening of all elementary children in the general education classroom. Based on assessment data, students participate in small groups for high quality reteaching, practice or enrichment. General classroom instructional assistants support elementary classrooms as well as those in the general education alternative setting. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Some do not progress as expected, even though they	LEA-Wide; Students who are not making progress in reading as expected based on universal and/or progress monitoring tools.	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Striving readers in grades TK-5	$0

participated in high-quality curriculum and received small and large group support. These children may need Tier III services: intensive, individualized or very small group approaches.			
Students in grades 1 through 6 are identified to participate in the district's summer school program in reading. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. In all grades, standards-based instruction and RTI are integral parts of the instructional program. Teachers and instructional assistants participate in two days of intensive literacy training.	LEA-Wide; Students reading below grade level according to multiple measures, including RTI assessments.	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readers in grades 1-6</u>	$0
School guiding coalitions have been trained in Professional Learning Communities. All schools' teams will continue to evaluate and improve their Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS.)	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Students struggling academically.</u>	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>African American, Hispanic, SWD</u>	$0
Additional supplies and services support students' special assessment needs.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>SWD</u>	$0
Develop district-wide, teacher-created interim assessments to monitor progress twice during the ear.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

Expected Annual Measurable Outcomes:	Increase CAASPP ELA Baseline Data to the following:

ELA

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
All	68	70		72		74		76		80	
W	79	80		80		80		80		80	
A	83	83		83		83		83		83	
H	49	55		61		68		74		80	
AA	44	51		58		66		73		80	

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
EL	31	41		51		60		70		80	
EO	72	74		75		77		78		80	
SWD	29	39		49		60		70		80	
Not SWD	72	74		75		77		78		80	
SED	50	56		62		68		74		80	
Not SED	71	73		75		76		78		80	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. In the SMMUSD, the RTI process begins with high-quality instruction and universal screening of all elementary children in the general education classroom. Based on assessment data, students participate in small groups for high quality reteaching, practice or enrichment. General classroom instructional assistants support elementary classrooms as well as those in the general education alternative setting. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Some do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. These children may need Tier III services: intensive, individualized or very small group approaches.	LEA-Wide; Students who are not making progress in reading as expected based on universal and/or progress monitoring tools.	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Striving readers in grades TK-5</u>	$0
Students in grades 1 through 6 are identified to participate in the district's summer school program in reading. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. In all grades, standards-based instruction and RTI are integral parts of the instructional program. Teachers and instructional assistants participate in two days of intensive literacy training.	LEA-Wide; Students reading below grade level according to multiple measures, including RTI assessments.	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Striving readers in grades 1-6</u>	$0
School guiding coalitions have been trained in Professional Learning Communities. All schools' teams will continue to evaluate and improve their Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS.)	LEA-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Students struggling academically.</u>	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners	$0

opportunity gaps.		__Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>African American, Hispanic, SWD</u>	
Additional supplies and services support students' special assessment needs.	LEA-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>SWD</u>	$0
Develop district-wide, teacher-created interim assessments to monitor progress twice during the ear.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.2 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP math test to 80% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	To be college and/or career ready, students need to **meet or exceed standards** in math. **In 2012-13, 72% of students were proficient or advanced in math.** Metric: Proficiency rates from the CAASPP in math.	
Goal Applies to:	Schools: Other: Grades 3 - 8, 11 Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities	

<table>
<tr><td colspan="3" align="center">LCAP Year 1: 2016-17</td></tr>
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Expected Annual Measurable Outcomes:

Increase by the following amounts:

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
All	57	62		66		71		75		80	
W	69	71		73		76		78		80	
A	78	78		79		79		80		80	
H	35	44		53		62		71		80	
A A	31	41		51		60		70		80	

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
EL	29	39		49		60		70		80	
EO	60	64		68		72		76		80	
SWD	23	34		46		57		69		80	
Not SWD	78	78		79		79		80		80	
SED	36	45		54		62		71		80	

| | Not SED | 60 | 64 | 68 | 72 | 76 | 80 |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students in grades 1 through 6 are identified to participate in the district's summer school program in math. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. Teachers and instructional assistants participate in two days of intensive literacy training.	LEA-Wide; Students performing not meeting standards in math according to multiple measures, including CAASPP assessments.	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Students struggling in math.	$0
Elementary schools are implementing RTI in math. Expenditures not already identifies in above goals include training and universal/progress monitoring tools.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, SWD	$0
Add a flexible, middle school summer program that provides targeted instruction in math to any student who needs it.	School-Wide; LMS, JAMS, Malibu	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Develop two district-wide, teacher-created interim assessments to monitor student progress throughout the year.	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Increase by the following amounts:

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
All	57	62		66		71		75		80	
W	69	71		73		76		78		80	
A	78	78		79		79		80		80	
H	35	44		53		62		71		80	
AA	31	41		51		60		70		80	

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
EL	29	39		49		60		70		80	
EO	60	64		68		72		76		80	
SWD	23	34		46		57		69		80	
Not SWD	78	78		79		79		80		80	
SED	36	45		54		62		71		80	
Not SED	60	64		68		72		76		80	

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students in grades 1 through 6 are identified to participate in the district's summer school program in math. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. Teachers and instructional assistants participate in two days of intensive literacy training.	LEA-Wide; Students performing not meeting standards in math according to multiple measures, including CAASPP assessments.	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Students struggling in math.	$0
Elementary schools are implementing RTI in math. Expenditures not already identifies in above goals include training and universal/progress monitoring tools.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, SWD	$0
Add a flexible, middle school summer program that provides targeted instruction in math to any student who needs it.	School-Wide; LMS, JAMS, Malibu	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop two district-wide, teacher-created interim assessments to monitor student progress throughout the year.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

		_Other Subgroups: _____	

Expected Annual Measurable Outcomes:

Increase by the following amounts:

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
All	57	62		66		71		75		80	
W	69	71		73		76		78		80	
A	78	78		79		79		80		80	
H	35	44		53		62		71		80	
AA	31	41		51		60		70		80	

Math

	2014-15	2015-16		2016-17		2017-18		2018-19		2019-20	
	Baseline	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*
EL	29	39		49		60		70		80	
EO	60	64		68		72		76		80	
SWD	23	34		46		57		69		80	
Not SWD	78	78		79		79		80		80	
SED	36	45		54		62		71		80	
Not SED	60	64		68		72		76		80	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR:	$0

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		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Students in grades 1 through 6 are identified to participate in the district's summer school program in math. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. Teachers and instructional assistants participate in two days of intensive literacy training.	LEA-Wide; Students performing not meeting standards in math according to multiple measures, including CAASPP assessments.	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Students struggling in math.</u>	$0
Elementary schools are implementing RTI in math. Expenditures not already identifies in above goals include training and universal/progress monitoring tools.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>African American, Hispanic, SWD</u>	$0
Add a flexible, middle school summer program that provides targeted instruction in math to any student who needs it.	School-Wide; LMS, JAMS, Malibu	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop two district-wide, teacher-created interim assessments to monitor student progress throughout the year.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.3 Seventy-five percent of students will graduate from high school meeting the a-g courses required for admission to UC/C's by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	In 2012-13 68% of all students met the a-g requirements. After years of plateau, the overall rate increased to 82% in 2014-15. Metric: California a-g rate	
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of students meeting a-g requirements will be no less that the following: All: 72% W: 73% A: 75% H: 69% AA: 64% SED: 66% EL: 49%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support.	LEA-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so	School-Wide; JAMS, LMS and Samohi	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: African American, Hispanic, first generation college-g	$0

that students have room in their schedules during the school year for AVID.			
Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials.	School-Wide; Samohi	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic	$0
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic, SWD	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica High School	__All --- OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	The percentage of students meeting a-g requirements will be no less that the following: All: 73% W: 74% A: 75% H: 71% AA: 67% SED: 69%

	EL: 57%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support.	LEA-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	School-Wide; JAMS, LMS and Samohi	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, first generation college-g	$0
Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials.	School-Wide; Samohi	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic	$0
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, SWD	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica High	__All --	$0

	School	OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2018-19</td></tr>
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Expected Annual Measurable Outcomes:	The percentage of students meeting a-g requirements will be no less that the following: All: 74% W: 74% A: 75% H: 73% AA: 71% SED: 72% EL: 66%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support.	LEA-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	School-Wide; JAMS, LMS and Samohi	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, first generation college-g	$0
Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified	School-Wide; Samohi	__All -- OR: _X_ Low Income pupils _X_ English Learners	$0

students enroll in SMC courses at no cost and the district provides instructional materials.		__Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>African American, Hispanic</u>	
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	LEA-Wide	__All --- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>African American, Hispanic, SWD</u>	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica High School	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.4 The percentage of English Learners making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	In 2014-15, 75.6% of English Learners made annual progress in learning English (AMAO 1) as measured by CELDT. Metric: CELDT, AMAO 1

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of English Learners making progress towards proficiency in English will exceed 60.5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Rather than having intervention delivered by either reading teachers or ELD coaches, create an elementary interventionist who is trained in both to support EL seamlessly.	School-Wide; Elementary schools	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train and monitor teachers in delivering designated/integrated ELD.	LEA-Wide	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The percentage of English Learners making progress towards proficiency in English will exceed 60.5%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Rather than having intervention delivered by either reading teachers or ELD coaches, create an elementary interventionist who is trained in both to support EL seamlessly.	School-Wide; Elementary schools	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Train and monitor teachers in delivering designated/integrated ELD.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percentage of English Learners making progress towards proficiency in English will exceed 60.5%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each	Targeted	__All --- OR: __Low Income pupils _X_ English Learners		$0

English Learner.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Rather than having intervention delivered by either reading teachers or ELD coaches, create an elementary interventionist who is trained in both to support EL seamlessly.	School-Wide; Elementary schools	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train and monitor teachers in delivering designated/integrated ELD.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.5 The English Learner reclassification rate will be no less than 12% by 2017-18.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	In 2014-15, the reclassification rate was 9.2% as measured by district reclassification rates. Metric: District reclassification rates based on multiple measures, including CELDT		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: English learners		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The district reclassification rate will equal or exceed 12%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary EL Benchmarks and metrics for measuring and monitoring academic growth, language proficiency and achievement.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary the EL Master Plan.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The district reclassification rate will equal or exceed 12%.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary EL Benchmarks and metrics for measuring and monitoring academic growth, language proficiency and achievement.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary the EL Master Plan.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

		LCAP Year 3: 2018-19	

Expected Annual Measurable Outcomes:	The district reclassification rate will equal or exceed 12%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary EL Benchmarks and metrics for measuring and monitoring academic growth, language proficiency and achievement.	Targeted	__All -- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Review and revise if necessary the EL Master Plan.	Targeted	__All -- OR:	$0

| | | __Low Income pupils <u>X</u> English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | |

GOAL:	Goal 4.6: The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	The percentage of students earning a 3, 4 or 5 on an AP exam in 2014-15 was 75% as measured by College Board. Metric: College Board AP Pass rates

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support. At Samohi, three student intervention specialists work with at risk freshmen.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support. At Samohi, three student intervention specialists work with at risk freshmen.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.

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

Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support. At Samohi, three student intervention specialists work with at risk freshmen.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 4.7 Increase the percentage of students in grade eleven who are classified as "College and Career Ready" as assessed by the CAASPP tests in ELA and math. (Spring 2015 CAASPP Baseline)	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Baseline data from 2014-15 CAASPP indicates that 7% of 11th graders were college-ready in math; 36% were college-ready in ELA. Metric: CAASPP, grade 11 in ELA and math	
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	CAASPP ELA Grade 11: 15% CAASPP Math Grade 11: 44%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rewrite this goal to include multiple measures of college and career readiness that align with national, state and local initiatives.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop remedies for seniors are are not designated as college and/or career ready by the end of grade eleven.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Offer a flexible, summer school course that targets students' need in math, using the UCLA diagnostic tool.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Increase the number of students who take four years of math.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Secondary schools employ counselors and/or advisors to support students' academic goals, beginning in grade six.	School-Wide; Secondary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop a five year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Add grades seven and eleven to Project Lead the Way.	School-Wide; Middle and High Schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Identify students in grade eleven who are conditionally "College-ready" based on the CAASPP in ELA and math. Counselors/advisors will work with students and their parents to ensure students are enrolled in a full schedule of rigorous courses in grade twelve, including math.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The technology department supports the needs of students and staff.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students participate in co-curricular sports and performing arts.	School-Wide; High Schools	_X_ All -- OR: __Low Income pupils __English Learners	$0

	__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	CAASPP ELA Grade 11: 13% CAASPP Math Grade 11: 42%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rewrite this goal to include multiple measures of college and career readiness that align with national, state and local initiatives.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop remedies for seniors are are not designated as college and/or career ready by the end of grade eleven.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Offer a flexible, summer school course that targets students' need in math, using the UCLA diagnostic tool.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Increase the number of students who take four years of math.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Secondary schools employ counselors and/or advisors to support students' academic goals, beginning in grade six.	School-Wide; Secondary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

		__Other Subgroups: _____	
Develop a five year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Add grades seven and eleven to Project Lead the Way.	School-Wide; Middle and High Schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Identify students in grade eleven who are conditionally "College-ready" based on the CAASPP in ELA and math. Counselors/advisors will work with students and their parents to ensure students are enrolled in a full schedule of rigorous courses in grade twelve, including math.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The technology department supports the needs of students and staff.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students participate in co-curricular sports and performing arts.	School-Wide; High Schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
LCAP Year 3: 2018-19			

| Expected Annual Measurable Outcomes: | CAASPP ELA Grade 11: 13% CAASPP Math Grade 11: 42% |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rewrite this goal to include multiple measures of college and career readiness that align with national, state and local initiatives.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop remedies for seniors are are not designated as college and/or career ready by the end of grade eleven.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Offer a flexible, summer school course that targets students' need in math, using the UCLA diagnostic tool.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Increase the number of students who take four years of math.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Secondary schools employ counselors and/or advisors to support students' academic goals, beginning in grade six.	School-Wide; Secondary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Develop a five year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners	$0

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Add grades seven and eleven to Project Lead the Way.	School-Wide; Middle and High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Identify students in grade eleven who are conditionally "College-ready" based on the CAASPP in ELA and math. Counselors/advisors will work with students and their parents to ensure students are enrolled in a full schedule of rigorous courses in grade twelve, including math.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The technology department supports the needs of students and staff.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students participate in co-curricular sports and performing arts.	School-Wide; High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 5.1 The district's average daily attendance rate will meet or exceed 95%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	In 2014-15, the district's average attendance rate was 95.2%. Metric: District Average Daily Attendance Rates as reported by Ed-Data.org.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The district's average daily attendance rate will meet or exceed 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues.They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Targeted	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	$0
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	Targeted	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides transportation services for school and school-related activities.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The district's average daily attendance rate will meet or exceed 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues. They	Targeted	__All ---	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	Targeted	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides transportation services for school and school-related activities.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The district's average daily attendance rate will meet or exceed 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth	$0

		__Redesignated fluent English proficient __Other Subgroups: _____	
A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues. They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$0
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	Targeted	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The district provides transportation services for school and school-related activities.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 5.2 The chronic absentee rate will be no more than 9% by 2016-17.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:

Trends in chronic absenteeism are as follows:

	2011-12	2012-13		2013-14		2014-15		2015-16	
	Actual	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*
All	8.6	10.4	11	5.3	10	10.8	9.5		9
W	N A	N A		4.8	10	9.8	9.5		9
A				2	10	4.8	9.5		9
H				6	10	13.1	9.5		9
A A				7.9	10	17.1	9.5		9

Metric: Attention to Attendance (A2A) "Chronic" and "Sever Chronic" absent rates.

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

The chronic absentee rate will be no more than :

All: 9%

W: 9%

A: 9%

H: 9%

AA: 9%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues.They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$0
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	LEA-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Targeted	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	The chronic absentee rate will be no more than : All: 9% W: 9% A: 9% H: 9% AA: 9%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions	LEA-Wide	_X_All --	$0

in academics, behavior and attendance.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues.They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Targeted	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$0
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	LEA-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Targeted	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	The chronic absentee rate will be no more than : All: 9% W: 9% A: 9% H: 9% AA: 9%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual Community liaisons work with school staff and families on attendance issues.They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Targeted	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	$0
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	LEA-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Targeted	__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 5.3 The eighth-grade drop-out rate will be no greater than 1%.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	The district's 8th grade drop-out rate for 2014-15 was 0%. Metric: CDE Dataquest number of drop-outs in grade eight divided by CDE Dataquest enrollment for grade eight.		
Goal Applies to:	Schools: Middle		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The eighth-grade drop-out rate will be no greater than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school counselors support the academic and social-emotional needs of students and their parents/caregivers.	School-Wide; Middle Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Professional development focuses on creating a culture that focuses on student success is every adult's responsibility.	School-Wide; Middle schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Middle schools students who are at risk of not promoting participate in summer school.	School-Wide; Middle school students	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual community liaisons serve families of at risk middle school students.	School-Wide; Middle Schools	__All --- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The eighth-grade drop-out rate will be no greater than 1%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school counselors support the academic and social-emotional needs of students and their parents/caregivers.	School-Wide; Middle schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Professional development focuses on creating a culture that focuses on student success is every adult's responsibility.	School-Wide; Middle schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Middle schools students who are at risk of not promoting participate in summer school.	School-Wide; Middle school students	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual community liaisons serve families of at risk middle school students.	School-Wide; Middle schools	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	The eighth-grade drop-out rate will be no greater than 1%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school counselors support the academic and social-emotional needs of students and their parents/caregivers.	School-Wide; Middle schools	_X_ All -- OR: __Low Income pupils __English Learners	$0

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Professional development focuses on creating a culture that focuses on student success is every adult's responsibility.	School-Wide; Middle schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Middle schools students who are at risk of not promoting participate in summer school.	School-Wide; Middle school students	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Bilingual community liaisons serve families of at risk middle school students.	School-Wide; Middle schools	__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 5.4 The high school drop-out rate will be no greater than 5% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Data for 2014-15 was not yet available. The district's cohort dropout rate for 2013-14 was: All: 5.2% W: 5.5% H: 5.7% AA: 5.2% EL: 10.5% SWD: 6.2% SED: 7.3% Metric: CDE Dataquest high school cohort drop-out rate	
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The high school drop rate will be no greater than: All: 3.3% W: 2.7% H: 3.9% AA: 4.9% EL: 7.1% SWD: 4.7% SED: 3.9%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Students who are credit deficient enroll in summer school and/or APEX online classes.	School-Wide; High schoools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
An interventionist works with athletes to ensure they are passing classes.	School-Wide; Samohi	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica HS	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The high school drop rate will be no greater than: ALL, W, H, AA, EL, SWD, SED: <= 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High Schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; High Schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Other Subgroups: _____	
Students who are credit deficient enroll in summer school and/or APEX online classes.	School-Wide; High schools	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
An interventionist works with athletes to ensure they are passing classes.	School-Wide; Samohi	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica HS	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The high school drop rate will be no greater than: ALL, W, H, AA, EL, SWD, SED: <= 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High Schools	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; High Schools	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Students who are credit deficient enroll in summer school and/or APEX online classes.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
An interventionist works with athletes to ensure they are passing classes.	School-Wide; Samohi	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
At Samohi, three student intervention specialists work with at risk freshmen.	School-Wide; Santa Monica HS	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 5.5 The high school graduation rate will be no less than 95% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Data for 2014-15 was not yet available. Cohort graduation rates for 2013-14 were: All: 92.5% W: 92.3% H: 91.2% AA: 93.1% EL: 82.9% SWD: 78.4% SED: 89.7% Metric: CDE Dataquest Cohort Graduation Rates	
Goal Applies to:	Schools: High School Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The high school graduation rate will be no less than: W: 95% H: 95% AA: 95% EL: 93% SWD: 92% SED: 95%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High schools		$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students identified as being at risk of not graduating are identified in grade 9. Student	School-Wide; Samohi	__All --	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Outreach Specialists support students, their teachers and their parents academically and social-emotionally and connect them to school and community resources.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Freshmen at risk of not graduating</u>	
Students who are credit deficient enroll in summer school and/or APEX online classes.	School-Wide; High schools	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>credit deficient students</u>	$0
An interventionist works with athletes to ensure they are passing classes.	School-Wide; Samohi	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>at risk athletes</u>	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The high school graduation rate will be no less than 95% for all subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High Schools		$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students identified as being at risk of not graduating are identified in grade 9. Student Outreach Specialists support students, their teachers and their parents academically and social-emotionally and connect them to school and community resources.	School-Wide; Samohi	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Freshmen at risk of not graduating</u>	$0

| Students who are credit deficient enroll in summer school and/or APEX online classes. | School-Wide; High schools | __All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
 X_Other Subgroups: credit deficient students | $0 |
| An interventionist works with athletes to ensure they are passing classes. | School-Wide; Samohi | __All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
 X_Other Subgroups: At risk athletes | $0 |

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	The high school graduation rate will be at least 95% for all subgroups.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	School-Wide; High Schools	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Students identified as being at risk of not graduating are identified in grade 9. Student Outreach Specialists support students, their teachers and their parents academically and social-emotionally and connect them to school and community resources.	School-Wide; Samohi	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups: Freshmen at risk of not graduating	$0
Students who are credit deficient enroll in summer school and/or APEX online classes.	School-Wide; High schools	__All --	$0

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: credit deficient students	
An interventionist works with athletes to ensure they are passing classes.	School-Wide; Samohi	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: At risk athletes	$0

GOAL:	Goal 6.1 The difference between the suspension rates and enrollment rates will not exceed 2% by 2019-20 and the overall suspension rate will not exceed 3%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 _X_ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	The district's overall suspension rate was 2% (211 out of 11,289) for the 2014-15 school year. Suspension and enrollment rates by subgroup are:

	% of ADA	2012-13		2013-14		2014-15	
		Susp. Rate	*Difference*	*Susp. Rate*	*Difference*	*Susp. Rate*	*Difference*
Hispanic	30	37	-7	36	-6	36	-6
African American	6	20	-14	14	-8	17	-11
EL	9	7	2	9	0	9	0
SED	27	51	-24	42	-15	47	-20
Overall		3		1		2	

According to the 2014-15 California Healthy Kids Survey, the percentage of students in grades 7, 9 and 11 who feel safe at school were:

7th Graders: 81%

9th Graders: 69%

11th Graders: 77%

Metric: CDE Dataquest Federal Suspension Rates And Enrollment Rates for 2013-14; 2014-15 California Healthy Kids Survey

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The overall suspension rate will not exceed 3%, and the difference between the suspension rates and enrollment rates will not exceed 2% 7th Graders: 80% The percentage of students who feel "very safe" or "safe" at school will be: 9th Graders: 80%

90

	11th Graders: 80%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0
School administrators have been trained and used alternatives to school suspension.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		$0

Security staff assist with keeping the secondary campuses safe.	School-Wide; Secondary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The overall suspension rate will not exceed 3%, and the difference between the suspension rates and enrollment rates will not exceed 2% 7th Graders: 80% The percentage of students who feel "very safe" or "safe" at school will be: 9th Graders: 80% 11th Graders: 80%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All --- OR:	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
School administrators have been trained and used alternatives to school suspension.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Security staff assist with keeping the secondary campuses safe.	School-Wide; Secondary schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The overall suspension rate will not exceed 3%, and the difference between the suspension rates and enrollment rates will not exceed 2% 7th Graders: 80% The percentage of students who feel "very safe" or "safe" at school will be: 9th Graders: 80% 11th Graders: 80%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
School administrators have been trained and used alternatives to school suspension.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Security staff assist with keeping the secondary campuses safe.	School-Wide; Secondary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 6.2 Maintain a student expulsion rate of no more than 1%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 _X_ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Three students for a rate of 0.04% were expelled in 2014-15. Metric: CDE Dataquest Federal Expulsion Rate

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain an expulsion rate of less than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain an expulsion rate of less than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain an expulsion rate of less than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and/or advisors support students' academic and social-emotional needs.	School-Wide; Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners	$0

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Assistant principals and house principals monitor and support student behavior.	School-Wide; Grant, Rogers, McKinley, Franklin, Roosevelt, Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Elementary schools implement the Olweus anti-bullying curriculum.	School-Wide; Elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	LEA-Wide	__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 7.1 The difference between the enrollment rate in AP classes and student demographic enrollment rates for grades 9-12 will be no more than 2% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 through 2015-16 were:

	2013-14		2014-15		2015-16		
	% 9-12 ADA	*% in AP(1 or more)*	*% 9-12 ADA*	*% in AP(1 or more)*	*% 9-12 ADA*	*% in AP(1 or more)*	
A	6	10	7	10	7	10	-3
AA	8	4	7	4	8	6	2
H	32	22	32	21	33	27	6
W	48	57	48	57	45	50	-5
SED	23	13	29	21	27	21	6

Metric: Unduplicated counts from 2014-15 Transcript data for students in grades 9-12

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than:

Subgroup	Difference
A	±2
AA	±2
H	±4
W	±3
SED	±4

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of students in Young Collegians.	School-Wide; High schools	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth	$0

		__Redesignated fluent English proficient __Other Subgroups: _____	
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High schools	__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	LEA-Wide; Middle and high schools	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic and First time college-goers	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than: Subgroup Difference A ±2 A A ±2

H	±2		
W	±2		
SED	±2		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of students in Young Collegians.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High schools	__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so	LEA-Wide; Middle and high schools	__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic and First time college-goers	$0

that students have room in their schedules during the school year for AVID.			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than: Subgroup Difference A ±2 A A ±2 H ±2 W ±2 SED ±2

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the number of students in Young Collegians.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High schools	__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth	$0

		__Redesignated fluent English proficient __Other Subgroups: _____	
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	LEA-Wide; Middle and high schools	__All --- OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: African American, Hispanic and First time college-goers	$0

GOAL:	Goal 8.1 The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less by 2016-17.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 X COE Only: 9__ 10__ Local: _____

Identified Need:	The percentage of secondary students who received a D or F in their second semester math class was 15% in 2014-15. Metric: Percent of students in grades 6 - 12 who have a D or F in second semester final math grades (Data extracted from Illuminate)

Goal Applies to:	Schools: Middle; High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Ensure textbook centers/libraries have sufficient scientific and/or graphing calculators such that students who do not have one can check one out for the school year.	School-Wide; Middle and high schools	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teachers have all been trained in new California standards in ELA and math,	LEA-Wide	X All --	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
including their major shifts and practices. They have also been trained on the online CAASPP tests. Literacy and math coaches provide additional teacher support in the elementary schools. The specific actions related to this action include salaries for all teachers, literacy/math coaches and associated benefits.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals such as grading practices, homework practices, etc.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Ensure textbook centers/libraries have sufficient scientific and/or graphing calculators such that students who do not have one can check one out for the school year.	School-Wide; Middle and high schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. Literacy and math coaches provide additional teacher support in the elementary schools. The specific actions related to this action include salaries for all teachers, literacy/math coaches and associated benefits.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals such as grading practices, homework practices, etc.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.	LEA-Wide	_X_ All -- OR:	$0

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		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Ensure textbook centers/libraries have sufficient scientific and/or graphing calculators such that students who do not have one can check one out for the school year.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. Literacy and math coaches provide additional teacher support in the elementary schools. The specific actions related to this action include salaries for all teachers, literacy/math coaches and associated benefits.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals such as grading practices, homework practices, etc.	LEA-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide; Middle and high schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

| | | _Other Subgroups: _____ | |

GOAL:	Goal 8.2 The percentage of English Learners classified as "Long Term English Learners" will be no more than 18% by 2016-17.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 X COE Only: 9__ 10__ Local: _____

Identified Need:	The percentage of English Learners classified as "Long Term English Learners" was 19.7% in 2015-16. Metric: % of LTELs (using CA definition; data extracted from Illuminate)

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of English Learners classified as "Long Term English Learners" will be no more than 18%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted; High school	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Annually, English Learners in grades 6-12 will be assessed for LTEL-status. LTEL's will be identified in the student information system (Illuminate.)	Targeted	__All --- OR: __Low Income pupils X English Learners	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The percentage of English Learners classified as "Long Term English Learners" will be no more than 18%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted; High school	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Annually, English Learners in grades 6-12 will be assessed for LTEL-status. LTEL's will be identified in the student information system	Targeted	__All --- OR:	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(Illuminate.)		__Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percentage of English Learners classified as "Long Term English Learners" will be no more than 18%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	LEA-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Targeted	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Targeted; High school	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Annually, English Learners in grades 6-12 will be assessed for LTEL-status. LTEL's will be	Targeted	__All ---	$0

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identified in the student information system (Illuminate.)		OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both.	Targeted	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 8.3 Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____
Identified Need:	Foster youth are more likely to drop out of high school than their non-foster peers. We need to maintain the rate of foster youth with a literacy, culmination or graduation and post-secondary plan of 100%. Metric: Local documents	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Foster youth	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) will assess the foster student and develop the appropriate plan.	Targeted	__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) will assess the foster student and develop the appropriate plan.	Targeted	__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.

Actions/Services	Scope of Service	Pupils to be served within	Budgeted

		identified scope of service	Expenditures
Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) will assess the foster student and develop the appropriate plan.	Targeted	__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

GOAL:	Goal 8.4 Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 15% by 2017-18.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____
Identified Need:	11.6% of graduates had successfully completed at least one dual or concurrent enrollment class during grades nine through twelve in 2014-15. Metric: Number of seniors who successfully completed at least one concurrent or dual enrollment course in high school dived by the total number of students (data from Illuminate.)	
Goal Applies to:	Schools: High School	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 14%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure SMC staff are present at all district counselor meetings so that information on dual enrollment and other resources are well known.	School-Wide; High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 15%.

Actions/Services	Scope of Service	Pupils to be served within	Budgeted

		identified scope of service	Expenditures
Ensure SMC staff are present at all district counselor meetings so that information on dual enrollment and other resources are well known.	School-Wide; High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	School-Wide; High schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 15%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure SMC staff are present at all district counselor meetings so that information on dual enrollment and other resources are well known.	School-Wide; High Schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Counselors and/or advisors provide academic and social-emotional supports to students.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Continue to work with the CTE Advisory and Board subcommittees to develop career	School-Wide; High schools	_X_ All ---	$0

| pathways and opportunities for dual enrollment courses. | | OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | |

GOAL:	Goal 8.5 The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Students who score a three or higher on an advanced placement exam are more likely to graduate college within five years. In 2011-15, 60.3% of seniors had scored a three or higher on at least one AP exam taken during grades nine through twelve. Metric: The College Board computes the district rate annually.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Work with consultation committee to increase this goal and to develop subgroup targets.	School-Wide; High Schools	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: H, AA	$0
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide; High Schools	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High Schools	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	LEA-Wide; JAMS, LMS, Samohi	__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic, First time college-goers	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide; High Schools	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High Schools	__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses.	LEA-Wide; JAMS, LMS, Samohi	__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient	$0

		X Other Subgroups: African American, Hispanic, First time college-goers	
Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.			

LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	School-Wide; High Schools	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	School-Wide; High Schools	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	School-Wide; High Schools	__All --- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	LEA-Wide; JAMS, LMS, Samohi	__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic, First time college-goers	$0

GOAL:	Goal 8.6 Transform elementary school sites from a K-5 site to a Preschool-5 school community.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____
Identified Need:	Currently, there are five elementary schools and five other district locations where students participate in preschool.There is no guarantee that a student will attend preschool where he/she will attend elementary school. There is a need to elevate the program to be Reggio-based, STEAM-inspired and SMMUSD-aligned. Moreover, moving to a PreK-5 model of an elementary school limits student transitions, increases family involvement and promotes staff collaboration. The district's most under-resourced students would be served at their neighborhood elementary school.		
Goal Applies to:	Schools: Other: Preschool		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	By 2016-17, two of eleven elementary schools will have transformed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An early learning team develops vision and provides leadership in early learning pathways. This team consists of the director of CDS, director of Prek-5 Curriculum and Instruction, Director of Special Education and assistant superintendent of educational services.	School-Wide; elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Seaside preschools apply a Reggio-inspired environment. Staff are trained in Reggio techniques. Classrooms and outside play areas reflect a Reggio mindset.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Preschool staff receive ongoing, high-quality training and coaching.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Federal, state and local financial assistance is available for low-income families.	School-Wide; elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth	$0

		__Redesignated fluent English proficient __Other Subgroups: _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	By 2016-17, four of eleven elementary schools will have transformed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An early learning team develops vision and provides leadership in early learning pathways. This team consists of the director of CDS, director of Prek-5 Curriculum and Instruction, Director of Special Education and assistant superintendent of educational services.	School-Wide; elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Seaside preschools apply a Reggio-inspired environment. Staff are trained in Reggio techniques. Classrooms and outside play areas reflect a Reggio mindset.	School-Wide; Elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Preschool staff receive ongoing, high-quality training and coaching.	School-Wide; Elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Federal, state and local financial assistance is available for low-income families.	School-Wide; elementary schools	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	By 2016-17, six of eleven elementary schools will have transformed.

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

An early learning team develops vision and provides leadership in early learning pathways. This team consists of the director of CDS, director of Prek-5 Curriculum and Instruction, Director of Special Education and assistant superintendent of educational services.	School-Wide; elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Seaside preschools apply a Reggio-inspired environment. Staff are trained in Reggio techniques. Classrooms and outside play areas reflect a Reggio mindset.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Preschool staff receive ongoing, high-quality training and coaching.	School-Wide; Elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
Federal, state and local financial assistance is available for low-income families.	School-Wide; elementary schools	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

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:	Goal 1.1 All teachers are credentialed for the subject(s) they teach OR are on a path to obtaining the appropriate credential.		Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:		Schools: All	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain 100% of teachers fully credentialed and appropriately assigned or on a path to meet this requirement.	Actual Annual Measurable Outcomes:	All teachers are fully credential and appropriately assigned or on a path to meet this requirement.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations	HR/PC 74000 LCFF Base Certificated 374,196 Classified 950,724 Benefits 523,520 Supplies 49,000 Services 2,369,430 Equipment 200,000 Total: 4,466,640	On-going.	LCFF Base Certificated 398,300 Classified 959,036 Benefits 514,698 Supplies 53,700 Services 467,577 Equipment 200,000 Total: 2,593,311 Note: There was an error reported in adopted budget for Services: Actual adopted amount was: 467,720.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The Beginning Teacher Support and Assessment (BTSA) program provides support to new	In-House SD (21400)	On-going.	LCFF Basese Certificated

teachers in completing credential requirements.	LCFF Base Certificated 129,875 Classified Benefits 30,037 Supplies 5,700 Services 13,900 Total 179,512		136,117 Classified 0 Benefits 41,049 Supplies 11,145 Services 17,955 Equipment 0 Total: 206,266
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district.	Title II Certificated 135,616 Classified 11,849 Benefits 33,048 (PD Grants)Supplies 148,000 Services	On-going.	Title II Certificated 122,054 Classified 10,664 Benefits 29,743 Supplies 133,200 Services Total 295,662
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Research best practices for recruiting certificated staff whose demographics align with student enrollment.	Cost included in the budget for Goal 1.1, Activity 1.	Delayed until 2016-17.	None.
Scope of Service:		Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____					__Other Subgroups: _____							

The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.	Included in Goal 1.1 Activity 1 expenditures.	On-going.	Included in Goal 1.1 Activity 1 estimated expenditures.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

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

Stakeholders and the Board are interested in developing a teacher staff with demographics that mirror our student population. Notably, about 30% of our students are Hispanic while just 16% of all teachers are Hispanic:

	2012-13				2013-14				2014-15			
	Asian	*White*	*African American*	*Hispanic*	*Asian*	*White*	*African American*	*Hispanic*	*Asian*	*White*	*African American*	*Hispanic*
Teachers	7	70	5	16	8	69	5	16	7	70	6	16
Students	7	51	6	30	7	52	6	29	7	51	6	30

Original GOAL from prior year LCAP:	Goal 1.2 All students have access to standards-aligned textbooks.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	All (100%) students have access to standards-aligned textbooks.	Actual Annual Measurable Outcomes:	All students have access to standards-aligned textbooks. The district continues to move forward with it's cycle of textbook adoption. This year, the following textbook adoptions/activities occurred: • New high school ELA textbooks aligned to new CA standards selected and purchased • Calculus books purchased • SPARK PE curriculum for elementary schools was adopted and purchased

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Complete the textbook purchase for the high school math textbooks that were aligned to the new California standards. Begin the first of a two year selection, adoption and implementation of textbooks aligned to the new California standards in English Language Arts. The selection process requires providing substitutes for classroom teachers so that they may hear from and respond to various textbook vendors. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation in three to four days of training in support of the new adoption. (An additional $500,000 will be allocated from one-time funds. Schools add or replace lost/damaged textbooks and renew consumable materials from school-based lottery funds.)	The $800,000 allocated to this activity is included in the budget in Goal 2.1, Activity 1.	The following adoptions are complete: -high school math textbooks -high school ELA -Elementary PE	$832,360
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All

OR:

__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient

_X_ All

OR:

__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient

__Other Subgroups: _____		__Other Subgroups: _____	
Librarian, elementary library coordinators and other library staff manage the textbook inventories.	Library 24200 LCFF Base Certificated 321,487 Classified 527,946 Benefits 447,272 Supplies 32,079 Services 55,300 Total: 1,384,084	On-going.	Library 24200 LCFF Base Certificated 319,700 Classified 535,966 Benefits 402,251 Supplies 36,348 Services 55,300 Equipment 0 Total: 1,349,565
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

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

Staff will proceed with the following adoption cycle.

Projected Date	Last Date	Subject & Grade Span
2013-14	2008	MS Math
2014-15	2008	ES , HS Math
2015-16		ELA 9-11 and ERWC 12, Calculus, SPARK
2016-17		ELA K-2, 3-5, 6-8,
2017-18		Sci 6-8
2018-19		Sci 9-12
2019-20		Sci K-5
2020-21		History 6-8, K-2
2021-22		History 9-12
2022-23		History 3-5

	2023-24		World Languages
	2024-25	2014-15	Start ELA

Original GOAL from prior year LCAP:	Goal 1.3 All 16 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT by 2018-19.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

| Expected Annual Measurable Outcomes: | At least 10 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT. | Actual Annual Measurable Outcomes: | Twelve of sixteen school are at Good or Exemplary: |

Twelve of sixteen school are at Good or Exemplary:

	2013	2014	2015
Cabrillo	Good	Fair	Good
Edison	Exemplary	Exemplary	Exemplary
Franklin	Fair	Fair	Good
Grant	Fair	Fair	Good
McKinley	Good	Fair	Good
Muir	Good	Good	Good
Point Dume	Good	Good	Good
Rogers	Fair	Fair	Fair
Roosevelt	Fair	Fair	Fair
SMASH	Good	Good	Good
Webster	Fair	Fair	Fair
JAMS	Good	Good	Good
Lincoln	Good	Good	Good
Malibu	Good	Good	Good
Olympic	Fair	Fair	Fair
Samohi	Good	Good	Good

LCAP Year: 2015-16

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

			Expenditures
M&O employees: 1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.	Operations 82000 LCFF Base Certificated Classified 3,707,988 Benefits 1,911,933 Books/Supplies 351,000 Services 2,778,039 Equipment 175,000 Total: 8,923,960	On-going.	LCFF Base Certificated Classified 3,867,468 Benefits 1,772,129 Supplies 395,000 Utility 2,710,000 Services 154,089 Equipment 265,445 Total: 9,164,131
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	When reviewing the FIT data, schools at "Fair" rating will require extensive painting, window and door replacements and new floor coverings. Therefore, the District will commence with the "Windows, Paint, Floors and Doors" project.		

Original GOAL from prior year LCAP:	Goal 2.1 All teachers in grades K-12 are implementing the new California Standards: ELA, math, Next Generation Science.	Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA and math are based on the new California standards in ELA and math. (Teachers are still using curriculum guides align to former California science standards.)	Actual Annual Measurable Outcomes:	100% of district curriculum guides in ELA and math are based on the new California standards in ELA and math:

New California Content Standards

	2014-15		2015-16		2016-17		2017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
ELA	100	100	100	100	100	100	100	100
Math	100	100	100	100	100	100	100	100
Science	0	0	0	0	0	0	100	100

All curriculum guides in ELA and math are aligned to the new California standards.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. The specific actions related to this action include salaries for all teachers, literacy/math coaches, Physical activity specialists, professional contracts and related costs.	Instructional 10000 Civic 54000 LCFF Base Certificated 39,095,275 Classified 2,677,355 Benefits 13,315,027 Supplies 1,290,071 Services 1,047,639 Total: 57,425,367	Complete.	10000, 54000 LCFF Base Certificated 41,662,031 Classified 2,970,447 Benefit 14,002,078 Supplies 964,612 Services 1,853,152 Equipment 33,835 Total: 61,486,155
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Teachers participate in awareness training related to the Next Generation Science standards (NGSS)and know the shifts and practices. They will also be trained in project-based learning aligned to the NGSS.	Expenditures included in Goal 2.1 Activity 1.	In progress.	GF estimated expenditures included in Goal 2.1 Activity 1. Supplemental Grant (Training) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district curriculum guides based on experience, new knowledge and assessment results.	Expenditures included in Goal 2.1 Activity 1.	Complete.	GF expenditures included in Goal 2.1 Activity 1. Supplemental Grant (Training) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR:		_X_ All -- OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks.

The certificated staff in Educational Services supports this work through training and facilitated learning walks.

These actions include all school administrators, educational services staff, and computer techs. | LCFF Base
School Administration(27000)
Certificated 3,570,964
Classified 2,605,444
Benefits 2,094,571
Books/Supplies 267,574
Services 118,719

Total: 8,657,272

Instructional Supervision (21000)

Certificated 742,114
Classified 1,424,604
Benefits 821,153
Books/Supplies 28,500
Services 7,204
Equipment 30,000

Total: 3,053,575 | In progress. | 27000

LCFF Base
Certificated 3,582,098
Classified 2,671,190
Benefits 2,330,855
Supplies 210,218
Services 131,340
Equipment 74,228

Total: 8,999,929 |
| Scope of Service: | LEA-Wide | Scope of Service: | LEA-Wide |

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

A number of staff, programs and services support students with disabilities so that they have access to standards-aligned curriculum and other learning opportunities.	Special education budget is included in Goal 2.1 Activity 1.	On-going.	Special education estimated expenditures is included in Goal 2.1 Activity 1.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

The Board of Education creates the vision for student learning and the superintendent moves that vision forward.	Board/Supt. 71100,71500,71800 LCFF Base Board Members 33,600 Certificated 239,200 Classified 237,582 Benefits 231,603 Supplies 13,300 Services 398,940 Total: 1,154,225	On-going..	71100, 71500, 71800, 71900 LCFF Base Certificated 248,080 Classified 280,324 Benefits 248,856 Supplies 17,300 Services 909,405 Equipment 36,328 Total: 1,740,293

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

A number of other departments support classroom teachers and/or promote student success. These include any cost related to: Other General Business and fiscal services Purchasing Printing Services	Other 72000 LCFF Base Certificated Classified 85,408 Benefits 92,047 Supplies 74,500 Services 1,624,130 Equipment 104,500 Total: 1,980,585 Business 73000/73100 LCFF Base Certificated Classified 1,260,810 Benefits 523,351 Supplies 23,700 Services 258,936 Total: 2,065,936 Purchasing 75300 LCFF Base Certificated Classified 306,422 Benefits 123,580 Supplies Services Total: 430,002	On-going.	Other 72000 LCFF Base Certificated 0 Classified 96,534 Benefits 92,410 Supplies 76,400 Services 1,452,494 Equipment 110,500 Total: 1,828,338 Business 73000/73100 LCFF Base Certificated 0 Classified 1,302,750 Benefits 535,971 Supplies 23,700 Services 300,975 Equipment 0 Purchasing

	Printing 75500 LCFF Base Certificated Classified 38,184 Benefits 28,702 Supplies 28,500 Services Equipment 15,000 Total: 53,986		75300 LCFF Base Certificated 0 Classified 302,114 Benefits 118,810 Supplies 4,995 Services 11,205 Equipment 0 Total: 437,124 Printing 75500 LCFF Base Certificated 0 Classified 39,466 Benefits 29,113 Supplies 28,000 Services -56,400 Equipment 15,000 Total: 55,179

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

Literacy and math coaches provide additional teacher support in the elementary schools.	General Fund Certificated 1,790,738 Classified 229,577 Benefits 363,068 Supplies 107,347 Services 635,363 Total: 2,615,093	On-going.	General Fund: Certificated 1,627,944 Classified 208,706 Benefits 330,062 Supplies 97,588 Services 577,603 Total 2,841,903 Supplemental Grant Certificated 474,039

			Classified Benefits 79,307 Supplies Services Total 553,346
Scope of Service:	School-Wide	**Scope of Service:**	School-Wide; Elementary

__All

OR:
_X_Low Income pupils _X_English Learners _X_Foster Youth
_X_Redesignated fluent English proficient
__Other Subgroups: _____

__All

OR:
_X_Low Income pupils _X_English Learners _X_Foster Youth
_X_Redesignated fluent English proficient
__Other Subgroups: _____

The ELD Coordinator supports schools in serving its English Learners and in meeting compliance requirements. She also coordinates training and Learning Walks.	Supplemental Grant Instructional Supervision (21000) Certificated 107,801 Classified 5,924 Benefits 40,415 Books/Supplies Services Equipment Total: 154,140	On-going.	Supplemental Grant Certificated 90,239 Classified 4,954 Benefits 32,930 Supplies Services Total 128,123
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide

__All

OR:
__Low Income pupils _X_English Learners __Foster Youth
_X_Redesignated fluent English proficient _X_Other Subgroups: LTELs

__All

OR:
__Low Income pupils __English Learners __Foster Youth
_X_Redesignated fluent English proficient
_X_Other Subgroups: LTELs

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders asked the question, what percent of teachers are actually using the curriculum guides? There is no data to measure this activity. The following steps were recommended: 1) Explicitly explain the curriculum guides to teachers. 2) Explicitly explain that there is no autonomy in what we want students to learn but there is in how instruction occurs. 3) Determine an easy protocol that principals can use to assess alignment to curriculum guides. This protocol should include what is collected, how data is shared with staff, how staff sets up improvement goals and how teachers who struggle will receive additional support. 4) Explicitly state the frequency that principals should capture curriculum guide alignment data.

Original GOAL from prior year LCAP:	Goal 2.2 All elementary teachers and secondary teachers of ELA, ELD, math and science will implement the new English Language Development standards by 2017-18.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	100% of district curriculum guides in ELA and ELD have been aligned to the new California ELD standards.	Actual Annual Measurable Outcomes:	Curriculum guides for designated ELD were to be updated/created this year. They were not. ELA curriculum guides were to be updated to include integrated ELD. They were not.

New California ELD Standards

	2014-15		2015-16		2016-17		2017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
ELA: Integrated	N A	N A	100	0	100		100	
Math: Integrated	N A	N A	0	0	100		100	
Science: Integrated	N A	N A	0	0	0	0	100	
ELD: Designated	100% Former Standards	100% Former Standards	100	0	100		100	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will work with K12 Insight in developing a needs assessment on teaching and supporting English Learners and administer to all staff. Data should be disaggregated by role (teacher, coach, administrator, counselors, etc.)	Cost already included in Goal 2.1 Activity 7. (K12 Contract resides in Supt.'s Office.)	This survey was not implemented.	No cost.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

Ed. Services staff will develop a three year professional development plan based on the K12 Insight Needs Assessment on English Learners. Training related to the ELD standards should be differentiated based on the needs of the various staff groups: Teachers: 1. Teachers of designated services 2. Teacher of integrated services Principals and Co-administrators: 1. Learning walk protocols 2. Ability to recognize high yield EL strategies SpEd Coordinators and service providers: 1. ELD Currilum goals in IEPs 2. ELD Assessment goals in IEPs Board: Awareness and rationale of designated and integrated ELD. Parents of ELs: 1. ELD standards in designated and integrated settings 2. Instructional strategies 3. Home activities that support ELD	Cost already included in Goal 2.1 Activity 4.	A plan was developed but based on data taken from teacher and administrator surveys and informal interviews.	Estimated expenditures already included in Goal 2.1 Activity 4.

Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

Ed. Services staff, ELD coaches/coordinators, PD leaders and literacy coaches continue to participate in TOT standards training. In elementary school, ELD coaches participate in the RTI process and adjust learning based on data. Principals monitor classroom instruction and look for evidence of ELD standards.	Cost already included in Goal 1.1, Activity 3 and Goal 2.1, Activities 1 and 4.	Learning walks were implemented but it was too soon to begin gathering data on EL strategies.	Estimated expenditures already included in Goal 1.1, Activity 3 and Goal 2.1, Activities 1 and 4.

Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
Ed. Services staff will work with teachers to develop curriculum guides that detail a well-articulated plan for designated ELD. Include curriculum guides as training materials in the ELD Standards training activities. Publish the curriculum guides on the district website for each access by staff and parents.	Cost already included in Goal 2.1, Activities 1 and 4.	Not completed. Moved over to 2016-17 school year.	No cost.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The district provides a dual immersion elementary school (English, Spanish.) Dual immersion threads continue at John Adams Middle School and Santa Monica High School. The district bestows the Certificate of Biliteracy to students who complete the program successfully.	Cost already included in Goal 2.1, Activity 1.	On-going.	Estimated expenditures already included in Goal 2.1, Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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 guides must be created to complete many of the actions in our plan. Dual immersion students who are ELs continue to significantly out perform all other ELs in the district. Since the guides are not created, we cannot evaluate actions in this area. This needs to be a priority for 2016-17.		

Original GOAL from prior year LCAP:	Goal 3.1 Increase the percent of parents who were "Satisfied" or "Very Satisfied" with the quality of their children's education to 95%.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	Increase the percent of parents who were "Satisfied" or "Very Satisfied" with the quality of their children's education to 92%.	Actual Annual Measurable Outcomes:	91% of parents were "Satisfied" or "Very Satisfied" with the quality of their children's education.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.	Supplemental Certificated Classified 371,025 Benefits 203,603 Supplies Services 2,000 Total: 576,628	On-going.	Supplemental Grant Classified 313,452 Benefits 149,830 Supplies 0 Services 0 Total 463,282
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The District in partnership with SMMPTA and SMMCTA, administers the Parent Engagement Survey in August/September annually. Results from the survey are used to inform PTA leadership, school site councils, district leadership and the Board.	Costs associated with this survey (K12 Insight contract) are already accounted for in Goal 2.1 Activity 7.	Survey completed.	Estimated expenditures associated with this survey (K12 Insight contract) are already accounted for in Goal 2.1 Activity 7.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Membership on the LCAP Parent Advisory Committee will include no fewer than six parents from the unduplicated and/or under-performing subgroups: English Learners, socio-economically disadvantaged students, students with disabilities, African American students and Hispanic students.	Costs for this item are already included in Goal 2.1 Activity 4.	Complete.	Estimated expenditures for this item are already included in Goal 2.1 Activity 4.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: SWD, African American, Hispanic		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: SWD, AA, H	
Increase the number of EL parents on DELAC from one to two or three per school.	Costs for this item are already included in Goal 2.1 Activity 4.	Complete.	Estimated expenditures for this item are already included in Goal 2.1 Activity 4.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Train elementary parents from under-represented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.	Costs for this item are already included in Goal 2.1 Activity 4.	Complete.	Gen. Fund expenditures for this item are already included in Goal 2.1 Activity 4. Supplemental Grant $13.500
Scope of Service:	Targeted	Scope of Service:	Targeted

__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Develop and publish the calendar of LCAP advisory groups (DELAC and Parent) such that the topics are chunked into manageable sessions (rather than everything in one or two meetings.) Consider incentives for parents who bring another parent who hasn't attended before. Provide translating as needed.	21000 LCFF Base Certificated 849,915 Classified 265,223 Benefits 1,165,305 Supplies 2,280,443 Services 861,568 Equipment 28,500 Total: 5,450,954	Complete.	21000 LCFF Base Certificated 880,624 Classified 268,302 Benefits 1,147,523 Supplies 2,296,449 Services 815,327 Equipment 33,423 Total: 5,441,648
Scope of Service:	Targeted	Scope of Service:	Charter-Wide
__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Community Liaisons facilitate parent involvement to students in under-performing subgroups. They direct parents to appropriate school and community resources and provide training to parents and caregivers: • Academic proficiency in standards • College and Career Readiness • GRIT and other non-cognitive skills. • Student advocacy • Rigorous coursework	Costs for this item are already included in Goal 3.1 Activity 1.	Complete.	Gen. Fund estimated expenditures for this item are already included in Goal 3.1 Activity 1. Supplemental Grant Classified 313,452 Benefits 149,830 Supplies 0

			Services 0 Total 463,282
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The approved LCAP is available in both English and Spanish by August 1 of each school year.	Costs for this item are already included in Goal 2.1 Activity 4.	Complete.	Estimated expenditures for this item are already included in Goal 2.1 Activity 4.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders were unhappy with this goal in general as they don't feel it provides sufficient information on how schools can improve. They want the goal rewritten as: Increase the percentage of families who feel welcome at school.		

Original GOAL from prior year LCAP:	Goal 4.1 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP ELA test. (Spring 2015 CAASPP baseline data)	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities

Expected Annual Measurable Outcomes: Increase 2014-15 CAASPP ELA Baseline Data by 2%

Actual Annual Measurable Outcomes:

Since students have not yet taken the 2015-16 CAASPP in ELA, only baseline data could be reviewed. However, stakeholders could compare SMMUSD to Los Angeles County and the state. Data was also reviwed by grade level, ethnicity, and other subgroups:

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*
District	NA	NA	NA	66	68		70		72	
County	NA	NA	NA	41	NA		NA		NA	
State	NA	NA	NA	44	NA		NA		NA	

CAASPP ELA Results by Grade Level

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*
3	NA	NA	NA	67	69					
4	NA	NA	NA	68	70					
5	NA	NA	NA	74	76					
6	NA	NA	NA	70	72					
7	NA	NA	NA	70	72					
8	NA	NA	NA	65	67					
11	NA	NA	NA	52	54					

CAASPP ELA Results by Ethnicity

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*	*Projected*	*Actual*
A	NA	NA	NA	81	83					

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
AA	NA	NA	NA	41	43					
H	NA	NA	NA	47	49					
W	NA	NA	NA	78	80					

CAASPP ELA Results by Economic Status

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SED	NA	NA	NA	47	49					
Not SED	NA	NA	NA	69	71					

CAASPP ELA Results by Disability Status

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SWD	NA	NA	NA	27	29					
Not SWD	NA	NA	NA	70	72					

CAASPP ELA Results by Languague Proficiency

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
EO	NA	NA	NA	70	72					
IFEP	NA	NA	NA	77	79					
RFEP	NA	NA	NA	61	63					
EL	NA	NA	NA	29	31					

Since there is only one year of data, stakeholders were unable to comment on the impact of services. There continues to be a gap in performance among subgroups: Hispanics, African Americans, SED, SWD and ELs.

	LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. In the SMMUSD, the RTI process begins with high-quality instruction and universal screening of all elementary children in the general education classroom. Based on assessment data, students participate in small groups for high quality reteaching, practice or enrichment. General classroom instructional assistants support elementary classrooms as well as those in the general education alternative setting. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Some do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. These children may need Tier IIII services: intensive, individualized or very small group approaches.	Costs for this item are already included in Goal 2.1 Activities 1 and 4.	Complete.	Gen. Fund estimated expenditures for this item are already included in Goal 2.1 Activities 1 and 4. Supplemental Grant (Lit. Coaches) Certificated 474,039 Classified 0 Benefits 79,307 Supplies 0 Services 0 Total 553,346
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readers in grades TK-5</u>		__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readings in TK-5.</u>	
Students in grades 1 through 6 are identified to participate in the district's summer school program in reading. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. In all grades, standards-based instruction and RTI are integral parts of the instructional program. Teachers and instructional assistants participate in two days of intensive literacy training.	Costs for this item are already included in Goal 2.1 Activities 1 and 4.	Complete.	Gen. Fund estimated costs for this item are already included in Goal 2.1 Activities 1 and 4. Supplemental Grant Certificated 10,330

			Classified 4,000 Benefits 2,720 Supplies 70,000 Services 0 Total 87,050
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide
__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readers in grades 1-6.</u>		__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Striving readers in grades 1-6.</u>	
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	Costs for this item are already included in Goal 2.1 Activities 1 and 4.	Complete.	Gen. Fund estimated expenditures for this item are already included in Goal 2.1 Activities 1 and 4. Supplemental Grant Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide
__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>Students at risk academically</u>		__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>AT-risk students</u>	
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Costs are included in the expenditures listed in Goal 2.1 Activity 4.	Completed.	Gen. Fund estimated expenditures are included in the expenditures listed in Goal 2.1

		Activity 4. Supplemental Grant $50,000	
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide
__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic, SWD		__All --- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H, SWD	
Additional supplies and services support students' special assessment needs.	Testing 31600 LCFF Base Certificated Classified 500 Benefits 121 Supplies 4,000 Services 57,750 Total: 62,371	On-going.	31600 LCFF Base Certificated Classified 500 Benefits 123 Supplies 18,170 Services 43,480 Equipment 0 Total: 62,273
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide
__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: SWD		__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: swd	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Recommendations include: 1) Develop a plan based on Dr. Noguera's findings and recommendations. 2) Communicate better the relevance of CAASPP results among students, parents and staff. 3) Develop a few district-wide interim assessments so that staff can measure progress during the year--don't wait for annual data to reflect and adjust as needed. 4) Ensure all students have access to technology during the school day so that lack of tech. literacy is minimized as impacting test scores.		

Original GOAL from prior year LCAP:	Goal 4.2 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP math test. (Spring 2015 CAASPP baseline data)	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities

Expected Annual Measurable Outcomes:	Increase 2014-15 CAASPP Math Baseline Data by 2%	Actual Annual Measurable Outcomes:	Since students have not yet taken the 2015-16 CAASPP in ELA, only baseline data could be reviewed. However, stakeholders could compare SMMUSD to Los Angeles County and the state. Data was also reviewed by grade level, ethnicity, and other subgroups:

CAASPP Math Results District Wide (Grades 3 - 8, 11)

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
District	NA	NA	NA	56	58					
County	NA	NA	NA	30	NA		NA		NA	
State	NA	NA	NA	33	NA		NA		NA	

CAASPP Math Results by Grade Level

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
3	NA	NA	NA	67	69					
4	NA	NA	NA	64	66					
5	NA	NA	NA	60	62					
6	NA	NA	NA	53	55					
7	NA	NA	NA	55	57					
8	NA	NA	NA	53	55					
11	NA	NA	NA	43	45					

CAASPP Math Results by Ethnicity

	2013-14		2014-15		2015-16		2016-17		20017-18	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
A	NA	NA	NA	75	77					

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 20017-18 | |
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
AA			NA	NA	NA	29	31			
H			NA	NA	NA	33	35			
W			NA	NA	NA	69	71			

CAASPP Math Results by Economic Status

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 20017-18 | |
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SED			NA	NA	NA	30	32			
Not SED			NA	NA	NA	59	61			

CAASPP Math Results by Disability Status

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 20017-18 | |
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SWD			NA	NA	NA	23	25			
Not SWD			NA	NA	NA	59	61			

CAASPP Math Results by Languauge Proficiency

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 20017-18 | |
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
EO			NA	NA	NA	60	62			
IFEP			NA	NA	NA	66	68			
RFEP			NA	NA	NA	46	48			
EL			NA	NA	NA	48	50			

Since there is only one year of data, stakeholders were unable to comment on the impact of services. There continues to be a gap in performance among subgroups: Hispanics, African Americans, SED, SWD and ELs.

LCAP Year: 2015-16	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures

Students in grades 1 through 6 are identified to participate in the district's summer school program in math. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. Teachers and instructional assistants participate in two days of intensive literacy training.	Costs are included in the expenditures of Goal 2.1 Activities 1 and 4.	Complete.	Gen. Fund estimated costs for this item are already included in Goal 2.1 Activities 1 and 4. Supplemental Grant Certificated 10,330 Classified 4,000 Benefits 2,720 Supplies 70,000 Services 0 Total 87,050
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Students struggling in math		__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: Students struggling with math	
Educational services staff will begin planning for implementation of RTI in elementary schools for the 16-17 school year.	Costs are included in the expenditures of Goal 2.1 Activities 1 and 4.	This has been delayed until teachers are proficient with RTI in literacy.	No Cost.,
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Students in grades TK-5.		__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: TK-5	
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Costs are included in the expenditures of Goal 2.1 Activities 1 and 4.	Plan is written and metrics are in progress.	Gen. Fund estimated expenditures are included in the expenditures of Goal 2.1 Activities 1 and 4. Supplemental Grant: $50,000

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

__All

OR:

_X_ Low Income pupils _X_ English Learners __Foster Youth

__Redesignated fluent English proficient _X_ Other Subgroups: <u>African American, Hispanic, SWD</u>

_X_ All

OR:

__Low Income pupils __English Learners __Foster Youth

__Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Recommendations include: 1) Develop a plan based on Dr. Noguera's findings and recommendations. 2) Communicate better the relevance of CAASPP results among students, parents and staff. 3) Develop a few district-wide interim assessments so that staff can measure progress during the year--don't wait for annual data to reflect and adjust as needed. 4) Ensure all students have access to technology during the school day so that lack of tech. literacy is minimized as impacting test scores.

Original GOAL from prior year LCAP:	Goal 4.3 Seventy-five percent of students will graduate from high school meeting the a-g courses required for admission to UC/C's by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners

Expected Annual Measurable Outcomes:	The percentage of students meeting a-g requirements will be no less that the following: All: 70% W: 72% A: 75% H: 67% AA: 60% SED: 63% EL: 40%	Actual Annual Measurable Outcomes:	2014-15 Data was not yet available so stakeholders reviewed data through 2013-14:

Actual Annual Measurable Outcomes:

2014-15 Data was not yet available so stakeholders reviewed data through 2013-14:

	2011-12	2012-13	2013-14		2014-15	
	Actual	*Actual*	*Actual*	*Goal*	*Actual*	*Goal*
All	72	68	72	69		70
W	78	71	78	72		72
H	65	63	65	65		67
AA	46	52	45	56		60
A	86	75	81	75		75
SED	58	57	67	60		63
EL		22	21	31		40

In 2013-14, all targets were met except African Americans and English Learners.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support.	Guidance 31100 LCFF Base Certificated 2,053,495 Benefits 659,125 Total: 2,712,620	On-going.	Guidance 31100 LCFF Base Certificated 2,217,552 Classified 166,168 Benefits 756,260 Supplies 0

			Services 0 Equipment 0 Total: 3,139,980
Scope of Service:	School-Wide; Middle and high schools.	Scope of Service:	School-Wide; Middle and high schools.
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	Costs are included in the expenditures of Goal 2.1 Activity 1.	Complete.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity 1. Supplemental Grant (Includes cost of tutors) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; JAMS, LMS, Samohi
__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: African American, Hispanic, first generation college-g		__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: AA, H, first generation college-goers	
Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified	Costs are included in the expenditures of Goal 2.1 Activity	Complete.	Estimated expenditures are included in the expenditures of

students enroll in SMC courses at no cost and the district provides instructional materials.	1.		Goal 2.1 Activity 1.
Scope of Service:	School-Wide	**Scope of Service:**	School-Wide; 9-12
__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic		__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H	
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	Costs are included in the expenditures of Goal 2.1 Activity 4.	Complete.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity 4. Supplemental Grant (PSAT Reg. Fees included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	**Scope of Service:**	School-Wide; Grade 10
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Costs are included in the expenditures of Goal 2.1 Activity 4.	In progress.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity

			4.
			Supplemental Grant $50,000
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide
__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>African American, Hispanic, SWD</u>		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: <u>AA, H, SWD</u>	
At Samohi, three student intervention specialists work with at risk freshmen.	Supplemental Grant Classified 180,015 Benefits 79,173 Total: 259,188	Completed.	Supplemental Grant Classified 133,598 Benefits 59,852 Supplies 0 Services 0 Total 193,449
Scope of Service:	School-Wide	**Scope of Service:**	School-Wide; Samohih
__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While most recent data was not available, stakeholders recommend staying the current course with eyes on the African American and English Learner subgroups.		

Original GOAL from prior year LCAP:	Goal 4.4 The percentage of English Learners making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The percentage of English Learners making progress towards proficiency in English will exceed 59%.	Actual Annual Measurable Outcomes:	Stakeholders did not have 15-16 Title III Accountability data based on 15-16 CELDT scores. However, based on years of CELDT trend data, the district continues to surpass the state target. In 2014-15, the SMMUSD exceeded the state target of 60.5% of students growing one level or more on CELDT by 15%.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
SMMUSD	68.4	75.5	69.8	71.9	75.6	
State Target	54.6	56	57.5	59	60.5	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Costs are included in the expenditures of Goal 2.1 Activity 1.	In progress.	Estimated expenditures are included in the expenditures of Goal 2.1 Activity 1.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Costs are included in the expenditures of Goal 2.1 Activity 1.	In progress.	Estimated Gen. fund expenditures are included in the expenditures of Goal 2.1 Activity

			1.
			Supplemental Grant
			Certificated 10,330 Classified 4,000 Benefits 2,720 Supplies 70,000 Services Total 87,050

Scope of Service:	Targeted	Scope of Service:	Targeted

__All

OR:
__Low Income pupils _X_ English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

__All

OR:
__Low Income pupils _X_ English Learners __Foster Youth
__Redesignated fluent English proficient _X_ Other Subgroups: _LTELS_

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Stakeholders reviewed years of CELDT and Title III Accountability data. English Learners continually show they are growing in English proficiency. Strategies/actions appear to support this goal. It is recommended that additional interim metrics be used to measure EL progress throughout the school year:
 1) Grades
 2) Attemdamce
 3) Length of time as EL

 Also, stakeholders feel considerable professional development should be provided to teachers, counselors/advisors, administrators, students and parents. |

Original GOAL from prior year LCAP:	Goal 4.5 The English Learner reclassification rate will be no less than 12% by 2017-18.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The district reclassification rate will equal or exceed 10%.	Actual Annual Measurable Outcomes:	Stakeholders had three years of EL reclassification data but no data for the current school year (2015-16). 2014-15 was the first year that a goal was set: 8% of ELs would be reclassified. The actual rate was 9.2%. While that is a good increase, the district does want to work towards a rate of 12% by 2016-17:

	2012-13	2013-14	2014-15		2015-16		2016-17	
	Actual	*Actual*	*Actual*	*Goal*	*Actual*	*Goal*	*Actual*	*Goal*
	6.8	7.9	9.2	8		10		12

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Costs are included in the expenditures of Goal 2.1 Activity 1.	Completed.	Estimated expenditures are included in the expenditures of Goal 2.1 Activity 1.
Scope of Service:	Targeted	**Scope of Service:**	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Establish EL Benchmarks and metrics for measuring and monitoring academic growth, language proficiency and achievement.	Costs are included in the expenditures of Goal 2.1 Activities 1 and 4.	Not conmplete.	No cost.
Scope of Service:	Targeted	**Scope of Service:**	Targeted

__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Develop an EL Master Plan.	Costs are included in the expenditures of Goal 2.1 Activity 4.	Not complete.	No cost.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It appears that activities and services are meeting the needs of ELs as it relates to reclassification. However, stakeholders want additional interim data to be monitored for ELs, including: 1) Grades 2) Attendance 3) Length of time in EL program		

Original GOAL from prior year LCAP:	Goal 4.6: The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%.	Actual Annual Measurable Outcomes:	Stakeholders did not yet have 2015-16 data; however, they reviewed trend data through 2013-14: 2011-12 2012-13 2013-14 2014-15 SMMUSD 75 72 73 75 Goal 70 70 There was a two percent increase in percentage of students earning a 3 or higher on AP exams in 2013-14, which is well above the target of 70%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support. At Samohi, three student intervention specialists work with at risk freshmen.	Costs are included in goal 4.3 Activity 1.	In progress.	Estimated expenditures are included in goal 4.3 Activity 1.
Scope of Service:	LEA-Wide	Scope of Service:	School-Wide; Grades 6-12
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It appears that current actions and services are supporting this goal. Stakeholders recommend that these actions be continued.		

Original GOAL from prior year LCAP:	Goal 4.7 Increase the percentage of students in grade eleven who are classified as "College and Career Ready" as assessed by the CAASPP tests in ELA and math. (Spring 2015 CAASPP Baseline)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	CAASPP ELA Grade 11: Baseline year (2014-15) + 1% CAASPP Math Grade 11: Baseline year (2014-15) + 1%	Actual Annual Measurable Outcomes:	2015-16 data is not yet available. However, baseline data was reported. Note that the table below contains CST data through 2013-14 and CAASPP data for 2014-15 and moving forward:

	2012-13 (CST)	2013-14 (CST)	2014-15 (CAASPP)	2015-16 (CAASPP)
EAP CCR Math District	17	20	7	
EAP CCR Math CA	15	14	11	
LCAP Target				8
	2012-13 (CST)	2013-14 (CST)	2014-15 (CAASPP)	2015-16 (CAASPP)
EAP CCR ELA District	39	42	36	
EAP CCR ELA CA	23	23	25	
LCAP Target				37

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Secondary schools employ counselors and/or advisors to support students' academic goals, beginning in grade six.	Costs are included in the expenditures of Goal 4.3 Activity 1.	On-going.	Estimated expenditures are included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; 6-12
_X_ All --- OR:		_X_ All --- OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Revise Individualized Learning Plan (ILP) for English Learners in grades 6 - 12 to include goals, benchmarks and metrics for college and career readiness. Include CTE courses, dual enrollment courses, internships and senior year classes (based on CAASPP college readiness level.)	Costs are included in the expenditures of Goal 2.1 Activity 1.	Not complete.	No Cost.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Develop a five year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components.	Costs are included in the expenditures of Goal 2.1 Activity 4.	Not complete.	Estimated expenditures are included in the expenditures of Goal 2.1 Activity 4.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	Costs are included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated expenditures are included in the expenditures of Goal 2.1 Activity 4.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Secondary
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

Add grades six and ten to Project Lead the Way.	Costs are included in the expenditures of Goal 2.1 Activity 4.	Grades 7 and 10 added.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity 4. Supplemental Grant (for training) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; LMS, JAMS,Samohi
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Identify students in grade eleven who are conditionally "College-ready" based on the CAASPP in ELA and math. Counselors/advisors will work with students and their parents to ensure students are enrolled in a full schedule of rigorous courses in grade twelve, including math.	Costs are included in the expenditures of Goal 4.3 Activity 1.	In progress.	Estimated expenditures are included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The technology department supports the needs of students and staff.	Computer 77000	On-going.	Computer 77000 LCFF Base

	LCFF Base Certificated Classified 261,194 Benefits 103,647 Supplies 22,500 Services 599,800 Total: 987,141		Certificated 0 Classified 271,495 Benefits 108,584 Supplies 22,500 Services 633,556 Equipment 58,169 Total: 1,094,304
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

Students participate in co-curricular sports and performing arts.	Athletics 42000 LCFF Base Certificated 95,836 Classified 221,183 Benefits 164,453 Supplies 5,000 Services 94,290 Total: 580,762	On-going.	Athletics 42000 LCFF Base Certificated 95,836 Classified 221,115 Benefits 50,619 Supplies 2,270 Services 96,745 Equipment 0 Total: 466,585
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 9-12

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders felt that the decrease in CCR rates was likely the result of moving from the CSTs to the CAASPP test and anticipate a significant increase with 2015-16 data. Given the insufficient trend data, it is too early to determine if activities are having any effect on subgroup or school data. The district should precede with currents activities, mindful that additional trend data will

better guide the work. The following was suggested for additional work in 2016-17 plan:

1) Add strategies in the curriculum guides (ELA, math) that are specific to ELs and SWD.

2) Consider working with UCLA or equivalent as the district is currently doing in elementary schools. This would include a secondary focus on pedagogy, alignment and classroom learning walks.

3) Move ahead with "remedies" including the Expository Reading and Writing Course (via CSU) in Grade 12 ELA and with dual enrollment courses for 12th graders.

4) Maximize the numbers of seniors who are taking a fourth year of math.

5) Consider summer interventions for students in grades 6 - 10 who are not meeting standards in math. Identify using UCLA diagnostic tools and target interventions to what students need.

Original GOAL from prior year LCAP:	Goal 5.1 The district's average daily attendance rate will meet or exceed 95%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The district's average daily attendance rate will meet or exceed 95%.	Actual Annual Measurable Outcomes:	The district's average daily attendance continues to be above 95% although this year's data is not yet available:

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
% ADA	95.1	94.6	95.1	95.4	95.2	
ADA	10,995	10,846	10,859	10,817	10,750	
Enrollment	11,562	11,468	11,417	11,341	11,289	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	LCFF Base Certificated 469,768 Classified 148,034 Benefits 226,875 Supplies 7,000 Services 115,000 Total: 967,327	On-going	31300, 39000 LCFF Base Certificated 882,743 Classified 150,993 Benefits 351,255 Supplies 9,180 Services 146,542 Equipment 0 Total: 1,540,713
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_ All	_X_ All
---	---
OR:	OR:
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

Bilingual Community liaisons work with school staff and families on attendance issues.They are	Cost is included in expenditures	On-going.	Estimated gen. fund expenditures

trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	for Goal 3.1 Activity 1.		included in expenditures for Goal 3.1 Activity 1. Supplemental Grant Classified 313,452 Benefits 149,830 Supplies Services Total 463,282
Scope of Service:	Targeted	**Scope of Service:**	Targeted
__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	Cost is included in expenditures for Goal 2.1 Activity 4.	Complete.	Estimated expenditures are included in expenditures for Goal 2.1 Activity 4.
Scope of Service:	Targeted	**Scope of Service:**	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Supplemental Grant Certificated 103,762 Benefits 17,930 Services 75,000 Total: 196,692	Complete.	Supplemental Grant (less than half a year) Classified 31,904 Benefits 14,293 Supplies 0 Services 0 Total 46,197
Scope of Service:	LEA-Wide	**Scope of Service:**	LEA-Wide

__All		__All	
--		--	
OR:		OR:	
_X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources.	Health 31400 LCFF Base Certificated 573,200 Classified 193,982 Benefits 234,474 Supplies 15,144 Services 5,400 Total: 1,022,200	On-going.	Health 31400 LCFF Base Certificated 595,445 Classified 233,092 Benefits 236,956 Supplies 14,875 Services 5,521 Equipment 0 Total: 1,085,889
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All		_X_ All	
--		--	
OR:		OR:	
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The district provides transportation services for school and school-related activities.	Transportation 36000 LCFF Base Certificated Classified 1,062,509 Benefits 658,192 Supplies 240,000 Services 47,600 Equipment 85,000 Total: 2,008,301	On-going.	Transportation 36000 LCFF Base Certificated 0 Classified 1,099,700 Benefits 630,887 Supplies 225,309 Services 62,291 Equipment 85,000 Total: 2,103,187
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All		_X_ All	
--		--	
OR:		OR:	
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

| __Other Subgroups: _____ | __Other Subgroups: _____ |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Attention to attendance has increased awareness and monitoring of absenteeism, resulting in improved attendance. A mental health case manager to support schools in providing services to SED families has been hired but it is too early to analyze any impact. Stakeholders recommend no changes in actions or expenditures. |

Original GOAL from prior year LCAP:	Goal 5.2 The chronic absentee rate will be no more than 9% by 2016-17.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White		
Expected Annual Measurable Outcomes:	The chronic absentee rate will be no more than: All: 9.5% W: 9.5% A: 9.5% H: 9.5% AA: 9.5%	Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.	Costs already accounted for in Goal 5.1 Activity 1.	On-going.	Estimated expenditures are already accounted for in Goal 5.1 Activity 1.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Bilingual Community liaisons work with school staff and families on attendance issues.They are trained annually on Attention to Attendance procedures and communications and how to log in to the parent portal. In this way, they can assist parents.	Costs already accounted for in Goal 3.1 Activity 1.	On-going.	Estimated gen. fund expenditures already accounted for in Goal 3.1 Activity 1. Supplemental

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			Grant
			Classified 313,452 Benefits 149,830 Supplies 0 Services 0 Total 463,282
Scope of Service:	Targeted	**Scope of Service:**	Targeted
__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
The importance of regular school attendance is a topic at ELAC/DELAC meetings. Staff show parents/caregivers copies of the letters and train them in logging into the parent portal to monitor their children's attendance.	Costs already accounted for in Goal 2.1 Activity 4.	Complete.	Estimated expenditures already accounted for in Goal 2.1 Activity 4.
Scope of Service:	Targeted	**Scope of Service:**	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Included in the cost of Goal 5.1 Activity 4.	Complete.	Supplemental Grant Classified 31,904 Benefits 14,293 Supplies 0 Services 0 Total 46,197
Scope of Service:	LEA-Wide	**Scope of Service:**	
__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		__All --- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

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

Original GOAL from prior year LCAP:	Goal 5.3 The eighth-grade drop-out rate will be no greater than 1%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The eighth-grade drop-out rate will be no greater than 1%.	Actual Annual Measurable Outcomes:	The district continues to maintain a very low drop-out rate with 8th graders. There were none for the 2014-15 school year.

	2011-12	2012-13	2013-14	2014-15	2015-16
Rate	0.4	0.1	0.3	0.0	
Dropouts	4	1	3	0	
Total 8th grade class	941	896	881	877	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Middle school counselors support the academic and social-emotional needs of students and their parents/caregivers.	Costs already accounted for in Goal 4.3 Activity 1.	On-going.	Estimated expenditures already accounted for in Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 6-8
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Professional development focuses on creating a culture that focuses on student success is every adult's responsibility.	Professional development expenditures are include in Goal 1.1 Activities 2 and 3 and Goal 2.1 Activity 4.	On-going.	Estimated gen. fund expenditures are include in Goal 1.1 Activities 2 and 3 and Goal 2.1 Activity 4.

			Supplemental Grant (PLC's included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Middle schools students who are at risk of not promoting participate in summer school.	Supplemental Certificated 79,612 Classified Benefits 12,190 Materials Services	On-going.	Supplemental Grant Certificated 10,330 Classified 4,000 Benefits 2,720 Supplies 70,000 Services Total 87,050
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 6-8
__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Bilingual community liaisons serve families of at risk middle school students.	Cost included in the expenditures of Goal 3.1 Activity 1.	On-going.	Estimated gen. fund expenditures included in the expenditures of Goal 3.1 Activity 1. Supplemental

			Grant
			Classified 313,452 Benefits 149,830 Supplies Services Total 463,282
Scope of Service:	School-Wide	Scope of Service:	School-Wide; LMS, JAMS, MMS
__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders recommend we continue the current course of actions.		

Original GOAL from prior year LCAP:	Goal 5.4 The high school drop-out rate will be no greater than 5% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 _X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities

Expected Annual Measurable Outcomes:	The high school drop rate will be no greater than: All: 5.1% W: 5.3% H: 5.4% AA: 5.1% EL: 8.3% SWD: 5.7% SED: 6.4%	Actual Annual Measurable Outcomes:	Stakeholders reviewed data through 2013-14:

Stakeholders reviewed data through 2013-14:

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2014-15 Goal	2015-16 Actual	2015-16 Goal	2016-17 Actual	2016-17 Goal
All:	3.5	5.2		3.4		3.3		3.3
W:	2.7	5.5		2.7		2.7		2.7
H:	4.8	5.7		4.5		4.2		3.9
AA:	6.7	5.2		6.1		5.5		4.9
EL:	11.1	10.5		9.8		8.4		7.1
SWD:	6.4	6.2		5.8		5.3		4.7
SED:	4.8	7.3		4.5		4.2		3.9

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors provide academic and social-emotional supports to students.	Cost included in the expenditures of Goal 4.3 Activity 1.	On-going.	Estimated expenditures included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 6-12

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

Students who are credit deficient enroll in summer school and/or APEX online classes.	Cost included in the expenditures of Goal 2.1 Activities 1 and 4.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activities 1 and 4.

Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 9-12

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

An interventionist works with athletes to ensure they are passing classes.	Cost included in the expenditures of Goal 2.1 Activity 1.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activity 1. Supplemental Grant (0.5 FTE interventionist included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624

Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

_X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

At Samohi, three student intervention specialists work with at risk freshmen.	Supplemental Grant Classified 180,015	On-going.	Supplemental Grant

			Classified 133,598 Benefits 59,852 Supplies Services Total 193,449
	Benefits 79,173 Total: 259,188		
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi
__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders request: 1) Collect history of services and interventions of "drop-out" so that this can be reviewed by stakeholders next year. 2) Correlation between D/F rate and drops 3) Rate of transfer BACK from Olympic to MHS or Samohi. 4) Drop-out students qualitative feedback gained through focus groups. 5) Add an additional LCAP-funded activity to support transition from middle to high school for students most at risk. 6) There was a request to lower 9th grade class size but the cost to do that is prohibitive.		

Original GOAL from prior year LCAP:	Goal 5.5 The high school graduation rate will be no less than 95% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities

Expected Annual Measurable Outcomes:	The high school graduation rate will be no less than: W: 95% H: 92% AA: 93% EL: 85% SWD: 87% SED: 92%	Actual Annual Measurable Outcomes:	2014-15 graduation data was not yet available for stakeholders to review. However, they examined the data below:

Actual Annual Measurable Outcomes detail:

	2012-13	2013-14	2014-15	
	Actual	*Actual*	*Goal*	*Actual*
All:	94	93	95	
W:	95	92	95	
H:	90	91	91	
AA:	92	93	93	
EL:	80	83	83	
SWD:	84	78	86	
SED:	91	90	91	

In reviewing the two years of data, the overall district graduation rate decreased by 1%, as did the White, SED and SWD subgroups. However, African Americans and Hispanics increased by 1%. English Learners increased by 3%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors provide academic and social-emotional supports to students.	Cost included in the expenditures of Goal 4.3 Activity 1.	On-going	Estimated expenditures included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide;

			6-12
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Students identified as being at risk of not graduating are identified in grade 9. Student Outreach Specialists support students, their teachers and their parents academically and social-emotionally and connect them to school and community resources.	Cost included in the expenditures of Goal 4.3 Activity 1.	On-going.	Estimated gen. fund expenditures included in the expenditures of Goal 4.3 Activity 1. Supplemental Grant Classified 133,598 Benefits 59,852 Supplies Services Total 193,449
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi
__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Freshmen at risk of not graduating		__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Freshmen at risk of not graduating.	
Students who are credit deficient enroll in summer school and/or APEX online classes.	Cost included in the expenditures of Goal 2.1 Activities 1 and 4.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activities 1 and 4.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grades 9-12
__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Credit		__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: credit-	

deficient students		deficient students	
An interventionist works with athletes to ensure they are passing classes.		On-going.	Supplemental Grant (0.5 FTE interventionist included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi
__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: At risk athletes		__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: At risk athletes	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Counselors and advisors have provided academic and social-emotional supports to students to address needs of all students. All students are enrolled in summer school and/or APEX online learning if they become credit-deficient. Despite having sufficient trend data, the stakeholders made the following recommendations: 1) Track the progress of the athletic interventionist at Samohi. 2) Track students who graduate from Samohi or Malibu who were served by Olympic previously.		

Original GOAL from prior year LCAP:	Goal 6.1 The difference between the suspension rates and enrollment rates will not exceed 2% by 2019-20 and the overall suspension rate will not exceed 3%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners

Expected Annual Measurable Outcomes:

The overall suspension rate will not exceed 3%, and the difference between the suspension rates and enrollment rates will not exceed:

	Suspension %	Enrollment %	Difference
H	33	29	-4
AA	15	6	-9
EL	9	9	0
SED	43	26	-17

The percentage of students who feel "very safe" or "safe" at school will be:

7th Graders: 78%

9th Graders: 78%

11th Graders: 80%

Actual Annual Measurable Outcomes:

Stakeholders reviewed the following data:

	% of District ADA	2012-13		2013-14		2014-15		2015-16	
		Susp. Rate	Difference	Susp. Rate	Difference	Susp. Rate	Difference	Susp. Rate	Difference
Hispanic	30	37	-7	36	-6	36	-6		
African American	6	20	-14	14	-8	17	-11		
EL	9	7	2	9	0	9	0		
SED	27	51	-24	42	-15	47	-20		
Overall		3		1		2			

From the California Healthy Kids Survey, the percent of students who feel safe at school:

	2012-13	2013-14	2014-15	2015-16
7th	74	77	81	
9th	71	69	69	
11th	73	74	77	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors support students' academic and social-emotional needs.	Cost included in the expenditures of Goal 4.3 Activity 1.	On-going.	Estimated expenditures are included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; 6-12

X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Assistant principals and house principals monitor and support student behavior.	Cost included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activity 4.
Scope of Service:	School-Wide	Scope of Service:	
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Elementary schools implement the Olweus anti-bullying curriculum.	Cost included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated gen. fund expenditures included in Goal 2.1 Activity 4. Supplemental Grant (Olweus included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Elementary schools
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Cost is included in expenditures for Goal 5.1 Activity 4.	Complete.	Supplemental Grant (half a year) Classified 31,904 Benefits 14,293 Supplies Services Total 46,197

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

__All

OR:
_X_Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __Other Subgroups: _____

__All

OR:
_X_Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __Other Subgroups: _____

School administrators have been trained and used alternatives to school suspension.	Cost included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activity 4.

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

_X_All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __Other Subgroups: _____

_X_All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __Other Subgroups: _____

Security staff assist with keeping the secondary campuses safe.	Security 83000 LCFF Base Certificated Classified 638,905 Benefits 339,362 Supplies 3,500 Services Total: 981,767	On-going.	Security 83000 LCFF Base Certificated 0 Classified 652,502 Benefits 329,881 Supplies 3,500 Utility 0 Services 0 Equipment 0 Total: 985,883

Scope of Service:	School-Wide	Scope of Service:	School-Wide; secondary

_X_All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __Other Subgroups: _____

_X_All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient __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 overall district rate continues to be very low overall. The 3-year trends shows that suspensions are better aligned with enrollment rates but there is still work to do. The CHKS shows a significant increase in the numbers of students who feel safe at school for grades 7 and 11. Grade nine's rate is in a plateau. Stakeholders recommend staying with the existing actions to allow time for Restorative Justice, Olweus, and other programs more time to develop. However, it was recommended that the district consider a transition program for 8th graders. This may help both the suspension rate and the CHKS school safety perception rates.

Original GOAL from prior year LCAP:	Goal 6.2 Maintain a student expulsion rate of no more than 1%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	Maintain an expulsion rate of less than 1%.	Actual Annual Measurable Outcomes:	The district expulsion rate continues to remain very low:

	2011-12	2012-13	2013-14	2014-15	2015-16
Rate	0.03	0.04	0.00	0.04	
Dropouts	4	4	0	4	
Enrollment	11468	11417	11341	11289	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors support students' academic and social-emotional needs.	Cost included in the expenditures of Goal 4.3 Activity 1.	On-going.	Estimated expenditures included in the expenditures of Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; 6-12

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

Assistant principals and house principals monitor and support student behavior.	Cost included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activity 4.
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: _____	
Elementary schools implement the Olweus anti-bullying curriculum.	Cost included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated gen. fund expenditures included in the expenditures of Goal 2.1 Activity 4. Supplemental Grant (Olweus included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Elementary schools
<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: _____	
Staff will hire a district mental health case manager who can support schools in leveraging and providing services to students. Schools will have additional funding for mental health services.	Cost is included in expenditures for Goal 5.1 Activity 4.	Complete.	Estimated gen. fund expenditure is included in expenditures for Goal 5.1 Activity 4. Supplemental Grant (half year only) Classified

			31,904 Benefits 14,293 Supplies Services Total 46,197
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders recommend we continue with current actions.

Original GOAL from prior year LCAP:	Goal 7.1 The difference between the enrollment rate in AP classes and student demographic enrollment rates for grades 9-12 will be no more than 2% by 2019-20.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 _X_ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged

Expected Annual Measurable Outcomes:	The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than:				Actual Annual Measurable Outcomes:	Stakeholders reviewed the following data:					

The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than:

	AP Enrollment %	9-12 Enrollment %	Difference
H	27	33.4	-6.4
A A	5	7.5	-2.5
SED	25	29	-4

Stakeholders reviewed the following data:

	2013-14		2014-15		2015-16		
	% 9-12 ADA	% in AP(1 or more)	% 9-12 ADA	% in AP(1 or more)	% 9-12 ADA	% in AP(1 or more)	
A	6	10	7	10	7	10	-3
A A	8	4	7	4	8	6	2
H	32	22	32	21	33	27	6
W	48	57	48	57	45	50	-5
SED	23	13	29	21	27	21	6

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	Cost is included in expenditures for Goal 2.1 Activity 4.	Complete.	Estimated gen. fund expenditure is included in expenditures for Goal 2.1 Activity 4. Supplemental Grant (PSAT fees) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; High schools

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	Cost is included in expenditures for Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in expenditures for Goal 2.1 Activity 4.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; High schools
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	Supplemental Fees 26,236	On-going.	Supplemental Grant (waivers included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; High schools
__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue working with Equal Opportunity Schools to revise practices with equity and access to AP courses.	Cost is included in expenditures for Goal 2.1 Activity 4.	Complete.	Estimated expenditures (general fund) included in expenditures for Goal 2.1 Activity 4. Supplenmental Grant: $10,000

Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi
__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	Cost is included in expenditures for Goal 2.1 Activity 1.	On-going	Estimated gen. fund expenditure is included in expenditures for Goal 2.1 Activity 1. Supplemental Grant Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide; JAMS, LMS, Samohi	Scope of Service:	School-Wide; JAMS, LMS, Samohi
__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: African American, Hispanic, First time college-goers		__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H, first-tine college goers	
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Supplemental Grant Services $50,000	In progress.	Supplemental Grant Services $50,000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H		__All -- OR: X Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: AA, H	
Develop a culture based on Restorative Justice (RJ). An RJ coordinator will assist Samohi in year 2 implementation.	Supplemental Grant Services 80,000	Complete	Supplemental Grant Services 80,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi

__All

OR:

_X_ Low Income pupils _X_ English Learners _X_ Foster Youth

__Redesignated fluent English proficient __Other Subgroups: _____

_X_ All

OR:

__Low Income pupils __English Learners __Foster Youth

__Redesignated fluent English proficient __Other Subgroups: _____

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Stakeholders attribute the positive growth to:
• The Equal Opportunity Schools initiative clearly was influential in opening access to students of color and of SED status.
• District-paid fees for PSAT such that every 10th grader takes it. Data is used by counselors to encourage more students into enrolling in AP classes.
• Sufficient scholarship support for exam fees.

A request was made to provide tutoring support programs at both schools. |

Original GOAL from prior year LCAP:	Goal 8.1 The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less by 2016-17.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: Middle; High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	The percentage of secondary students who receive a D or F in their second semester math class with be 15% or less.	Actual Annual Measurable Outcomes:	The District has set a goal of reducing D/F rates in secondary math (grades 6 - 12) to no more than 10% by 2016-17. The benchmark for 2015-16 is 15% but final grades will not be know until June 2016. However, stakeholders did review three years of trend data.

	2012-13	2013-14	2014-15	2015-16	2016-17
Goal	N A	N A	20	15	10
Actual	2 5	1 7	1 5		

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	Cost is included in expenditures for Goal 2.1 Activity 4.	On-going	Estimated gen. fund expenditure is included in expenditures for Goal 2.1 Activity 4.

Supplemental Grant (PLC included)

Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624 |
| Scope of Service: | LEA-Wide | Scope of Service: | LEA-Wide |

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<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: _____	
Teachers have all been trained in new California standards in ELA and math, including their major shifts and practices. They have also been trained on the online CAASPP tests. Literacy and math coaches provide additional teacher support in the elementary schools. The specific actions related to this action include salaries for all teachers, literacy/math coaches and associated benefits.	Cost is included in expenditures for Goal 2.1 Activity 1.	On-going.	Estimated gen. fund expenditures included in expenditures for Goal 2.1 Activity 1. Supplemental Grant Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
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: _____	
Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals such as grading practices, homework practices, etc.	Cost is included in expenditures for Goal 1.1 Activity 3.	On-going	Estimated gen. fund expenditure is included in expenditures for Goal 1.1 Activity 3. Title II Certificated 122,054 Classified 10,664 Benefits 29,743 Supplies

			133,200 Services Total 295,662
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Counselors and/or advisors provide academic and social-emotional supports to students.	Cost is included in expenditures for Goal 4.3 Activity 1.	On-going.	Estimated expenditures included in expenditures for Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Supplemental Grant Services $50,000	In progress.	Supplemental Grant Services $50,000
Scope of Service:	LEA-Wide	Scope of Service:	
__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __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 2014-15 desired benchmark of 20% was met. In fact, the actual rate was 15%. It appears the district's work around professional learning communities--specifically, working with staff around the four essential questions--may be having a positive affect on student learning and grading. Stakeholders made the following recommendations: 1) Collect data at the end of semester 1 as interim data. 2) Disaggregate the data so that subgroup data can be reviewed. 3) Consider secondary coaching as is present in elementary schools.		

Original GOAL from prior year LCAP:	Goal 8.2 The percentage of English Learners classified as "Long Term English Learners" will be no more than 18% by 2016-17.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The percentage of English Learners classified as "Long Term English Learners" will be no more than 20%.	Actual Annual Measurable Outcomes:	Stakeholders reviewed the following data:

Stakeholders reviewed the following data:

	2012-13	2013-14	2014-15	2015-16	2016-17
Goal			22	20	18
Actual	25	23	22	19.7	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students.	Cost is included in expenditures for Goal 2.1 Activity 4.	On-going.	Estimated gen. fund expenditures included in expenditures for Goal 2.1 Activity 4. Supplemental Grant (PLC) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.	Cost is included in expenditures for Goal 2.1 Activities 1 and 4.	On-going.	Estimated expenditures included in expenditures for Goal 2.1 Activities 1 and 4.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.	Cost is included in expenditures for Goal 2.1 Activities 1 and 4.	In progress.	Estimated gen. fund expenditure is included in expenditures for Goal 2.1 Activities 1 and 4. Supplemental Grant Certificated 10,330 Classified 4,000 Benefits 2,720 Supplies 70,000 Services Total 87,050
Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Annually, English Learners in grades 6-12 will be assessed for LTEL-status. LTEL's will be identified in the student information system (Illuminate.)	Cost is included in expenditures for Goal 2.1 Activity 4.	Not complete.	No cost.

Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both.	Cost is included in expenditures for Goal 2.1 Activities 1 and 4.	In progress.	Estimated expenditures included in expenditures for Goal 2.1 Activities 1 and 4.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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 percent of students identified as Long Term English Learners has decreased consistently over time. Stakeholders want to continue the current actions and expenditures with a heavy focus on building the capacity of all PreK-12 teachers. In addition, when possible merge the elementary reading teachers and EL coaches such that LTELs receive seamless literacy AND language support. Consider increasing the number of these "literacy and language" interventions.		

Original GOAL from prior year LCAP:	Goal 8.3 Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 X COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	100% of Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.	Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) will assess the foster student and develop the appropriate plan.	Cost is included in expenditures for Goal 4.3 Activity 1 and/or Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in expenditures for Goal 4.3 Activity 1 and/or Goal 2.1 Activity 4.
Scope of Service:	Targeted	Scope of Service:	Targeted

__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__All -- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

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

Original GOAL from prior year LCAP:	Goal 8.4 Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 15% by 2017-18.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 _X_ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 13%.	Actual Annual Measurable Outcomes:	2015-16 data will not be available until July 2016. However, stakeholders reviewed two years of data. The district wants to increase the rate of seniors succeeding in either dual or concurrent enrollments courses to 15% by the 2017-18 school year. There was nearly a 1% increase from 2013-14 to 2014-15:

	2013-14	2014-15	2015-16
% Seniors	10.7	11.6	
# Seniors	103	108	
Senior Class Enrollment	961	931	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors and/or advisors provide academic and social-emotional supports to students.	Cost is included in expenditures for Goal 4.3 Activity 1.	On-going.	Estimated expenditures included in expenditures for Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; High Schools
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.	Cost is included in expenditures for Goal 2.1 Activity 4.	On-going.	Estimated expenditures included in expenditures for

				Goal 2.1 Activity 4.
Scope of Service:		School-Wide	Scope of Service:	School-Wide; 9-12

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is insufficient data to examine any trends. However, stakeholders make the following recommendations: 1) Continue to nurture relationships with SMC and CSUN. 2) Devote more time to this topic in counselor meetings and build their knowledge and capacity on this topic. 3) Have an SMC employee knowledgeable with dual enrollment attend counselor meetings routinely. 4) Ensure there is an accurate mechanism for tagging such coursework in the student information system. 5) Disaggregate the data so subgroup data can be reviewed.

Original GOAL from prior year LCAP:	Goal 8.5 The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

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

Expected Annual Measurable Outcomes:	The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 51%.	Actual Annual Measurable Outcomes:	2015-16 data will not be know before July 2016. However, data for three years was reviewed: 2013 2014 2015 2016 44.2 60.4 60.3

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost for every 10th grader to take the PSAT.	Costs are included in the expenditures of Goal 2.1 Activity 4.	On-going.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity 4. Supplemental Grant (PSAT fees) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Grade 10
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups: _____	
__Other Subgroups: _____			
Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.	Costs are included in the expenditures of Goal 2.1 Activity 4 and Goal 4.3 Activity 1.	On-going.	Estimated expenditures included in the expenditures of Goal 2.1 Activity 4 and Goal 4.3 Activity 1.
Scope of Service:	School-Wide	Scope of Service:	School-Wide; 9-12
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.	Supplemental Fees 26,236	In progress.	Supplemental Grant (waivers included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624
Scope of Service:	School-Wide	Scope of Service:	School-Wide; High schools
__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue working with Equal Opportunity Schools to revise practices with equity and access to AP courses.	Costs are included in the expenditures of Goal 2.1 Activity 4.	Complete.	Supplemental Grant $10,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide; Samohi

The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.	Costs are included in the expenditures of Goal 2.1 Activity 1.	On-going.	Estimated gen. fund expenditures are included in the expenditures of Goal 2.1 Activity 1. Supplemental Grant (AVID included) Certificated 591,617 Classified Benefits Supplies 84,073 Services 338,935 Total 1,014,624

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide; LMS, JAMS, Samohi

District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.	Supplemental Grant Services $50,000	On-going.	Supplemental Grant Services $50,000

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

__All

OR:
_X_ Low Income pupils _X_ English Learners __Foster Youth
__Redesignated fluent English proficient _X_ Other Subgroups: AA, H

__All

OR:
_X_ Low Income pupils _X_ English Learners __Foster Youth
__Redesignated fluent English proficient _X_ Other Subgroups: AA, H

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders recommend adjusting the goal should 2015-16 data be above 51% for a third consecutive year. It appears that actions are having the desired effect on all student data. Stakeholders recommend the following: 1) Disaggregate data so that subgroup progress can be reviewed.

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:	$4,308,529

Direct Services to English Learners and/or Long-Term English Learners		
ELD School Coordinators	Schoolwide	These staff provide or support designated or integrated ELD services to ELs in elementary classrooms. Since the numbers of ELs is small at each school, research shows that providing both designated and integrated ELD as part of the core program is better than pull-outs.
Bilingual Instructional Assistants	Schoolwide	These staff provide language support to ELs in secondary classrooms. The number of ELs in middle and high schools is small such that the best way to provide service is to cluster them. Assistants provide language support to students and assist with small group instruction.
Clerical Support	Districtwide	This parttime provides clerical support to EL programs at all schools. It's better to leverage this service from the district office since the number of ELs per school is low.

Research and Evaluation		
Hanover Research and Evaluation	Districtwide	The District has contracted with a company who will evaluate LCAP programs and support staff in making research-based decisions related to practices and programs that support primarily ELs, LTELs, RFEPs and SED students.

Intensive Student Intervention and Monitoring		
Student Outreach Specialists	Schoolwide	Each of three Student Outreach Specialists work with a small group of freshman who have been identified as at-risk of not graduating. They also work with parents and connect them to school and community resources. Drop-out rates are higher for ELs and SED students.
Interventionist	Schoolwide	This teacher works directly with students beyond grade nine who are continue to be at risk of not graduating. Drop-out rates are higher for ELs and SED students.

Parent Engagement and Training		
Bilingual Community Liaisons (BCL)	Districtwide	BCL work directly with families of English Learners and/or SED students through training and frequent communication. They connect families to school and community resources and often work in partnership with ELACs and other parent groups. Each school has BCL services.

BCL Training	Districtwide	The district invests in BCLs by providing regular training. This is done in a collaborative setting such that they learn and work as a collective rather than in isolation.
School Smarts	Schoolwide	This is a parent education program supported in part by the District's local PTA Council. Its goal is to reach out to parents who don't typically have a voice in schools and provide them with the tools they need to advocate on behalf of their children. This program serves primarily EL and SED families.

Response to Instruction and Intervention (RTI)		
Elementary Literacy Coaches	Schoolwide	Coaches work in elementary classrooms to strengthen instruction in the core programs by supporting EL and literacy strategies. Research shows that the best first step to closing achievement gaps is to ensure effective, first time instruction to all students. Coaches support classroom teachers by modeling, co-teaching or through reflection and feedback. They also facilitate data meetings when identifying students for Tier II or Tier III services. This is the most effective way to consistently identify ELs, LTELs, and SED students who are not making progress academically.
Tier III Reading Support	Schoolwide	When students are not responding Tier I and II services, very intensive reading support may be needed. The district will recruit, train, schedule and monitor reading teachers to support all elementary schools' Tier III program and provide instructional materials. Since this is a part of RTI, it is the most effective way to support ELs, LTELS and SED students who have not responded to Tier II intervention.
RTI Instructional Assistants	Schoolwide	Instructional assistants are provided during the school year to support small group instruction. This allocation is to train them to support RTI during summer school. Research recommends extending the school year for striving students, provided this intervention provides high quality instruction and RTI.

		Elementary summer school serves all students who are below grade level in reading but the majority of students are ELs, LTELs, and SED students.
Universal Screeners, Progress Monitoring Tools, English	Schoolwide	All elementary students are screening three times per year in reading. Progress for students identified and participating in interventions are monitored between screenings so that adjustments can be made. These tools a required for an effective RTI program.
Universal Screeners, Progress Monitoring Tools, Spanish	Schoolwide	The district's dual immersion school uses the screening and monitoring tools in both English and Spanish. These tools a required for an effective RTI program.

Elementary Summer School		
Literacy and Math Coaches	Districtwide	Coaches work in elementary classrooms during summer school to strengthen instruction in the core programs by supporting EL and literacy strategies. Elementary summer school serves all students who are below grade level in math but the majority of students are ELs, LTELs, and SED students.
Teachers	Districtwide	The district provides a summer school program for students below grade level in reading and/or math to students in grades 2 – 5. This staffing extends that intervention to students in grades 1 and 6. Elementary summer school serves all students who are below grade level in reading but the majority of students are ELs, LTELs, and SED students.
Materials	Districtwide	This provides the materials for the additional grades during summer school.

Student Wellness		
Olweus Training and Curriculum	Schoolwide	This trains elementary and middle schools' teacher leaders to be trainers at their schools on the Olweus anti-bullying curriculum. When students feel safe, they learn. This is an important tool to create a safe culture for all students.
Mental Health Services Caseworker	Districtwide	This person will coordinate mental health services across all schools such that private and limited community resources can be leveraged in the best interest of students and their families. This position will work with primarily SED students and their families.
Mental Health Services	Districtwide	Currently, the City of Santa Monica provides mental health services at our Title I schools. This allocation extends services to SED students in remaining schools.These services support primarily SED students and their families.

		Technology for Title I Schools
Student Devices	Schoolwide	This year, the district provide 1 device: 1 student at all elementary schools in grade 3 – 5 classrooms. PTAs in the Non-Title I schools provided the same 1-1 technology in the lower grades. Purchasing devices at a 3:1 ratio for grades 2 and 3 will reduce the inequities in technology access in our Title I schools.
Training	Schoolwide	This is teacher training to support the above initiative.

		Teacher Training
Training Coding Training	Districtwide	Teachers, administrators, and/or classified staff are provided high quality training in a number of State and/or district priority areas: ● NGSS ● CGI Math ● USC Depth and Complexity ● CORE Reading ● Technology

Research shows that the number one classroom factor affecting student learning is the teacher. At the school level, it is the principal. The ongoing investment in staff that includes high quality training, coaching and support is vital to a culture that values high level of learning for all students. Every teacher has ELs, LTELs and SED students in their classrooms.

Equity and Access		
Professional Learning Communities (PLC's)	Districtwide	One of the Board of Education's goals is to develop a culture of PLCs within and between all schools. Staff who work in successful PLCs believe all students can learn at high levels. We must change belief systems of adults if we want to close achievement and opportunity gaps among our ELs, SED students and other underperforming student subgroups.
AVID	Schoolwide	The AVID program is supported at two middle schools and one high school. The AVID program provides support primarily to SED students who are underrepresented in postsecondary schools through training, tutors, parent education, and more. The AVID EXCEL program provides similar services to Long-Term English Learners.
Dr. Pedro Noguera	Districtwide	Pedro Noguera (Professor at UCLA) is is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. Given the district's pernicious achievement gaps, the district has engaged in a long term partnership with Dr. Noguera in adding goals, benchmarks, metrics and monitoring devices to the district's equity and access plan.
Restorative Justice (RJ)	Schoolwide	Staff will be in year three of RJ implementation with the ultimate goal of transforming school culture from one that is punitive to one that is reparative by engaging in cooperative protocols with students and

		staff. SED students are more likely to be suspended than non-SED students.
AP Fee Waivers & PSAT Fees	Schoolwide	This budget includes sufficient funding for AP exam fee scholarships to every SED student. Since the College Board provides an effective and accurate way to identify under-represented students with AP potential, the district is going to pay the cost of all 10th grade PSAT exams. Research shows that removing such financial barriers as these in a respective and comprehensive way will increase access to and success in rigorous courses.

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.

5.17	%	

English Learners

There are a number of EL services that will be improved:
- Currently, ELs in elementary schools receive designated ELD instruction through a pull-out model. For 2016-17 every classroom will have a two hour block for ELA instruction, with thirty minutes reserved for daily ELD instruction by the classroom teacher. ELD and literacy coaches will train elementary teachers so that they are well-prepared and supported. Principals have been trained on developing class rosters which cluster ELs by proficiency level.
- Grade level elementary representatives and secondary ELD teachers will develop curriculum guides for the new ELD standards so that there is districtwide consistency across ELD proficiency levels. Secondary content area representatives will revise district curriculum guides to include ELD standards and support for providing integrated EL instruction.
- All literacy coaches and professional development teams will be trained in supporting ELs by integrating ELD into the content areas. Then, as the teams develop expertise, they will, in turn, train the rest of the instructional faculty. Secondary administrators have been trained to develop class rosters which cluster by proficiency level.
- Summer ELD courses will be revised based on the updated ELD curriculum guides.
- ELD coaches and principals will develop Individual Learning Plans (ILPs) for every EL and these will be updated annually.
- District leadership assisted by teachers leaders will develop EL benchmarks and metrics for measuring and monitoring growth in content and English proficiency.
- District leadership will develop an EL Master Plan.
- Two new fields will be added to the student information system—one to designate "LTEL" status and one to designate "At Risk of Becoming LTEL" status.
- The district's "Excellence through Equity Plan", developed in consultation with Dr. Nogueara supports ELs and other underperforming groups.

Low Income Students

Strengthening the elementary RTI model is the best way of improving services to low income students. The district RTI model was implemented in 2014-15, and staff has a number of ways to improve RTI success. During year one, there was a focus on all teachers providing strong first-time teaching (Tier I) services aligned to the new California standards in ELA, and districtwide, all teachers focused on close reading as a common literacy strategy. In 2016-17, Tier I will continue to be monitored and supported, focus will move to in-class intervention (Tier II) and some Tier III services. Teachers will use new universal ELA screener which includes both fall and spring norm tables so that it can be determined which growth was typical for a grade level and what growth could be attributed to RTI.

In 2014-15, the Measure ES bond funded a one computer to one student (1-1) initiative in all classrooms in grades three, four and five. Many of the elementary schools had PTAs who also funded 1-1 in the lower grades. To ensure technology is not a gap aggravator, LCAP funds will provide additional devices at Title I schools to support a ratio of three students to one device in grades one and two.

Many schools have city or PTA funded mental health services. This LCAP includes additional mental health services along with a new position for someone who will help schools leverage their services such that the low-income students are served first.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	$0	$0	$0

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	$0	$0	$0

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	$0	$0	$0

Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3

Appendix 1

LCAP Calendar 2015-16

LCAP CONSULTATION, FEEDBACK AND APPROVAL TIMELINE 2015-16

C = Consultation F = Feedback P = Public Meeting U = Update

Date	Time	Place	Group	Function	Tentative Topic(s)
9/28	10:30	Board Room	Full Cabinet	U	4 Goals Areas
September			DELAC	F	Confirm membership
			Parent Advisory Committee	F	
10/12	10:00	Board Room	Full Cabinet	U	Goals & Priorities
10/20	11:15	PDLC	Principals	U	4 Goal Areas
10/20	4:00-6:00	PDLC	District Consultation Committee	C	Educate: Budget Fundamentals; LCFF; LCAP; Committee Purpose
TBD			Parent Focus Groups	C	Annual Update and Input
			Secondary Student Focus Groups	C	
10/15	5:30	Board Room	BOE Meeting	U	Common Vision: 4 Goals Areas; Next Steps; Implementation Update
11/3	8:00	PDLC	Principals' Meeting	U	Outcomes Prioritization and Commitments
11/16			Co-Administrators		4 Goal Areas
11/5	10:00-11:30	PDLC	DELAC	F	4 Goal Areas Activity
11/9	6:00 -7:30	PDLC	Parent Advisory Committee	F	
TBD			School Consultation (Nov OR Dec)	C	Annual Update and Feedback
11/17		Board Room	PTA Council	F	4 Goals Activity
11/24	4:00-6:00	PDLC	District Consultation Committee	C	
11/19	5:30	Board Room	BOE Meeting	U	

LCAP CONSULTATION, FEEDBACK AND APPROVAL TIMELINE 2015-16

12/15	4:00-6:00	PDLC	District Consultation Committee	C	Current Goals, Activities and Expenditures
TBD			School Consultation (November OR December)	C	Current Goals, Activities and Expenditures
1/4	10:00	Board Room	Full Cabinet	U	Annual Update
1/7	5:30	Board Room	BOE Meeting	U	
1/11	4:00	Board Room	Coadministrators	U	Outcomes Prioritization and Commitments
1/19	4:00-6:00	PDLC	District Consultation Committee	C	Annual Update
1/19	10:00-11:30	PDLC	DELAC	F	Annual Update
1/11	6:00-7:30	PDLC	Parent Advisory Committee	F	
2/18		Board Room	BOE Meeting	U	
2/16	4:00-6:00	PDLC	District Consultation Committee	C	Implementation Update
2/16	10:00-11:30	PDLC	DELAC	F	Implementation Update
2/8	6:00-7:30	PDLC	Parent Advisory Committee	F	
2/23		Board Room	PTA Council	F	Annual Update
2/23	8:00	PDLC	Principals' Meeting	U	Annual Update
3/17	5:30	Malibu	BOE Meeting	U	
3/22	4:00-6:00	PDLC	District Consultation Committee	C	Preliminary Budget
5/19		Board Room	BOE Meeting	U	
5/17	4:00-6:00	PDLC	District Consultation Committee	C	Final Review
6/2	5:30	Board Room	BOE Meeting: Preliminary Budget & LCAP	P	All
6/22	TBD	Board Room	BOE Meeting: Hearing	P	All
6/29	5:30	Board Room	BOE Meeting: Approval	P	All

Appendix 2

LCAP Annual Update Worksheet 4.3

Goal: 4.3   *Goal Area:* CCR

Description: Seventy-five percent of students will graduate from high school meeting the a-g courses required for admission to UC/C's by 2019-20.

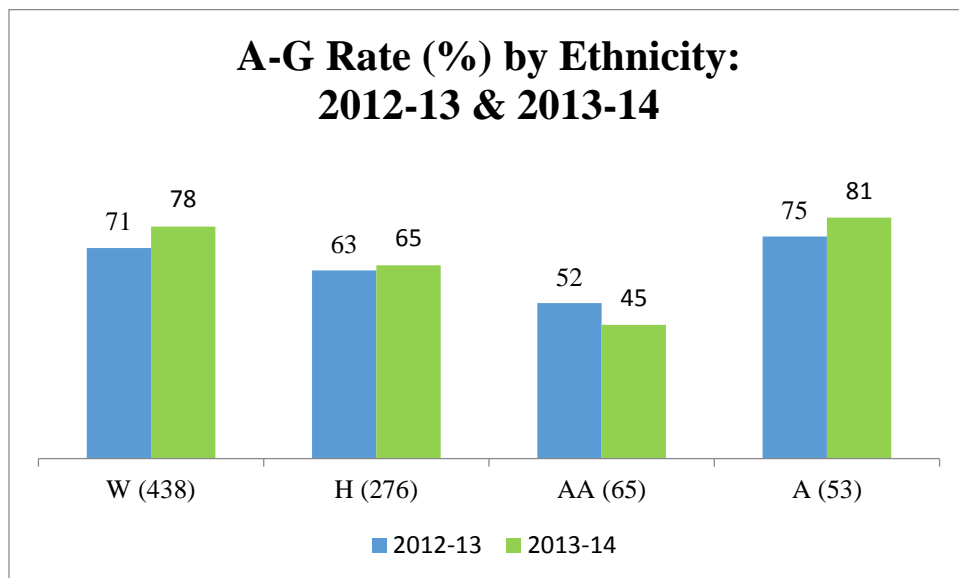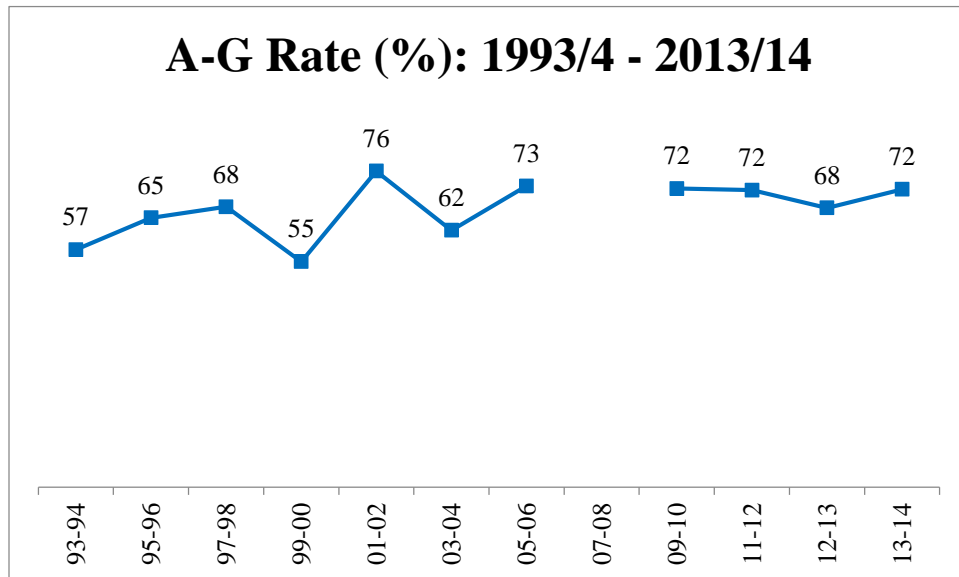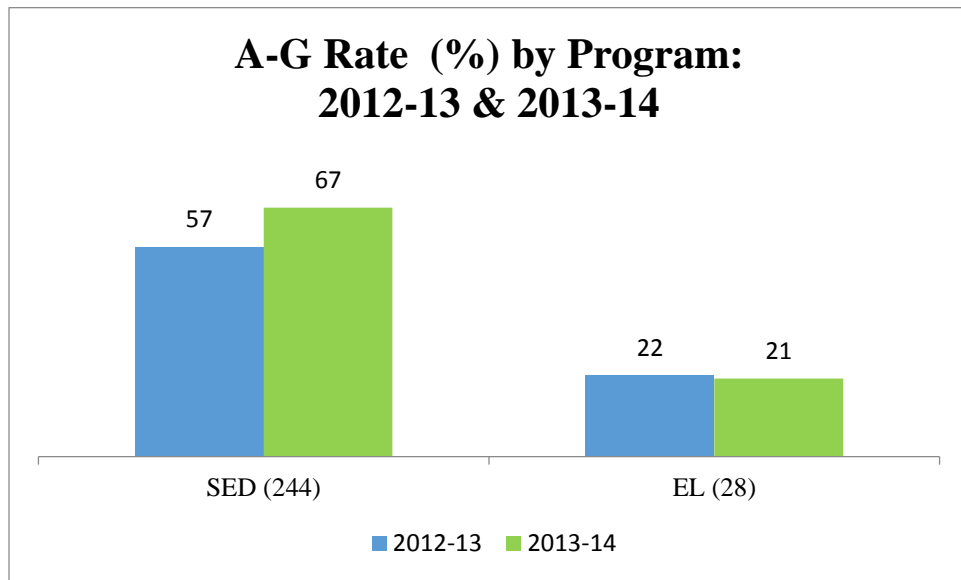*2015-16 Target:* All: 70%
W: 72%
A: 75%
H: 67%
AA: 60%
SED: 63%

Data Source: California Department of Education (DataQuest)

A-G Rate (%): 1993/4 - 2013/14

A-G Rate (%) by Ethnicity: 2012-13 & 2013-14

A-G Rate (%) by Program: 2012-13 & 2013-14

	SED (244)	EL (28)
2012-13	57	22
2013-14	67	21

■ 2012-13 ■ 2013-14

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 including English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3. How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4. What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5. What progress has been achieved toward the goal and expected measurable outcome(s)?

    a. How effective were the actions and services in making progress toward the goal?

    b. 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?

Appendix 3

Supplemental Grant 2016-17

SUPPLEMENTAL GRANT 2016-17

2016-17 Allocation: $4,308,529

On-Going Costs: $3,497,580

New Costs: $ 810,949

<u>On-Going Costs</u>

Certificated Costs
ELD Coaches
Coordinator (Lit/Lang)
Elementary Literacy Coaches (4.6 FTE)
Summer School (1, 2 Co-teaching, 6)
Substitutes for training
Samohi Athletes' Interventionist

Classified Costs
Bilingual Community Liaisons
Bilingual Community Liaisons Training
Bilingual Instructional Assistants
Ed. Services Clerical
Summer School IA's (3-6)
Mental Health Caseworker
Student Outreach Specialists

Materials/Supplies
AP Exam Waivers
PSAT Registration (all grade 10)
Summer School
NGSS Materials
Olweus
PLCs
Thinking Maps
Lit/Lang. Intervention
CGI

Contracts/Services
AVID
CORE (Reading, RTI, Coaching)
Hanover Research and Evaluation
Mental Health
LACOE (NGSS)
Teaching and Learning Conference
Solution Tree (PLCs)
School Smarts
USC (Differentiation)

Software
Reflex Math (3-8)
RTI Universal Screener and Progress Monitoring
RTI Universal Screener and Progress Monitoring (Spanish)

Costs New to 2016-17

RTI IA's	$300,000
Preschool Subsidy	$100,000
Samohi RJ Coordinator (split cost)	$40,000
Literacy Coaches	$370,949