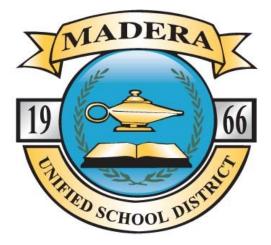
LCAP AND BUDGET

2015-2016 Fiscal Year



MADERA UNIFIED SCHOOL DISTRICT

Contents

To Our Community	Pg. 1
Executive Summary	Pg. 2
Overview of LCAP	Pg. 5
Overview of Funds	Pg. 8
Appendix A: Local Control and Accountability Plan (LCAP)	Pg. 20
Introduction	
MUSD Strategic Plan	
Section 1: Stakeholder Engagement	
Section 2: Goals, Actions, Expenditures, and Progress Indicators	
Section 3: Use of Supplemental and Concentration Grant Funds and	
Proportionality	
Appendix B: 2015-2016 Core Staffing	Pg. 161
K-6 Core Staffing 2015-16	Pg. 162
K-8 Core Staffing 2015-16	Pg. 163
Middle School Core Staffing 2015-16	Pg. 164
MHS Core Staffing 2015-16	Pg. 165
MSHS Core Staffing 2015-16	Pg. 166
Mountain Vista High Core Staffing 2015-16	Pg. 167
Furman High Core Staffing 2015-16	Pg. 168
Ripperdan Community Core Staffing 2015-16	Pg. 169
District Office Core Staffing 2015-2016	Pg. 170
Appendix C: LCFF Formula	Pg. 171
Appendix D: MUSD LCAP Data Dashboard Indicators	Pg. 173
Appendix E: Facility Needs	Pg. 177
Appendix F: LCAP Stakeholder Meeting Notes	Pg. 180
MUTA Feedback Meeting Notes	Pg. 181
LCAP Community Meeting Notes	Pg. 228
Written Feedback from PAC	Pg. 299
Written Feedback from DELAC	Pg. 302

TO OUR COMMUNITY

May 15, 2015

Madera Unified School District is working together with students, teachers, staff, parents, and community partners to ensure every student is educated for College, equipped for Career, and empowered with Character.

Madera Unified is anchored by the district's strategic plan, and committed to the College and Career Readiness guiding principal. The College and Career Readiness guiding principal is to ensure all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

The accompanying local control and accountability plan (LCAP) and budget reflect that commitment. More specifically, they reflect the district's continuous efforts to our four pillars/goals:

- Equitable access to rigorous high-level programs;
- Data-driven professional learning and collaboration;
- Safe and healthy environments for learning and work;
- Strong relationships with families and community;

Pursuant to California Education Code paragraph (1) of subdivision (b) of section 52062 and as required by paragraph (1) of subdivision (a) of section 42127, the Madera Unified School District Board of Education shall hold a public hearing on Tuesday, May 26, 2015 to solicit the recommendations and comments of members of the public on the accompanying local control accountability plan and budget.

Further, and pursuant to California Education Code paragraph (2) of subdivision (b) of section 52062 and as required by paragraph (2) of subdivision (b) of section 42127, the Madera Unified School District Board of Education shall adopt a local control and accountability plan and a budget on Tuesday, June 9, 2015 and subsequently file that LCAP and budget with the county superintendent of schools.

On behalf of our colleagues throughout MUSD, we are pleased to share the following information with you; we look forward to seeing you and hearing from you on May 26, 2015 and June 9th; and we thank you for your ongoing support as we continue to move forward together.

Babatunde Ilori Director of Performance Management And Internal Communications Teri Bradshaw Director of Fiscal Services

EXECUTIVE SUMMARY

CONTEXT

Madera Unified, like all school districts throughout California, was forced to weather the most drastic cuts to public education funding in the state's history beginning with the 2008-2009 fiscal year. With funding at only 80% of what MUSD should have received, it was necessary for the district to reduce expenses wherever and whenever possible. Prudent stewardship allowed the district to successfully navigate these unprecedented cuts and, while the reductions were kept away from the classroom to the greatest extent possible, educational experience for students were negatively impacted throughout California as a result of the state's fiscal crisis.

Due to the passage of California Proposition 30 in November of 2012 and the rebounding state economy, the cuts in the 2013-2014 fiscal year and per pupil revenues to the district are now increasing. While revenues have changed dramatically in a short period of time, California remains at the bottom of funding per pupil nationally, which necessitates that the prudent stewardship of the district's resources not change. Rather than simply restoring what was cut, strategic investments are being made in services to students and in the district's workforce to maximize the educational experiences for students, with each investment stemming directly from Madera Unified's 2012-2015 strategic plan.

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) The Local Control Funding Formula (LCFF) represents the biggest change to how California's public schools are funded in forty years. This legislation, which was passed by the legislature and signed into law by the governor on July 1, 2013, creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. The LCFF is not scheduled to be fully implemented and funded until 2020-2021, with amendments to the laws along the way anticipated. Currently, the LCFF includes the following components for school districts:

- Provides a base grant target for each local educational agency (LEA) equivalent to \$7,567 per average daily attendance.
- Provides an adjustment of 10.4%, or approx. \$<u>737</u>, on the base grant amount for grades K-3.
 MUSD monitors the staffing ratio by school site to ensure adequate progress to the required 24:1 ratio is being met to ensure receipt of these funds.
- Provides an adjustment of 2.6%, of \$_223_, on the base grant amount for grades 9-12.
- Provides a supplemental grant equal to 20% of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combinations of these factors. This combination of factors is referred to as the unduplicated count.
- Provides a concentration grant equal to 50% of the adjusted based grant for targeted students exceeding 55% of an LEA's enrollment. Madera Unified, based on its district-wide enrollment of 89% targeted student, qualifies for the concentration grant.

Madera Unified works with the County Office of Education and School Services of California to develop multi-year LCFF revenue assumptions. The table below captures current projections.

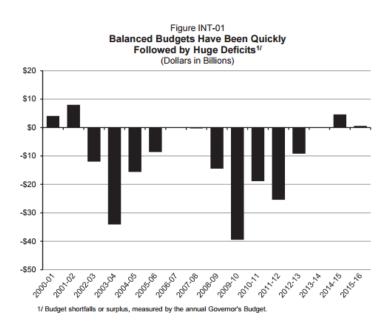
Assumptions:	2013-14 June 30, 2014	2014-15 March 31, 2015	2015-16 Preliminary	2016-17 Projected	2017-18 Projected
Average Daily Attendance (ADA)	18,676	18,829	19,072	19,072	19,072
Cost of Living Adjustment (COLA)	1.57%	0.85%	1.02%	2.17%	2.43%
Local Control Funding Formula (LCFF) Target Per ADA	\$10,521.74	\$10,702.29	\$10,809.79	\$11,040.97	\$11,304.84
Average LCFF Funded Per ADA	\$6,891.75	\$7,988.32	\$8,887.09	\$9,397.78	\$9,901.81
Shortfall between Target & Funded	(\$3,629.99)	(\$2,713.97)	(\$1,922.71)	(\$1,643.19)	(\$1,403.03)
Total Shortfall (per ADA shortfall times total ADA)	-\$67,792,424	-\$51,102,591	-\$36,670,475	-\$31,339,500	-\$26,759,079

Beginning on July 1, 2014, school districts are required to develop, adopt, and annually update a threeyear Local Control and Accountability Plan (LCAP) as part of the LCFF. Complete information on Madera Unified LCAP can be found in Appendix A.

California State Budget

Governor Jerry Brown released the May Revision to the State's budget on May 14, 2015. According to Governor Brown's May Revision, K-12 schools funding levels will increase by more than \$3,000 per student in 2015-16 over 2011-12 levels. The rising state revenues means that the state can implement the LCFF ahead of schedule. When the formula was adopted in 2013-14, funding was expected to be \$47 billion in 2015-16. The May Revision provides \$6.1 billion more with the formula instead allocating \$53.1 billion this coming year.

Governor Brown's May Revision also calls attention to the challenges with having a balanced budget over longer periods of time. Since 2000, the state's balanced budgets have been followed by massive budget shortfalls. The chart below from the Governor's report reflects this:



The Governor's budget assumes the continued expansion of the economy. However, economic expansions do not last into perpetuity. Therefore, Madera Unified maintains healthy reserves to minimize the impact to providing educational services to students through volatile times.

RESERVES

Districts with 1,001 to 30,000 students are required to maintain a reserve for economic uncertainties equal to at least 3% of the general fund.

The state requires districts to maintain a 3% reserve of the general fund for economic uncertainties (assigned and unassigned amounts) included in its ending balance. On December 11, 2012, Resolution No. 32-2012/13, the board approved a Minimum Fund Balance of 15.54%. The recommendation was based on information published by the California Department of Education regarding the need to maintain a healthy level of unassigned reserves sufficient to cover two months of expenditures and to avoid risks and cost. This level of reserve allows the district to manage cash flow, mitigate funding, address unexpected costs, save for large purchases, and reduce borrowing costs.

OVERVIEW OF LCAP

BACKGROUND

The State of California adopted a new funding formula called the Local Control Funding Formula (LCFF). The LCFF provides school districts across the state significantly more autonomy on how to use district funds to meet the needs of students. The local control and accountability plan (LCAP) is the action plan created by the district which outlines how the district plans to use its funds to meet district goals and the states eight priorities. The LCAP is broken into three different sections as indicated below:

- 1. Stakeholder Engagement
- 2. Goals, Actions, Expenditures, and Progress Indicators
- 3. Use of Supplemental and Concentration Grant Funds and Proportionality

The overview below provides a summary of sections 1 and 2 of the LCAP.

The district's strategic plan is core to the work outlined within the Madera Unified LCAP. The strategic plan was developed by a wide area of district and community leaders. The strategic plan outlines four pillars/goals which are stated below:

- 1. Equitable Access to Rigorous High-Level Programs
- 2. Data-Driven Professional Learning and Collaboration
- 3. Safe and Healthy Environments for Learning and Work
- 4. Strong Relationships with Families and Community

The dialogue with the community stakeholders aligned with the state's eight priorities and the four pillars/goals of the strategic plan. The states eight priorities are listed below for reference:

- Basic Services
- State Standards
- Course Access
- Parental involvement
- Student Engagement
- School Climate
- Student Achievement
- Other Student Outcomes

The district's LCAP can be found in Appendix A.

LCAP SUMMARY

Section 1 – Stakeholder Engagement

Madera Unified's strategic plans four pillars/goals combined with the states eight priorities provided the context and frame for the community feedback received during the engagement process. Madera Unified completed a series of stakeholder engagement meetings to reach as many community members as possible in an effort to impact the LCAP update and review process is a constructive way.

- *February to March 2015:* Over 585 community members responded to the LCAP Community Input Survey. Survey respondents were asked to prioritize the top state priorities and select the resources they felt were needed to address the state priorities.
- *February to March 2015:* Approximately 1,600 stakeholders attended over 40 different stakeholder feedback meetings held within various school sites and other locations across the district and city. Madera Unified received 116 pages worth of comments and feedback on resources which should be used to address the district's goals and the eight state priorities.
- April to May 2015: Meetings were held with both the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC) to review and provide feedback on the LCAP. Both the DELAC and PAC have to provide written feedback on the LCAP with the Superintendent responding in writing.

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

Goals and Progress Indicators

The four pillars/goals align strongly with the state's eight priorities. During February 2015 the Madera Unified Board of Education approved the district's LCAP Data Dashboard. The Data Dashboard is a set of 42 different indicators which align with the four pillars/goals and the state's eight priorities. Screen shot of the tool to right. Use the following URL to access the tool http://lcap.madera.k12.ca.us/.



Actions

The total amount of general fund revenue under the LCAP for 2015-2016 is approximately \$183 million. Madera Unified has designated funds to provide supplemental services to all Low Income, English-Language Learners and Foster Youth Students. Approximately 90% of Madera Unified's students are classified as low income. Therefore, supplemental programs designated for low income students will also be afforded to non-low income students.

Annual Update

The 2014-2015 LCAP included 60 different key actions. A majority of the key actions were executed during the 2014-2015 school year. However, the other key actions were not completed due to hiring issues, capacity and time constraints. For example, one of the key actions was to hire 30 primary literacy support specialist. However, the district was only able to hire 19 qualified primary literacy support specialist. There are a number of metrics which were included in the annual update which the district saw increases in. The Madera Unified graduation rate increased during the 2013-2014 school year to 86.9%. Additionally, the district saw a reduction of the dropout rate to 10.3%. Other improvements include an increase in the percent of students enrolled in post-secondary education to 60% for the class of 2014. Moreover, 51% of students who took the AP exam scored 3 or higher, this represents a 16% increase year over year. 19% of 11th and 12th grade students took the AP exam, this

OVERVIEW OF FUNDS

GENERAL INFORMATION

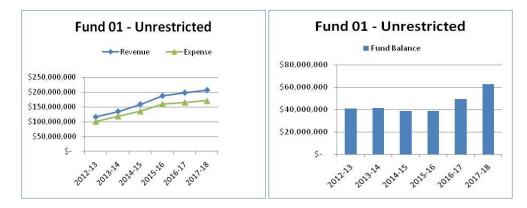
The following pages provide an overview of all district funds by major category. Specifically:

- Unrestricted General Fund (Fund 01 RS 0000 through RS 2999)
- Restricted General Fund (Fund 01 RS 3000 through RS 9999)
- Special Revenue Funds (Fund 11, 12, 13, & 14)
- Capital Project Funds (Fund 21, 25, 27, 35, 40, & 41)
- Debt Service Fund (Fund 56)
- Foundation Trust Funds (Fund 73 & 75)

Except for Fund 51 in the debt service funds, there is an introductory statement and a pair of graphs for each fund. The revenue and expense graphs include all revenues and expenses within the fund, but do not include transfers and contributions. The transfer and contribution information, along with further details, can be found in the summary tables and graphs in Appendix B.

UNRESTRICTED GENERAL FUND

Fund 01 (RS 0000 – 2999): The unrestricted general fund captures everything not otherwise addressed in the budget. It represents the bulk of both the district's revenues and expenses. Total revenue within the unrestricted general fund amounts to approximately \$9,722 per pupil for the 2015-16 fiscal year. On its own, the unrestricted general fund has revenues that exceed expenses. However, due to the need to support other programs with contributions, the unrestricted general fund is contributing \$10.7 million to Special Education and \$6.5 million to Restricted Routine Repair and Maintenance to cover the expense deficit.

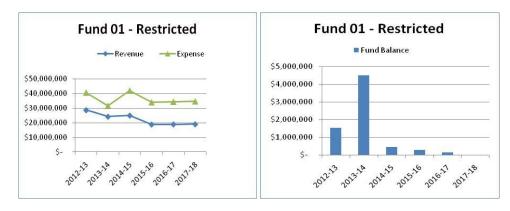


RESTRICTED GENERAL FUND

Fund 01 (RS 3000 – 9999): The restricted general fund includes programs and activities that are, as the name implies, restricted to specific purposes. Under the Local Control Funding Formula (LCFF), many previously restricted programs and activities permanently shifted out of the restricted general fund, resulting in the revenue and expense declines shown in 2013-14. The restricted general fund includes the following:

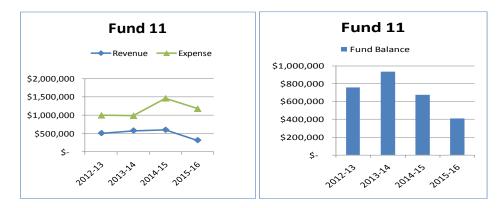
- Federal Categorical Program revenue and expenses, of approximately \$12 million annually, match and there is no fund balance
- Local Grants these grants, at about \$4 million per year, are received and expended per the requirements of the grant itself, leaving no fund balance
- Routine Repair and Maintenance this fund receives no revenue and relies upon contribution of over \$6.5 million annually from the unrestricted general fund to cover the costs of regular repair and maintenance of district facilities. The District is required to spend at least 3% of the General Fund Budgeted expenditures and other Financing uses for ongoing and major maintenance / EC Section 17070.75.
- State Categorical Programs the LCFF eliminated most state categorical programs, the remaining programs receive and spend approximately \$2.5 million annually.
- Special Education with \$4 million in revenues and over \$14 million in expenses budgeted for 2015-16, Special Education requires a significant contribution from the unrestricted general fund.

Routine Repair and Maintenance and Special Education annually strain the unrestricted general fund as their expenses greatly exceed their revenues.



SPECIAL REVENUE FUNDS

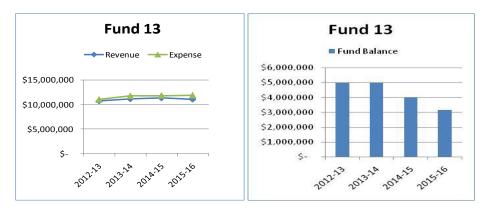
Fund 11: The Adult Education Fund captures all aspects of education for adults. Prior to categorical flexibility implemented by SBX3 4 in 2009, Fund 11 was substantially composed of restricted or committed revenue sources. Federal, State, and Local revenues are still received, however, actual expenses outpaced revenues and the unrestricted general fund helps with an annual contribution of \$600,000 to maintain the function of this program.



Fund 12: The Child Development Fund accounts for the District's participation in the California State Preschool Program, the largest state-funded preschool program in the nation. Revenues match expenses for this program on an annual basis, resulting in no fund balance.



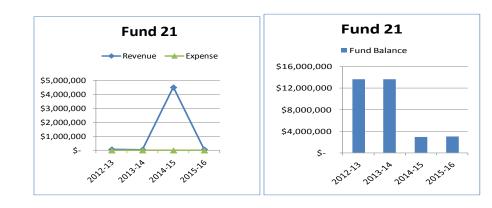
Fund 13: The Cafeteria Fund captures all aspects of the District's student nutrition programs. The program focuses on providing students with nutritious breakfast and lunches that meet the State requirements and criteria. The high population of qualified students for free and reduced provides the District with enough revenues to operate the program and maintain healthy reserves.



Fund 14: Activity in the Deferred Maintenance Fund is an anomaly as there is currently no dedicated revenue to support this program. Since the flexibility implementation in 2009, an Interfund transfer has been done from the General Fund to support the facility needs. The District has decided to close this fund at the end of Fiscal Year 2014-15. Future routine facility maintenance will be covered by Maintenance Routine and Repair (General Fund– Resource 8150), and future major maintenance to facilities will be covered through Special Revenue Fund – Fund 40.



CAPITAL PROJECT FUNDS



Fund 21: The Building Fund receives almost all of its revenue from state bond funds. An interfund transfer is done to County School Facility Fund (Fund 35) as expenses occurred.

Fund 25: Developer Fees are collected per state law and in coordination with the City of Madera to mitigate the impact of property development within the district's boundaries. These funds allow the district to improve and expand facilities due to enrollment growth. In the past two years, construction within Madera has been rising and the revenue to the fund is increasing. Accordingly, projects are being identified in areas with enrollment growth by our Facility & Planning Department. Also, this fund partially pays the 2014 Refinanced Certificate of Participation (COP) through an annual interfund transfer to Debt Service Fund (Fund 56).



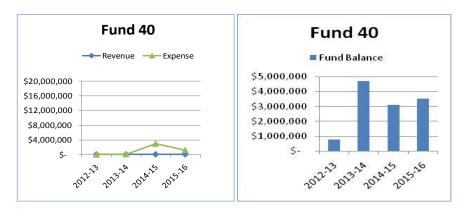
Fund 27: The revenue for this fund is received through the Redevelopment Agency's enforceable obligation payment schedule per AB26. This revenue is the share of county property taxes to specifically pay the 2014 Refinanced COP, the payments end in 2033-34. An annual interfund transfer is done to Debt Service Fund (Fund 56) to cover the principal and interest payments.



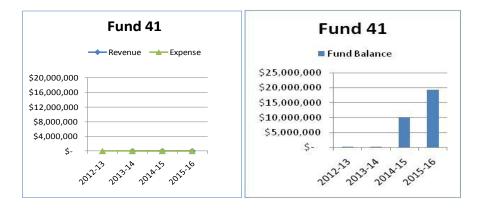
Fund 35: The County School Facility Fund is used to track expenses for capital outlay and building projects. Most of the revenue comes from interfund transfers from other funds such as Fund 21 and Fund 25, the interfund transfers are done as expenses occurred in this fund.



Fund 40: The Special Reserve Fund – Capital Outlay is used to set aside funds for major facility repairs and remodeling. The District set aside approximately \$350,000 per new hire FTE (Certificated and Classified) from the General Fund, 10% of the calculation is transfer to this fund. The estimated transfer is \$1,363,315 for fiscal year 2014-15 and \$894,795 for fiscal year 2015-16. Effective 2015-16, the District will transfer \$1,260,231 from General Fund to cover major deferred maintenance projects according to the schedule provided by Maintenance & Operations Department.



Fund 41: The Special Reserve Fund – Building receives the 90% of the new hire FTE set aside funds from General Fund through an interfund transfer. Facilities & Planning Department has estimated the District will need a new elementary school by 2017 and a new high school by 2019, the estimates are based in the continue enrollment growth the District is experiencing. These funds allow the district to improve and expand facilities. The transfer estimate for fiscal year 2014-15 is \$9,769,835 and \$9,303,160 for fiscal year 2015-16.



DEBT SERVICE FUNDS

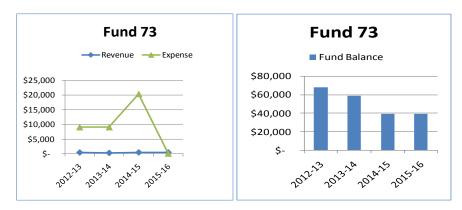
Fund 51: The District's voters authorized various general obligation bonds (GOB) from 2003 through 2012. These bonds are repaid from property taxes collected by the County of Madera. The final amounts for 2014-15 and the projected amounts for 2015-16 will be provided to MUSD at the close of the fiscal year and will be available as part of the district's unaudited actual report in September 2015.

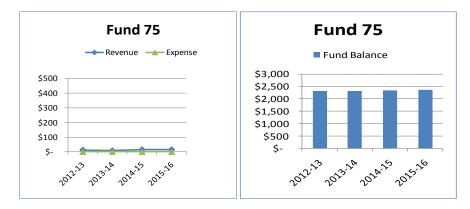
Fund 56: The Debt Service Fund does not receive any revenue. This fund is use to repay Certificates of Participation (COP) acquired for new construction in 2004 and refinanced in 2014. An interfund transfer is done annually from Fund 25 & 27 to cover the principal and interest payments according to the payment schedule. The last COP payment is scheduled to be done in fiscal year 2033-34.



FOUNDATION TRUST FUNDS

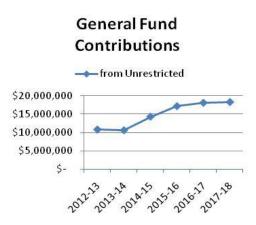
Fund 73 & 75: Fiduciary Funds are used to account for assets held in trustee or agent capacity for others that cannot be used to support the District's own programs. These restricted funds are established by donors such as individuals, private organizations, or other government agencies to provide scholarships to our high school students. The only revenue comes from interest earned by the balance carried on each fund.





CONTRIBUTIONS

General Fund Contributions are done to support other programs, primarily Routine Repair & Maintenance and Special Education programs. The graph and tables below show the increase in the last four years from 2012-13 through 2015-16 and the projection increase of fiscal years 2016-17 and 2017-18.



INTERFUND TRANSFERS

Interfund transfers are used to move revenues from the fund that requires to collect them to the fund that requires to expend them. Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds.

2012-13 Interfund Transfers			
	Fund	Transfer Out	Transfer In
From Building Fund-Bond Proceeds	21	\$ 70,908.92	
to the County Facilities Fund for school construction	35		\$ 70,908.92
From the General Fund-Tier III	• 01	\$ 660,231.00	
to Deferred Maint Fund for maintenance projects	14		\$ 660,231.00
From the General Fund-Tier III	• 01	\$ 600,000.00	
to Adult Ed Fund for program operations	1 1		\$ 600,000.00
From the Developer Fee Fund	25	\$ 17,420.65	
to General Fund for the 3% developer fee transfer	01		\$ 17,420.65
From the Developer Fee Fund	25	\$ 630,649.00	
to Debt Service Fund for debt service payment	56		\$ 630,649.00
From the Redevelopment Fund	27	\$ 634,470.00	
to Debt Service Fund for debt service payment	56		\$ 634,470.00
Total Interfund Transfers		\$ 2,613,679.57	\$ 2,613,679.57

2013-14			
Interfund Transfers			
	Fund	Transfer Out	Transfer In
From Unrestricted General Fund	01	\$ 4,079,959.00	
to Special Reserve Fund - Capital Outlay for future school needs	40		\$ 4,079,959.00
The Building Fund-Bond Proceeds	21	\$ 106,889.22	
to County School Facility Fund for school construction	35		\$ 106,889.22
From Unrestricted General Fund	01	\$ 113.37	
to Child Development Fund to clear 2012-13 A/R	12		\$ 113.37
From General Fund	01	\$ 600,000.00	
to Adult Education Fund for program operations	11		\$ 600,000.00
From General Fund	01	\$ 667,218.00	
to Deferred Maintenance Fund for maintenance projects	14		\$ 667,218.00
From Adult Education Fund	11	\$ 9,575.69	
to Child Development Fund for Small Fry	12		\$ 9,575.69
From Developer Fees Fund	25	\$ 36,450.22	
to General Fund for the 3% developer fee transfer	01		\$ 36,450.22
The Developer Fee Fund Transferred	25	\$ 582,722.00	
to Debt Service Fund for debt service payment	56		\$ 582,722.00
The Redevelopment Fund Transferred	27	\$ 678,094.00	
to Debt Service Fund for debt service payment	56		\$ 678,094.00
Total Interfund Transfers		\$ 6,761,021.50	\$ 6,761,021.50

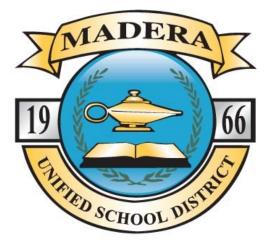
2014-15			
Interfund Transfers	Fund	Transfer Out	Transfer In
From Unrestricted General Fund	01	\$ 1,363,315.00	
to Special Reserve Capital Outlay Fund for future school needs	40		\$ 1,363,315.00
From Unrestricted General Fund	• 01	\$ 9,769,835.00	
to Special Reserve Building Fund for future school needs	41		\$ 9,769,835.00
From Building Fund Bond Proceeds	21	\$ 15,140,043.00	
to County School Facility Fund for school construction	35		\$ 15,140,043.00
From Developer Fees Fund	* 25	\$ 84,560.00	
to County School Facility Fund for new high school	35		\$ 84,560.00
From Unrestricted General Fund	01	\$ 600,000.00	
to Adult Education Fund for program operations	r 11		\$ 600,000.00
From Restricted General Fund	01	\$ 1,260,231.00	
to Deferred Maintenance Fund for maintenance projects	14		\$ 1,260,231.00
From Child Development Fund	12	\$ 1,035.00	
to Adult Education Fund for Small Fry	11		\$ 1,035.00
From Unrestricted General Fund	01	\$ 1,000.00	
to Cafeteria Fund for bad debts	13		\$ 1,000.00
From Developer Fees Fund	25	\$ 20,000.00	
to General Fund for the 3% developer fee transfer	• 01		\$ 20,000.00
From Developer Fee Fund	25	\$ 549,146.00	
to Debt Service Fund for debt service payment	56		\$ 549,146.00
From Redevelopment Fund Transferred	* 27	\$ 721,717.00	
to Debt Service Fund for the debt service payment	56		\$ 721,717.00
Total Interfund Transfers		\$ 29,510,882.00	\$ 29,510,882.00

2015-16

Interfund Transfers	Fund	Transfer Out	Transfer In
From Restricted General Fund	01	\$ 894,795.00	fransier m
to Special Reserve Capital Outlay Fund for future school needs	40	,,	\$ 894,795.00
From Unrestricted General Fund	• 01	\$ 9,303,160.00	
to Special Reserve Building Fund for future school needs	41		\$ 9,303,160.00
From Unrestricted General Fund	• 01	\$ 600,000.00	
to Adult Education Fund for program operations	11		\$ 600,000.00
From Restricted General Fund	• 01	\$ 1,260,231.00	
to Special Reserve Capital Outlay Fund for Deferred Maintenance	40		\$ 1,260,231.00
From Developer Fees Fund	25	\$ 20,000.00	
to General Fund for the 3% developer fee transfer	01		\$ 20,000.00
From Developer Fee Fund	25	\$ 382,063.00	
to Debt Service Fund for debt service payment	56		\$ 382,063.00
From Redevelopment Fund Transferred	27	\$ 801,077.00	
to Debt Service Fund for the debt service payment	56		\$ 801,077.00
Total Interfund Transfers		\$ 13,261,326.00	\$ 13,261,326.00

APPENDIX A

Local Control and Accountability Plan



MADERA UNIFIED SCHOOL DISTRICT

1	Title 5. EDUCATION
2	Division 1. California Department of Education
3	Chapter 14.5. Local Control Funding Formula
4	Subchapter 1. Local Control Funding Formula Spending Regulations for
5	Supplemental and Concentration Grants and Local Control and Accountability
6	Plan Template
7	Article 1. Local Control and Accountability Plan and Spending Requirements for
8	Supplemental and Concentration Grants
9	
10	<u>§ 15494. Scope.</u>
11	(a) This chapter applies to all local educational agencies (LEAs) as defined in
12	section 15495(d).
13	(b) Funding restrictions specified in Education Code section 42238.07 apply to local
14	control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
15	pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.
16	(c) The local control and accountability plan (LCAP) shall demonstrate how services
17	are provided according to this chapter to meet the needs of unduplicated pupils and
18	improve the performance of all pupils in the state priority areas.
19	NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20	Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
21	47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
22	<u>6312.</u>
23	
24	<u>§ 15495. Definitions.</u>
25	In addition to those found in Education Code sections 2574, 42238.01, and
26	42238.02, the following definitions are provided:
27	(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
28	47606.5, means a process to enable pupils, including unduplicated pupils and other
29	numerically significant pupil subgroups, to review and comment on the development of
30	the LCAP. This process may include surveys of pupils, forums with pupils, pupil
31	advisory committees, or meetings with pupil government bodies or other groups
32	representing pupils.

1 (b) "English learner parent advisory committee," as used in Education Code sections 2 52063 and 52069 for those school districts or schools and programs operated by county 3 superintendents of schools whose enrollment includes at least 15 percent English 4 learners and at least 50 pupils who are English learners, shall be composed of a 5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in 6 Education Code section 42238.01(c) applies. A governing board of a school district or a 7 county superintendent of schools shall not be required to establish a new English 8 learner parent advisory committee if a previously established committee meets these 9 requirements. 10 (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in 11 12 conformance with the LCAP and annual update template found in section 15497.5. 13 (d) "Local educational agency (LEA)" means a school district, county office of 14 education, or charter school. 15 (e) "Parents" means the natural or adoptive parents, legal guardians, or other 16 persons holding the right to make educational decisions for the pupil pursuant to 17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 18 56055, including foster parents who hold rights to make educational decisions. 19 (f) "Parent advisory committee," as used in Education Code sections 52063 and 20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of 21 pupils and include parents of pupils to whom one or more of the definitions in Education 22 Code section 42238.01 apply. A governing board of a school district or a county 23 superintendent of schools shall not be required to establish a new parent advisory 24 committee if a previously established committee meets these requirements, including 25 any committee established to meet the requirements of the federal No Child Left Behind 26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of 27 Title I of that act. 28 (q) "Prior year" means one fiscal year immediately preceding the fiscal year for 29 which an LCAP is approved. 30 (h) "Services" as used in Education Code section 42238.07 may include, but are not 31 limited to, services associated with the delivery of instruction, administration, facilities, 32 pupil support services, technology, and other general infrastructure necessary to 33 operate and deliver educational instruction and related services.

1	(i) "State priority areas" means the priorities identified in Education Code sections
2	52060 and 52066. For charter schools, "state priority areas" means the priorities
3	identified in Education Code section 52060 that apply for the grade levels served or the
4	nature of the program operated by the charter school.
5	(j) "Subgroup" means the numerically significant pupil subgroups identified pursuant
6	to Education Code section 52052.
7	(k) "to improve services" means to grow services in quality.
8	(I) "to increase services" means to grow services in quantity.
9	(m) "unduplicated pupil" means any of those pupils to whom one or more of the
10	definitions included in Education Code section 42238.01 apply, including pupils eligible
11	for free or reduced price meals, foster youth, and English learners.
12	NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13	<u>Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,</u>
14	47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15	<u>6312.</u>
16	
17	§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services
	§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for
17 18 19	
18	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for
18 19	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.
18 19 20	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
18 19 20 21	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils,
18 19 20 21 22	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
18 19 20 21 22 23	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for
18 19 20 21 22 23 24	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to
18 19 20 21 22 23 24 25	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of
18 19 20 21 22 23 24 25 26	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
18 19 20 21 22 23 24 25 26 27	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the
18 19 20 21 22 23 24 25 26 27 28	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall
18 19 20 21 22 23 24 25 26 27 28 29	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased
18 19 20 21 22 23 24 25 26 27 28 29 30	for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants. (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

1	(2) Estimate the amount of LCFF funds expended by the LEA on services for
2	unduplicated pupils in the prior year that is in addition to what was expended on
3	services provided for all pupils. The estimated amount of funds expended in 2013-14
4	shall be no less than the amount of Economic Impact Aid funds the LEA expended in
5	the 2012-13 fiscal year.
6	(3) Subtract subdivision (a)(2) from subdivision (a)(1).
7	(4) Multiply the amount in subdivision (a)(3), by the most recent percentage
8	calculated by the Department of Finance that represents how much of the statewide
9	funding gap between current funding and full implementation of LCFF is eliminated in
10	the fiscal year for which the LCAP is adopted.
11	(5) Add subdivision (a)(4) to subdivision (a)(2).
12	(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
13	to Education Code sections 42238.02 and 2574, as implemented by Education Code
14	sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
15	Instructional Improvement Grant program and the Home to School Transportation
16	program, in the fiscal year for which the LCAP is adopted.
17	(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).
18	(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
19	or when LCFF is fully implemented statewide, then an LEA shall determine its
20	percentage for purposes of this section by dividing the amount of the LCFF target
21	attributed to the supplemental and concentration grant for the LEA calculated pursuant
22	to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
23	adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
24	Targeted Instructional Improvement Grant program and the Home to School
25	Transportation program.
26	(b) This subdivision identifies the conditions under which an LEA may use funds
27	apportioned on the basis of the number and concentration of unduplicated pupils for
28	districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
29	Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
30	services for unduplicated pupils under subdivision (a) of this section by using funds to
31	upgrade the entire educational program of a schoolsite, a school district, a charter
32	school, or a county office of education as follows:

1	(1) A school district that has an enrollment of unduplicated pupils of 55 percent or
2	more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
3	in the prior year may expend supplemental and concentration grant funds on a
4	districtwide basis. A school district expending funds on a districtwide basis shall do all of
5	the following:
6	(A) Identify in the LCAP those services that are being funded and provided on a
7	districtwide basis.
8	(B) Describe in the LCAP how such services are principally directed towards, and
9	are effective in, meeting the district's goals for its unduplicated pupils in the state and
10	any local priority areas.
11	(2) A school district that has an enrollment of unduplicated pupils less than 55
12	percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
13	may expend supplemental and concentration grant funds on a districtwide basis. A
14	school district expending funds on a districtwide basis shall do all of the following:
15	(A) Identify in the LCAP those services that are being funded and provided on a
16	districtwide basis.
17	(B) Describe in the LCAP how such services are principally directed towards, and
18	are effective in, meeting the district's goals for its unduplicated pupils in the state and
19	any local priority areas.
20	(C) Describe how these services are the most effective use of the funds to meet the
21	district's goals for its unduplicated pupils in the state and any local priority areas. The
22	description shall provide the basis for this determination, including, but not limited to,
23	any alternatives considered and any supporting research, experience, or educational
24	theory.
25	(3) A school district that has an enrollment of unduplicated pupils at a school that is
26	40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
27	is adopted or in the prior year may expend supplemental and concentration grant funds
28	on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
29	all of the following:
30	(A) Identify in the LCAP those services that are being funded and provided on a
24	ashaalwida baaia

31 <u>schoolwide basis.</u>

1	(B) Describe in the LCAP how such services are principally directed towards, and
2	are effective in, meeting the district's goals for its unduplicated pupils in the state and
3	any local priority areas.
4	(4) A school district that has an enrollment of unduplicated pupils that is less than 40
5	percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
6	adopted may expend supplemental and concentration grant funds on a schoolwide
7	basis. A school district expending funds on a schoolwide basis shall do all of the
8	following:
9	(A) Identify in the LCAP those services that are being funded and provided on a
10	schoolwide basis.
11	(B) Describe in the LCAP how such services are principally directed towards, and
12	are effective in, meeting the district's goals for its unduplicated pupils in the state and
13	any local priority areas.
14	(C) Describe how these services are the most effective use of the funds to meet the
15	district's goals for its unduplicated pupils in the state and any local priority areas. The
16	description shall provide the basis for this determination, including, but not limited to,
17	any alternatives considered and any supporting research, experience, or educational
18	theory.
19	(5) A county office of education expending supplemental and concentration grant
20	funds on a countywide basis or a charter school expending supplemental and
21	concentration grant funds on a charterwide basis shall do all of the following:
22	(A) Identify in the LCAP those services that are being funded and provided on a
23	countywide or charterwide basis.
24	(B) Describe in the LCAP how such services are principally directed towards, and
25	are effective in, meeting the county office of education's or charter school's goals for its
26	unduplicated pupils in the state and any local priority areas, as applicable.
27	NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
28	Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
29	47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
30	<u>6312.</u>
31	
32	§ 15497. County Superintendent of Schools Oversight of Demonstration of
33	Proportionality.

1	In making the determinations required under Education Code section 52070(d)(3),
2	the county superintendent of schools shall include review of any descriptions of
3	districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
4	(b)(4) when determining whether the school district has fully demonstrated that it will
5	increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
6	county superintendent of schools does not approve an LCAP because the school district
7	has failed to meet its requirement to increase or improve services for unduplicated
8	pupils as specified in this section, it shall provide technical assistance to the school
9	district in meeting that requirement pursuant to Education Code section 52071.
10	NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
11	<u>Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,</u>
12	47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
13	<u>6312.</u>
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21 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

In August 2012, the Madera Unified School District (MUSD) Board of Education adopted a visionary strategic plan, to guide the district's work for the next three years. This plan articulates the hopes and vision for every student in the district and clearly states the organization's mission:

- Highest Student Achievement
- Orderly Learning Environment
- Financially Sound and Effective Organization

The MUSD goal statement within the strategic plan is to ensure every student is educated for COLLEGE, equipped for CAREER, and empowered with CHARACTER. The strategic plan includes input from a wide range of stakeholders, including parents, teachers, administrators, leaders of community based organizations and other staff. The strategic plan was developed and completed during the 2011-2012 school year. Members of the strategic plan core team included Board Members, MUSD District Administration, MUSD Teachers, Parent Leaders and Community Based Organizations.

The strategic plan is a living document that is used to guide the district's work every day. It includes four pillars (goals) eight commitments and twenty three key actions and is the focus for our school district. The 2014-2015 Local Control Accountability Plan (LCAP) was developed with the MUSD strategic plan lens and frame in mind. The 2015-2016 LCAP engagement process continued to build on the foundation developed from the 2014-2015 LCAP.

The four PILLARS of the MUSD strategic plan are:

- PILLAR #1: Equitable Access to Rigorous High-Level Programs
- **PILLAR #2:** Data-Driven Professional Learning and Collaboration
- **PILLAR #3:** Safe and Healthy Environments for Learning and Work
- PILLAR #4: Strong Relationships with Families and Community

The PILLARS along with the eight state priorities framed the feedback that we solicited from our community during the LCAP engagement process. Furthermore, we asked stakeholders to prioritize which state priorities they would like to see more resources devoted to.

MUSD Strategic Plan:

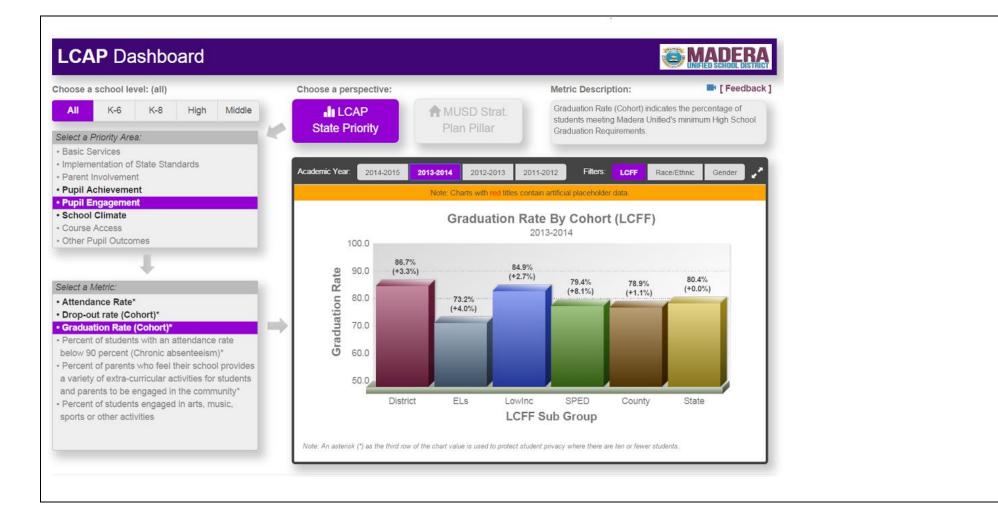
MUSD's strategic plan has four pillars/goals, eight commitments and twenty three key actions used to guide the work of every MUSD employee. MUSD's strategic plan aligns with the states eight priorities. MUSD's strategic plan four pillars/goals is the following:

- Equitable Access to Rigorous High Level Programs
 - Ensures that curriculum, standards-based instruction, and programs are directly driven to provide all students with equal levels of opportunity and achievement.
 - Commitment 1.1: Strong Core Academic Programs
 - Commitment 1.2: Consistent Implementation of the Instructional Focus
- Data Driven Professional Learning and Collaboration
 - Promotes meaningful collaboration and professional learning to improve and shift practices in every classroom, every school, and every district-level department
 - Commitment 2.1: Investing in Growth of Teachers, Leaders and Staff
 - Commitment 2.2: Data Informed Culture
- Safe and Healthy Environments for Learning and Work
 - Focuses on school-level and district-wide culture and structures that support the personal safety of the students, staff and community with fair and consistent expectations.
 - Commitment 3.1: Safe, Caring and Respectful Environment
 - Commitment 3.2: Responsive District Supports and Services
- Strong Relationships with Families and Community
 - Recognizes that schools can't do it alone. Therefore, we will initiate and sustain relationships among home-schoolcommunity through shared responsibility for student success, proactive communication and meaningful stakeholder "voice."
 - Commitment 4.1: Proactive Outreach and Communication to Parents and Community Partners
 - Commitment 4.2: Public Trust and Commitment

Please see the image below which represents the alignment of the Four Pillars/Goals with the State Priorities.

Equitable Access to	Data Driven	Safe and Healthy	Strong Relationships
Rigorous High Level	Professional Learning	Environments for	with Families and
Programs	and Collaboration	Learning and Work	Community
 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 7. Course Access 8. Other Student Outcomes 	 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes 	 I. Basic Services 7. Course Access 4. Student Achievement 5. Student Engagement 6. School climate 3. Parent Involvement 8. Other Student Outcomes 	 7. Course Access 4. Student Achievement 5. Student Engagement 3. Parent Involvement 6. School climate

MUSD's school board approved the MUSD's LCAP District Data Dashboard. This dashboard includes 42 unique metrics aligned to the State priorities and MUSD's four pillars/goals within the strategic plan. Please see Appendix E to view the MUSD LCAP District Data Dashboard. Additionally, an interactive online tool called the LCAP Explorer was developed for the community to easily and more transparently monitor the performance of the district. The LCAP Data Dashboard Explorer can be accessed on Madera Unified's district's website. A screen shot of the LCAP Data Dashboard Explorer has been included below:



LEA: Madera Unified

Contact (Name, Title, Email, and Phone Number): Edward C. Gonzalez, Superintendent <u>edwardgonzalez@maderausd.org</u> (559) 675-4500 LCAP Year: 2015-2016

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?

MUSD held L between the r	Community Meetings		Impact on LCAP		
MUSD held L between the r					
	_CAP update and input meetings with the follow	The meetings provid	ed staff the opportunity to		
	months of January to March:	provide community r	provide community members with an overview		
	used community meetings	of the new state funding formula and the eight state priorities. Additionally, staff was able to			
	nmunity meetings				
Parent Comr	mittees (District English Language Advisory Co	mmittee, School Site	obtain the communities input on the state		
Council)				priorities they would like to see more	
	ve meetings with Principal's and Vice Principal	'S		to and potential resources	
Teacher mee			we should consider i	we should consider investing in to meet the state priority.	
Community I	Based Organizations		state priority.		
From Februar were held. The table belo	sed community meetings: Iry 3 to March 5, a total of 10 different communi low provides the dates of the meetings and the	The feedback received from the Parent focused community meetings provided clear evidence that Madera Unified's community believe more resources need to be dedicated			
Date				to addressing the following state priorities:	
		attendees			
	Alternative High Schools	38	School Type	State Priority	
	K-6 Schools	168	Comprehensive	Student	
	K-8 Schools	16	High Schools	Engagement	
	Comprehensive High Schools	58	Alternative High	Basic Services	
	Middle Schools	41	Schools		
	K-6 Schools	128	Middle Schools	School Climate,	
	Alternative High Schools	34		Course Access	
	K-8 Schools	25	K-8 Schools	Basic Services	
	High Schools	30	K-6 Schools	Basic Services	
	Middle Schools	20 558			
3/5/2015	Total Attendees				

 The main goals for the 2nd LCAP community meetings were the following: 1. Obtain feedback from the community on the rank order of the Top 3 State Priorities 							
 Obtain feedback from the community on the resources we need to address the State Priorities 							
People in attendance were broken up into s three state priorities our district should focu needed to address the state priorities. Eac group their respective results. The results Below is a summary of the ranking of the to (some meetings had ties so we listed out m cases):	s on and what resources/programs are h table shared out with the entire meeting were tallied at the end of each meeting. op three state priorities for each school type						
School Type	Rank order of state priorities						
Alternative High Schools	 Basic Services Course Access Parent Involvement 						
K-6 School	 Basic Services Parent Involvement, Course Access 						
K-8 Schools 1. Basic Services 2. Course Access 3. School Climate 3. Student Engagement 3. Student Engagement							
Comprehensive High Schools	 Student Engagement Basic Services, School Climate School Climate 						
Middle Schools	 School Climate, Course Access Student Engagement 						

Question	% who strongly agreed or agreed to the statement	
 The information shared during the Community Meeting was clear to me and met my expectation. 	99%	
 I feel my input will be heard and valued by school leadership. 	99%	
3. The visuals and handouts were appropriate and helpful.	98%	
 Sufficient time was used to cover all materials and information. 	98%	
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the <u>http://www.madera.k12.ca.us/Page/8571</u> .		
These meetings generated over 500 unique ideas/solutions on how t goals and state priorities. Please use the following url to access the <u>http://www.madera.k12.ca.us/Page/8571</u> . Student community meetings:	detailed notes	
These meetings generated over 500 unique ideas/solutions on how f goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respecti	detailed notes	The feedback received from the student
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respection the most important state priorities and resources needed to address	detailed notes ve feedback on the state	The feedback received from the student community meetings provided clear evidence
These meetings generated over 500 unique ideas/solutions on how f goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respecti the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings	detailed notes ve feedback on the state	The feedback received from the student
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the <u>http://www.madera.k12.ca.us/Page/8571</u> . Student community meetings: LCAP input meetings were held with students to obtain their respection the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings dentified the following as the most important priorities:	detailed notes ve feedback on the state	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities:
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the <u>http://www.madera.k12.ca.us/Page/8571</u> . Student community meetings: LCAP input meetings were held with students to obtain their respective the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings dentified the following as the most important priorities: -Basic Services	detailed notes ve feedback on the state	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities: State Priority
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respection the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings identified the following as the most important priorities: -Basic Services -Course Access	detailed notes ve feedback on the state	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities: State Priority Basic Services
These meetings generated over 500 unique ideas/solutions on how to goals and state priorities. Please use the following url to access the <u>http://www.madera.k12.ca.us/Page/8571</u> .	detailed notes ve feedback on the state	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities: State Priority Basic Services Course Access
These meetings generated over 500 unique ideas/solutions on how f goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respecti the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings identified the following as the most important priorities: -Basic Services -Course Access -Parent Involvement	detailed notes ve feedback on the state 5. Students	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities: State Priority Basic Services
These meetings generated over 500 unique ideas/solutions on how t goals and state priorities. Please use the following url to access the http://www.madera.k12.ca.us/Page/8571. Student community meetings: LCAP input meetings were held with students to obtain their respecti the most important state priorities and resources needed to address priorities. Over 130 students participated in the LCAP input meetings identified the following as the most important priorities: -Basic Services -Course Access	detailed notes ve feedback on the state 5. Students	The feedback received from the student community meetings provided clear evidence that Madera Unified's student community believe more resources need to be dedicate to addressing the following state priorities: State Priority Basic Services Course Access

Parent Committees: LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address the state priorities. The parent committees include School Site Councils, English Language Advisory Committees, and District English Language Advisory Committee. The parent committees above generated a number of unique ideas/solutions. Additionally, both the Parent Advisory Committee and the District English Language Advisory Committee both will provide written feedback on the LCAP to the School Board.	The feedback received community meetings (etc.) provided clear ev Unified's parent comm resources need to be the following state price State Priority Basic Services Course Access Parent Involvement School Climate Student Achievement	DELAC, SSC, ELAC idence that Madera nunities believe more dedicated to addressing
Administrative meetings with Principal's, Vice Principal's and Other Administrators: LCAP input meetings were held with Principal's and Vice Principal's to obtain their respective feedback on the most important state priorities and resources needed to address the state priorities. 51 administrators participated in the LCAP input	focused community m evidence that Adminis	d from the Administrative eetings provided clear trators believe the top ool type is the following:
meetings.	School Type	State Priority
	Comprehensive	Student
	High Schools	Engagement
	Alternative High	Basic Services
	Schools	
	Middle Schools	Student
		Engagement
	K-8 Schools	Course Access
	K-6 Schools	Basic Services

Teacher Meetings: LCAP input meetings were held with Teachers to obtain their respective feedback on the resources needed to address the district's goals. Over 900 Teacher's participated in the LCAP input meetings. These teacher meetings generated forty seven pages of notes on how to meet our district goals and state priorities.	The Madera Unified Teacher Union facilitated Teacher meetings held at each school site. The feedback from the Teacher meetings were compiled and given to the Superintendent and Board for review. Additionally, the Teacher's feedback was posted to the following website link so the public can view as well. <u>http://www.madera.k12.ca.us/Page/8571</u>
Community Based Organization Meetings: LCAP input meetings were held with different community based organizations to obtain their respective feedback on the resources needed to address the district's goals and state priorities. Five different community organizations participated in the LCAP input meetings. The meetings generated a number of unique ideas/solutions on how to meet our district goals and state priorities. Please visit the following website to review the detailed notes. <u>http://www.madera.k12.ca.us/Page/8571</u>	The feedback received from the community based organizations provided clear evidence that Madera Unified's community based organizations believe more resources should be dedicated to addressing the following State Priorities: State Priority Course Access Basic Services Student Engagement
LCAP Community Input Survey: An LCAP community input survey was created in both English and Spanish. Community members were encouraged to take this survey online or through a hard copy. 585 people responded to the survey. Please use the following website link to access the survey results. http://www.madera.k12.ca.us/Page/8371	The feedback received from the community survey indicated that more resources need to be dedicated to the following state priorities: State Priority Student Engagement Basic Services Parent Involvement

Annual Update: Update on implementation of 2014-2015 LCAP First, MUSD staff presented an update on the status of certain key actions during a Board Workshop and Community Meeting held during the months of November and December 2014. The presentation walked through the state's eight priorities and the alignment to the MUSD strategic plan. Additionally, the following areas were discussed during the presentation: -Expanding and Retaining our Teaching Force -Creation of new Community Day School – Ripperdan School of Opportunity -Expansion of Robotics and Reading and Social Emotional Supports for School Sites -District website upgrades -Transportation updates	Annual Update: The Board of Education approved an LCAP District Data Dashboard during the month of February. This dashboard includes forty two different indicators which will be monitored to determine if we are making progress with meeting the state priorities and also our MUSD goals. Madera Unified created an online tool called the LCAP Dashboard Explorer. It provides a way for the community to have an interactive way to view the LCAP Dashboard indicators. The LCAP Dashboard Explorer will be used in an ongoing way to provide the community with updates and progress reports on the performance of our district.
Equity Walk: On May 28 th , 2015 MUSD held an equity walk. We had a total of 25 participants made up of staff and community members in attendance. Community members were able to participate in a gallery walk and review data on Madera Unified's Graduation, Dropout and Post-secondary Enrollment Rates related to the LCAP's eight state priority metrics. Community members along with staff shared their thoughts on the results of the data and why we received the results we have.	Equity Walk: MUSD plans to hold future equity walks and make it a regular part of MUSD's culture.

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).

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

Scope of Service: Describe the scope of each action/service by identifying the 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	: Equitable Access to Rigorous High-Level Programs.	Related State and/or Local Priorities: 1_X_2_X_34_X_5_X_6 7_X_8_X COE only: 910 Local: Specify local ELA, Math assessment, K-3 early reading literacy and reading	
Identified Need: 1A Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college and career.			
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All student subgroups		
	LCAP Year 1: 2015-16		
Expected Annua Measurable Outcomes:	 Please note: The Academic Performance Index (API) has been suspended by the state, so in Measurable Outcomes. Advanced Placement (AP Exams) For the 2013-2014 school year, 51% of students scored a 3 or higher For the 2013-2014 school year, 19% of students took an AP exam It is expected that for the 2015-2016 school year more students will p higher in comparison to the prior school year results It is expected that for the 2015-2016 school year more students will ta prior school year results A-G Requirements For the 2013-2014 school year, 30.3% of students graduated and cord It is expected that for the 2015-2016 school year more students will g requirements in comparison to the prior school year results High School Exit Exam (CAHSEE) For the 2013-2014 school year, 78% of students passed the CAHSEE For the 2013-2014 school year, 79% of students passed the CAHSEE It is expected that for the 2015-2016 school year more students will p time in comparison to the prior school year more students passed the CAHSEE 	on the AP exam bass the AP exam with a score of 3 or ake the AP exam in comparison to the mpleted their A-G requirements traduate and complete their A-G	

-	It is expected that for the 2015-2016 school year more students will pass the CAHSEE ELA for the first
	time in comparison to the prior school year results
Early	v Assessment Program (EAP)
-	For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam
-	For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam
-	It is expected that for the 2015-2016 school year more students will score college ready on the EAP
	English exam in comparison to the prior school year results
-	It is expected that for the 2015-2016 school year more students will score college ready on the EAP Math
	exam in comparison to the prior school year results
Post	-Secondary Enrollment and Financial Assistance
-	For the 2013-2014 school year, 60% of students enrolled in post-secondary education
-	For the 2014-2015 school year, 760 students completed their FAFSA (as of 3-23-2015)
-	For the 2013-2014 school year, 10.32% of 9 th to 12 th grade students took the SAT
-	For the 2013-2014 school year, 20.92% of 9 th to 12 th grade students scored 1,500 or higher on the SAT
-	It is expected that for the 2015-2016 school year more students will enroll in post-secondary education in
	comparison to the prior school year results
-	It is expected that for the 2015-2016 school year more 12 th grade students will complete their FAFSA in
	comparison to the prior school year results
-	It is expected that for the 2015-2016 school year more students will take the SAT in comparison to the prior school year results
-	It is expected that for the 2015-2016 school year more students will score 1,500 or higher on the SAT in
	comparison to the prior school year results
Grad	uation and Dropout Rates
-	For the 2013-2014 school year we had a 86.9% Graduation Rate
-	For the 2013-2014 school year we had a 10.3% Dropout Rate
-	It is expected that for the 2015-2016 school year we will have an increase in Graduation Rate in
	comparison to the prior school year results
-	It is expected that for the 2015-2016 school year we will have a decrease in Dropout Rate in comparison to
	the prior school year results

- For the 2013-2014 school year 61.4% of students (7th through 12th grade) had 1 or more D's or F's on their

their report card in comp Student Achievement on Loc - Establish baseline result - Establish baseline result - Establish baseline result - Establish baseline result - For the 2013-2014 scho CELDT - For the 2014-2015 scho - It is expected that for the level or more on the CE - It is expected that for the the prior school year - It is expected that for the to the timing of when a construction - It is expected that for the	arison to the p al and State A ts for local ELA ts for local Mai ts for local Mai ts for local ass ol year 57.8% ol year the EL 2015-2016 s 2015-2016 s coup of stude al materials 2015-2016 s	Assessments A assessment th assessment essment measuring early literacy and reading (K-3) of EL students improved one proficiency level or more Re-designation rate was 18.9% chool year we will have more students improving one rison to the prior school year chool year we will have a lower long term EL rate in c chool year we will have a lower EL Re-designation rate that were re-designated)	e on the proficiency omparison to te (this is due
Actions/Services	Scope of	arison to the prior school year Pupils to be served within identified scope of	Budgeted
	Service	service	Expenditures
 Implementation of College and Career Readiness initiatives Implement a Career Academy model (Agriculture, Advanced Manufacturing, and Health Careers) Redesign, rebuild, and implement career pathways Develop viable Career Pathway options at our Continuation high school and Community day school. Develop career guidance, career exploration, and career pathways for 	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$2.7M LCFF S&C \$684K Perkins \$199K

 grades 6-8. Develop Career Readiness Indicators Develop career explorations programs for elementary students Early, sustained career counseling and information, K-12 			
Computer & Technology Upgrade and Modernization	All Schools	X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$605K LCFF S&C \$90K Mandated Cost \$60K Title I \$102K Lottery \$5.5K Lottery Instructional Materials \$131K Special Ed \$21K M&O \$1.5K

 Early Reading Intervention Implementation Add additional Primary Literacy Support Specialist and deploy them based on LCFF need calculation (see appendix B) 	Elementary Schools 1 st to 3 rd Grade	ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$2.8M
English Learner District Office Support Structure Improvements	All Schools 1 st to 3 rd Grade	ALL OR:	LCFF S & C \$131K
 Add Elementary English Learner Coordinator Add Secondary English Learner Coordinator (see appendix B) Development of Principal Data Dashboard to 	All Schools	Low Income pupils <u>x</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _X_ALL	TITLE I \$131K LCFF Base
 <u>monitor the progress of all students at a</u> <u>disaggregated level</u> Performance Management Department will work with Principals to develop and create Principal Dashboard 		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	\$85K LCFF S&C \$541K
 Establish District Wide Master Scheduling Process utilizing data to ensure students are enrolled in the correct courses Develop and execute standard operating procedures districtwide Utilization of Transcript Evaluation Service (TES) provided by University of California Office of the President to confirm courses are A-G approved 	Middle & High Schools 7 th to 12 th grade	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$269K LCFF S&C \$131K

Continue Expansio	n and Improvements in our	All Schools	X ALL	LCFF Base
Art and Music Prog				301K
 Continue to pr 	rovide visual and performing		OR:	
arts electives	at the High School and		Low Income pupils	LCFF S&C
	At the Elementary Level-		English Learners	640K
	I Arts for all 3rd Grade		Foster Youth	
Classes, Prov	ide General Music Grades K-		Redesignated fluent English proficient	Lottery
3 Classes, Re	corders- Grade 4		Other Subgroups:(Specify)	\$1.3M
-	Options- Grade 5,6,7,8			
	n and Improvement in our	All Schools	<u>X</u> ALL	LCFF Base
Athletic Programs				\$1.6M
 Complete repl 	acement of Stadium Turf		OR:	
Project with O	rganic Material.		Low Income pupils	LCFF S&C
 Implement 6 n 	new Middle School Soccer		English Learners	\$234K
Teams as we	continue to build a strong		Foster Youth	
structure for o	ur High School Programs. (1		Redesignated fluent English proficient	Gate
boys and 1 gir	ls program at each Middle		Other Subgroups:(Specify)	Receipts
School)				\$84K
- Add 3 FTE Ele	ementary PE Specialist			
 Continue to re 	vitalize and restructure our			Lottery
MULES progra	am to increase participation			\$776K
and give stude	ents more opportunities to			
connect to sch	nools.			
		LCAP Yea	ar 2 : 2016-17	
	Please note: The Academic Performa	nce Index (API) h	has been suspended by the state, so it is not included in the	e Expected Annual
	Measurable Outcomes.		. , .	
	Advanced Placement (AP Example 1)	,		
Expected Annual			of students scored a 3 or higher on the AP exam	
Measurable			of students took an AP exam	
Outcomes:	•		chool year more students will pass the AP exam	with a score of 3 or
	higher in comparison to		•	
		e 2016-17 sch	ool year more students will take the AP exam in c	comparison to the
	prior school year total			

A-G Requirements

- For the 2013-2014 school year, 30.3% of students graduated and completed their A-G requirements
- It is expected that for the 2016-2017 school year more students will graduate and complete their A-G
 requirements in comparison to the prior school year

High School Exit Exam (CAHSEE)

- For the 2013-2014 school year, 78% of students passed the CAHSEE Math the first time
- For the 2013-2014 school year, 79% of students passed the CAHSEE ELA the first time
- It is expected that for the 2016-2017 school year more students will pass the CAHSEE Math for the first time in comparison to the prior school year
- It is expected that for the 2016-2017 school year more students will pass the CAHSEE ELA for the first time in comparison to the prior school year

Early Assessment Program (EAP)

- For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam
- For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam
- It is expected that for the 2016-2017 school year more students will score college ready on the EAP English exam in comparison to the prior school year
- It is expected that for the 2016-2017 school year more students will score college ready on the EAP Math exam in comparison to the prior school year

Post-Secondary Enrollment and Financial Assistance

- For the 2013-2014 school year, 60% of students enrolled in post-secondary education
- For the 2014-2015 school year, 760 grade students completed their FAFSA (as of 3-23-2015)
- For the 2013-2014 school year, 10.32% of 9th to 12th grade students took the SAT
- For the 2013-2014 school year, 20.92% of 9th to 12th grade students scored 1,500 or higher on the SAT
- It is expected that for the 2016-2017 school year more students will enroll in post-secondary education in comparison to the prior school year
- It is expected that for the 2016-2017 school year more 12th grade students will complete their FAFSA in comparison to the prior school year
- It is expected that for the 2016-2017 school year more students will take the SAT in comparison to the prior school year
- It is expected that for the 2016-2017 school year more students will score 1,500 or higher on the SAT in comparison to the prior school year

Grad	uation and Dropout Rates
-	For the 2013-2014 school year we had a 86.9% Graduation Rate
-	For the 2013-2014 school year we had a 10.3% Dropout Rate
-	It is expected that for the 2016-2017 school year we will have an increase in Graduation Rate in
	comparison to the prior school year
-	It is expected that for the 2016-2017 school year we will have a decrease in Dropout Rate in comparison the prior school year
Stud	ent Grades
-	For the 2013-2014 school year 61.4% of students (7 th through 12 th grade) had 1 or more D's or F's on the
	report card
-	It is expected that for the 2016-2017 school year we will have less students with 1 or more D's or F's on their report card in comparison to the prior school year
Stud	ent Achievement on Local and State Assessments
-	It is expected that for the 2016-17 school year we will have more students meeting standard in the local
	ELA assessment in comparison to prior school year
-	It is expected that for the 2016-17 school year we will have more students meeting standard in the local
	Math assessment in comparison to prior school year
-	It is expected that for the 2016-17 school year we have more students meeting standard in the local
	assessment measuring early literacy and reading (K-3) in comparison to the prior school year
-	For the 2013-2014 school year 57.8% of EL students improved one proficiency level or more on the
	CELDT
-	For the 2014-2015 school year the EL Re-designation rate was 18.9%
-	It is expected that for the 2016-2017 school year we will have more students improving one proficiency
	level or more on the CELDT in comparison to the prior school year
-	It is expected that for the 2016-2017 school year we will have a lower long term EL rate in comparison to
	the prior school year
-	It is expected that for the 2016-2017 school year we will have an increase EL Re-designation rate in
	comparison to the prior school year
Stan	dards aligned instructional materials
-	It is expected that for the 2016-2017 school year we will have an increase in the availability of standards aligned instructional materials in comparison to the prior school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of College and Career Readiness initiatives	All Schools	<u>X</u> ALL	LCFF Base \$2.9M
		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$725K
Computer & Technology Upgrade and Modernization	All Schools	<u>X_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$641K LCFF S&C \$94K
Continue Expansion and Improvements in our Art and Music Programs	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$319K LCFF S&C \$678K

Continue Expansion and Improvement in our Athletic Programs	All Schools	<u>X</u> ALL OR:	LCFF Base \$1.7M
		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$247K
Early Reading Intervention Implementation	Elementary Schools	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Rother Subgroups:(Specify)_1 st to 3 rd Grade	LCFF S&C - \$2.9M
 English Learner District Office Support Structure Improvements Maintain Elementary English Learner Coordinator Maintain Secondary English Learner Coordinator (see appendix B) 	All Schools	ALL OR: Low Income pupils Low Income pupils Low Income pupils Low Income pupils Low Income pupils Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S & C \$131K TITLE I \$131K
Development of Principal Data Dashboard to monitor the progress of all students at a disaggregated level	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$90K LCFF S&C \$572K

Fatablish District Wilds Master Oak aduling	Middle 0		
Establish District Wide Master Scheduling Process utilizing data to ensure students are enrolled in the correct course sequences	Middle & High Schools	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _X_Other Subgroups:(Specify)7 th to 12 th Grade	LCFF Base \$284K LCFF S&C \$138K

LCAP Year 3: 2017-18				
	Please note: The Academic Performance Index (API) has been suspended by the state, so it is not included in the Expected Annual Measurable Outcomes.			
Expected Annual Measurable Outcomes:	 Advanced Placement (AP Exams) For the 2013-2014 school year, 51% of students scored a 3 or higher on the AP exam For the 2013-2014 school year, 19% of students took an AP exam It is expected that for the 2017-2018 school year more students will pass the AP exam with a score of 3 or higher in comparison to the prior school year 			

- It is expected that for the 2017-2018 school year more students will take the AP exam in comparison to the prior school year

A-G Requirements

- For the 2013-2014 school year, 30.3% of students graduated and completed their A-G requirements
- It is expected that for the 2017-2018 school year more students will graduate and complete their A-G requirements in comparison to the prior school year

High School Exit Exam (CAHSEE)

- For the 2013-2014 school year, 78% of students passed the CAHSEE Math the first time
- For the 2013-2014 school year, 79% of students passed the CAHSEE ELA the first time
- It is expected that for the 2017-2018 school year more students will pass the CAHSEE Math for the first time in comparison to the prior school year
- It is expected that for the 2017-2018 school year more students will pass the CAHSEE ELA for the first time in comparison to the prior school year

Early Assessment Program (EAP)

- For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam
- For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam
- It is expected that for the 2017-2018 school year more students will score college ready on the EAP English exam in comparison to the prior school year
- It is expected that for the 2017-2018 school year more students will score college ready on the EAP Math exam in comparison to the prior school year

Post-Secondary Enrollment and Financial Assistance

- For the 2013-2014 school year, 60% of students enrolled in post-secondary education
- For the 2014-2015 school year, 760 students completed their FAFSA
- For the 2013-2014 school year, 10.32% of 9th to 12th grade students took the SAT
- For the 2013-2014 school year, 20.92% of 9th to 12th grade students scored 1,500 or higher on the SAT
- It is expected that for the 2017-2018 school year more students will enroll in post-secondary education in comparison to the prior school year
- It is expected that for the 2017-2018 school year more 12th grade students will complete their FAFSA in comparison to the prior school year
- It is expected that for the 2017-2018 school year more students will take the SAT in comparison to the prior school year

 It is expected that for the 2017-2018 school year more students will score 1,500 or higher on the SAT in comparison to the prior school year

Graduation and Dropout Rates

- For the 2013-2014 school year we had a 86.9% Graduation Rate
- For the 2013-2014 school year we had a 10.3% Dropout Rate
- It is expected that for the 2017-2018 school year we will have an increase in Graduation Rate in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have a decrease in Dropout Rate in comparison to the prior school year

Student Grades

- For the 2013-2014 school year 61.4% of students (7th through 12th grade) had 1 or more D's or F's on their report card
- It is expected that for the 2017-2018 school year we will have less students with 1 or more D's or F's on their report card in comparison to the prior school year

Student Achievement on Local and State Assessments

- It is expected that for the 2017-18 school year we will have more students meet the standard for our local ELA assessment in comparison to the prior school year
- It is expected that for the 2017-18 school year we will have more students meet the standard for our local Math assessment in comparison to the prior school year
- It is expected that for the 2017-18 school year we will have more students meet the standard for our local assessment measuring early literacy and reading (K-3) in comparison to the prior school year
- For the 2013-2014 school year 57.8% of EL students improved one proficiency level or more on the CELDT
- For the 2014-2015 school year the EL Re-designation rate was 18.9%
- It is expected that for the 2017-2018 school year we will have more students improving one proficiency level or more on the CELDT in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have a lower long term EL rate in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have an increase in EL Re-designation rate in comparison to the prior school year

 Standards aligned instructional materials It is expected that for the 2017-2018 school year we will have an increase in the availability of standards aligned instructional materials in comparison to the prior school year 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of College and Career Readiness initiatives	All Schools All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$3.0M LCFF S&C \$761K LCFF Base
<u>Modernization</u>		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	\$673K LCFF S&C \$99K
Early Reading Intervention Implementation	Elementary Schools	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X_Other Subgroups:(Specify)_1 st to 3 rd Grade	LCFF S&C \$3.1M

 English Learner District Office Support Structure Improvements Maintain Elementary English Learner Coordinator Maintain Secondary English Learner Coordinator (see appendix B) 	All Schools	ALL OR: Low Income pupils Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S & C \$131K TITLE I \$131K
Development of Principal Data Dashboard to monitor the progress of all students at a disaggregated level	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$95K LCFF S&C \$601K
Establish District Wide Master Scheduling Process utilizing data to ensure students are enrolled in the correct course sequences	Middle & High Schools	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X_Other Subgroups:(Specify)_7 th to 12 th Grade	LCFF Base \$298K LCFF S&C \$145K

Identified Need:				
1B	practices, and organizational practices by implementing the instructional focus with fidelity in every school.			
Goal Applies to:	Casl Applies to: Schools: All schools			
Goal Applies to. Applicable Pupil Subgroups: All subgroups				
LCAP Year 1: 2015-16				
Expected Annual	Advanced Placement (AP Exams)			
Measurable	- For the 2013-2014 school year, 51% of students scored a 3 or higher on the AP exam			

-	It is expected that for the 2015-2016 school year more students will pass the AP exam with a score of 3 or higher in comparison to the prior school year It is expected that for the 2015-2016 school year more students will take the AP exam in comparison to the prior school year
A-G	Requirements For the 2013-2014 school year, 30.3% of students graduated and completed their A-G requirements It is expected that for the 2015-2016 school year more students will graduate and complete their A-G requirements in comparison to the prior school year
High - - -	For the 2013-2014 school year, 78% of students passed the CAHSEE Math the first time For the 2013-2014 school year, 79% of students passed the CAHSEE ELA the first time It is expected that for the 2015-2016 school year more students will pass the CAHSEE Math for the first time in comparison to the prior school year It is expected that for the 2015-2016 school year more students will pass the CAHSEE ELA for the first time in comparison to the prior school year
Early - - -	y Assessment Program (EAP) For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam It is expected that for the 2015-2016 school year more students will score college ready on the EAP English exam in comparison to the prior school year It is expected that for the 2015-2016 school year more students will score college ready on the EAP Math exam in comparison to the prior school year
Post - - - -	t-Secondary Enrollment and Financial Assistance For the 2013-2014 school year, 60% of students enrolled in post-secondary education For the 2014-2015 school year, 760 students completed their FAFSA (as of 3-23-2015) For the 2013-2014 school year, 10.32% of 9 th to 12 th grade students took the SAT For the 2013-2014 school year, 20.92% of 9 th to 12 th grade students scored 1,500 or higher on the SAT It is expected that for the 2015-2016 school year more students will enroll in post-secondary education in comparison to the prior school year It is expected that for the 2015-2016 school year more 12 th grade students will complete their FAFSA in comparison to the prior school year

It is expected that for the 2015-2016 school year more students will pass the AP exam with a score of 3 or

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- It is expected that for the 2015-2016 school year more students will take the SAT in comparison to the prior school year
- It is expected that for the 2015-2016 school year more students will score 1,500 or higher on the SAT in comparison to the prior school year

Graduation and Dropout Rates

- For the 2013-2014 school year we had a 86.9% Graduation Rate
- For the 2013-2014 school year we had a 10.3% Dropout Rate
- It is expected that for the 2015-2016 school year we will have an increase in Graduation Rate in comparison to the prior school year
- It is expected that for the 2015-2016 school year we will have a decrease in Dropout Rate in comparison to the prior school year

Student Grades

- For the 2013-2014 school year 61.4% of students (7th through 12th grade) had 1 or more D's or F's on their report card
- It is expected that for the 2015-2016 school year we will have less students with 1 or more D's or F's on their report card in comparison to the prior school year

Student Achievement on Local and State Assessments

- Establish baseline results for local ELA assessment
- Establish baseline results for local Math assessment
- Establish baseline results for local assessment measuring early literacy and reading (K-3)
- For the 2013-2014 school year 57.8% of EL students improved one proficiency level or more on the CELDT
- For the 2014-2015 school year the EL Re-designation rate was 18.9%
- It is expected that for the 2015-2016 school year we will have more students improving one proficiency level or more on the CELDT in comparison to the prior school year
- It is expected that for the 2015-2016 school year we will have a lower long term EL rate in comparison to the prior school year
- It is expected that for the 2015-2016 school year we will have an increase in EL Re-designation rate in comparison to the prior school year (this is due to the timing of when a group of students were re-designated)

aligned instructional ma Students with exceptional n	ie 2015-2016 aterials in com eeds	s school year we will have an increase in the availability parison to the prior school year luring the 2015-16 school year	of standards
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
 Implementation of State Standards All students will receive instruction in ELA, Math and ELD state standards as appropriate ELD Curriculum Upgrade and Implementation For the upcoming fiscal year (2015/16), the ELA/ELD adoption committee will gather to review and recommend materials that are aligned to the CCSS. Board approval of the adoption materials will occur soon after 	All Schools All Schools	X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Other Subgroups:(Specify) ALL	LCFF Base \$348K LCFF Base \$1.5M Lottery \$393K Lottery Instructional Materials \$517K
 ELD Specialized Training Provide district-wide training in the area of Designated ELD to gain a better understanding of the language demands that must be implemented when acquiring a second foreign language 	All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth Redesignated fluent English proficient	LCFF Base \$25K

 Provide coaching model to support teachers in the implementation of lesson design and delivery for Designated ELD 		Other Subgroups:(Specify)	
Implementation of English Learner Master Plan Expand Educational Services to Special Education Students - Standardize Response to Intervention Process across the district - Establish and execute monitoring of Co-	All Schools All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth _X_Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S & C \$3.332M TITLE I \$131K TITLE III \$299K 21 ST CENTURY GRANT \$105K Special Ed \$3.8M LCFF BASE \$11.7M
 Lab for 110 vs. 210 differences in instruction -Coordination of SPED services with Madera County Office of Education for students with Madera County Office of Education (ensure students who re-enter system from County to District are supported) -Develop parent satisfaction survey to monitor SPED services Add additional autism Supports Add psychologist support 		Foster Youth Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Special Education</u> <u>Students</u>	IDEA Basic Grant \$1.3M

-Provide Teacher A	t for Early Learners ide support to TK and ters (see appendix B)	Elementary Schools (1 st to 3 rd Grade)	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$2.8M
Move to average class size of 24:1 TK-third grade class size reductionRequired in Local Control Funding Formula Legislation by the year 2020-21, but implemented by Madera Unified School District starting in 2013-14		Elementary Schools (1 st to 3 rd Grade)	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$469K
		LCAP Ye	ear 2: 2016-17	
Expected Annual Measurable Outcomes:	 Advanced Placement (AP Exams) For the 2013-2014 school year, 51% of students scored a 3 or higher on the AP exam For the 2013-2014 school year, 19% of students took an AP exam It is expected that for the 2016-2017 school year more students will pass the AP exam with a score of 3 or higher in comparison to the prior school year It is expected that for the 2016-2017 school year more students will take the AP exam in comparison to the prior school year A-G Requirements For the 2013-2014 school year, 30.3% of students graduated and completed their A-G requirements It is expected that for the 2016-2017 school year more students will graduate and complete their A-G requirements For the 2013-2014 school year, 30.3% of students graduated sull graduate and complete their A-G requirements in comparison to the prior school year High School Exit Exam (CAHSEE) For the 2013-2014 school year, 78% of students passed the CAHSEE Math the first time For the 2013-2014 school year, 79% of students passed the CAHSEE ELA the first time 			

 It is expected that for the 2016-2017 school year more students will pass the CAHSEE Math for the first time in comparison to the prior school year
 It is expected that for the 2016-2017 school year more students will pass the CAHSEE English for the first time in comparison to the prior school year
Early Assessment Program (EAP)
- For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam
 For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam It is expected that for the 2016-2017 school year more students will score college ready on the EAP
English exam in comparison to the prior school year
- It is expected that for the 2016-2017 school year more students will score college ready on the EAP Math
exam in comparison to the prior school year
Post-Secondary Enrollment and Financial Assistance
 For the 2013-2014 school year, 60% of students enrolled in post-secondary education
- For the 2014-2015 school year, 760 students completed their FAFSA (as of 3-23-2015)
 For the 2013-2014 school year, 10.32% of 9th to 12th grade students took the SAT For the 2013-2014 school year, 20.92% of 9th to 12th grade students scored 1,500 or higher on the SAT
 It is expected that for the 2016-2017 school year more students will enroll in post-secondary education in comparison to the prior school year
 It is expected that for the 2016-2017 school year more 12th grade students will complete their FAFSA in comparison to the prior school year
 It is expected that for the 2016-2017 school year more students will take the SAT in comparison to the prior school year
 It is expected that for the 2016-2017 school year more students will score 1,500 or higher on the SAT in comparison to the prior school year
Graduation and Dropout Rates
- For the 2013-2014 school year we had a 86.9% Graduation Rate
- For the 2013-2014 school year we had a 10.3% Dropout Rate
 It is expected that for the 2016-2017 school year we will have an increase in Graduation Rate in comparison to the prior school year
 It is expected that for the 2016-2017 school year we will have a decrease in Dropout Rate in comparison to the prior school year

report card - It is expected that for t	- For the 2013-2014 school year 61.4% of students (7 th through 12 th grade) had 1 or more D's or F's on their			
 Establish baseline res Establish baseline res For the 2013-2014 sch CELDT For the 2014-2015 sch It is expected that for the level or more on the C It is expected that for the prior school year 	ults for local EL ults for local Ma ults for local as nool year 57.8% nool year the El the 2016-2017 ELDT in compa the 2016-2017	Assessments A assessment in comparison to prior school year ath assessment in comparison to prior school year sessment measuring early literacy and reading (K-3) of EL students improved one proficiency level or more L Re-designation rate was 18.9% school year we will have more students improving one arison to the prior school year school year we will have a lower long term EL rate in co school year we will have a higher EL Re-designation rate	proficiency omparison to	
 Standards aligned instructional materials It is expected that for the 2016-2017 school year we will have an increase in the availability of standards aligned instructional materials in comparison to the prior school year Students with exceptional needs It is expected that for the 2016-2017 school year we will have an increase in parent satisfaction 				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

 Implementation of State Standards All students will receive instruction in ELA, Math and ELD state standards as appropriate 	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base - \$369K
ELD Curriculum Upgrade and Implementation	All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base - \$1.5m
ELD Specialized Training	All Schools	ALL OR: Low Income pupils Low Income pupils K_English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base - \$27K

Continue Implementation of English L Master Plan	<u>earner</u>	All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth _X_Redesignated fluent English proficient	LCFF S & C \$3.332M TITLE I \$131K TITLE III \$299K
			Other Subgroups:(Specify)	21 ^{s⊤} CENTURY GRANT \$105K
Increased Support for Early Learners -Provide Teacher Aide support to TK and Kindergarten Teachers	ł	Elementary Schools (1 st to 3 rd Grade)	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$3M
Move to average class size of 24:1 TK-third grade class size reductionRequired in Local Control Funding Formula Legislation by the year 2020-21, but implemented by Madera Unified School District starting in 2014-15		Elementary Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$469K
LCAP Year 3: 2017-18				
Expected Annual Advanced Placeme Measurable - For the 2013	•		of students scored a 3 or higher on the AP exam	
			of students took an AP exam	

	 It is expected that for the 2017-2018 school year It is expected that for the 2017-2018 school year more students will take the AP exam in comparison to the prior school year
A	 -G Requirements For the 2013-2014 school year, 30.3% of students graduated and completed their A-G requirements It is expected that for the 2017-2018 school year more students will graduate and complete their A-G requirements in comparison to the prior school year
н	 Igh School Exit Exam (CAHSEE) For the 2013-2014 school year, 78% of students passed the CAHSEE Math the first time For the 2013-2014 school year, 79% of students passed the CAHSEE ELA the first time It is expected that for the 2017-2018 school year more students will pass the CAHSEE Math for the first time in comparison to the prior school year It is expected that for the 2017-2018 school year more students will pass the CAHSEE English for the first time in comparison to the prior school year
E	 arly Assessment Program (EAP) For the 2013-2014 school year, 21% of students scored college ready on the EAP English exam For the 2013-2014 school year, 1% of students scored college ready on the EAP Math exam It is expected that for the 2017-2018 school year more students will score college ready on the EAP English exam in comparison to the prior school year It is expected that for the 2017-2018 school year more students will score college ready on the EAP Math exam in comparison to the prior school year more students will score college ready on the EAP Math exam in comparison to the prior school year
P	 ost-Secondary Enrollment and Financial Assistance For the 2013-2014 school year, 60% of students enrolled in post-secondary education For the 2014-2015 school year, 760 students completed their FAFSA (as of 3-23-2015) For the 2013-2014 school year, 10.32% of 9th to 12th grade students took the SAT For the 2013-2014 school year, 20.92% of 9th to 12th grade students scored 1,500 or higher on the SAT It is expected that for the 2017-2018 school year more students will enroll in post-secondary education in comparison to the prior school year It is expected that for the 2017-2018 school year more 12th grade students will complete their FAFSA in comparison to the prior school year

It is expected that for the 2017-2018 school year more students will pass the AP exam with a score of 3 or

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- It is expected that for the 2017-2018 school year more students will take the SAT in comparison to the prior school year
 - It is expected that for the 2017-2018 school year more students will score 1,500 or higher on the SAT in comparison to the prior school year

Graduation and Dropout Rates

- For the 2013-2014 school year we had a 86.9% Graduation Rate
- For the 2013-2014 school year we had a 10.3% Dropout Rate
- It is expected that for the 2017-2018 school year we will have an increase in Graduation Rate in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have a decrease in Dropout Rate in comparison to the prior school year

Student Grades

- For the 2013-2014 school year 61.4% of students (7th through 12th grade) had 1 or more D's or F's on their report card
- It is expected that for the 2017-2018 school year we will have less students with 1 or more D's or F's on their report card in comparison to the prior school year

Student Achievement on Local and State Assessments

- It is expected that for the 2017-2018 school year we will have an increase in the students meeting the standards for the local ELA assessment
- It is expected that for the 2017-2018 school year we will have an increase in the students meeting the standards for the local Math assessment
- Establish baseline results for local assessment measuring early literacy and reading (K-3)
- For the 2013-2014 school year 57.8% of EL students improved one proficiency level or more on the CELDT
- For the 2014-2015 school year the EL Re-designation rate was 18.9%
- It is expected that for the 2017-2018 school year we will have more students improving one proficiency level or more on the CELDT in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have a lower long term EL rate in comparison to the prior school year
- It is expected that for the 2017-2018 school year we will have an increase in EL Re-designation rate in comparison to the prior school year

 Standards aligned instructional materials It is expected that for the 2017-2018 school year we will have an increase in the availability of standards aligned instructional materials in comparison to the prior school year Students with exceptional needs It is expected that for the 2017-2018 school year we will have an increase in parent satisfaction in 				
comparison to the prior	school year			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
 Implementation of State Standards All students will receive instruction in ELA, Math and ELD state standards as appropriate 	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$388K	
ELD Curriculum Upgrade and Implementation	All Schools	ALL OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$2M	
ELD Specialized Training	All Schools	ALL OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$28K	

Continue Implementation of English Learner Master Plan	All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth _X_Redesignated fluent English proficient Other Subgroups:(Specify)	
Increased Support for Early Learners -Provide Teacher Aide support to TK and Kindergarten Teachers	Elementary Schools (1 st to 3 rd Grade)	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X_Other Subgroups:(Specify)	LCFF S&C \$3.1M
Move to average class size of 24:1 TK-third grade class size reductionRequired in Local Control Funding Formula Legislation by the year 2020-21, but implemented by Madera Unified School District starting in 2014-15	Elementary Schools (TK to 3 rd Grade)	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	

GOAL:	Goal #2: Data-Driven Professional Learning & Collaboration	Related State and/or Local Priorities: 1_x 2_x 3 4 5_x 6 7 8 COE only: 9 10 Local: Specify Specify

Identified Need 2A:	Investing in Growth of Teachers, Leaders and Staff – Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders and staff.				
Goal Applies to:	Schools:All schoolsApplicable Pupil Subgroups:Al	l subgroups			
		LCAP Ye	ear 1: 2015-16		
Expected Annual Measurable Outcomes:	 It is expected that for the 2015-2016 school year we will see an increase in the percent of staff who feel they are receiving satisfactory professional development for their current position (based on staff survey) It is expected that for the 2015-2016 school year we will see an increase in the percent of staff who feel they have the curriculum materials needed for the shift to common core standards (based on staff survey) 				
A	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Recruitment	Teachers/Retention &	All Schools	_X_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	Title II \$67K	
	acher Professional dget to Increase Opportunities Growth	All Schools	X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	\$500 per teacher LCFF \$330K TITLE I & II \$300K	

provide Teachers	acher Institute Days to with more planning time with learning communities	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	ONE-TIME FUNDING FOR MANDATED COST, CCSS, ELS, SCIENCE STANDARD \$760K	
		LCAP Ye	ear 2: 2016-17		
Expected Annual Measurable Outcomes:	 It is expected that for the 2016-2017 school year we will see an increase in the percent of staff who feel they are receiving satisfactory professional development for their current position (based on staff survey) It is expected that for the 2016-2017 school year we will see an increase in the percent of staff who feel they have the curriculum materials needed for the shift to common core standards (based on staff survey) It is expected that for the 2016-2017 school year we will see an increase in the percent of staff who feel they have the curriculum materials needed for the shift to common core standards (based on staff survey) 				
Act	ions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Recruitment	eachers/Retention & elementation of Bridges to Program	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Title II \$67K	

for Professional G	get to Increase Opportunities	All Schools All Schools	X_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) _X_ALL	\$500 per teacher LCFF \$330K TITLE I & II \$300K ONE-TIME FUNDING FOR MANDATED COST, CCSS, ELS, SCIENCE STANDARD \$760K	
		LCAP Ye	ar 3: 2017-18		
Expected Annual Measurable Outcomes:	 It is expected that for the 2017-2018 school year we will see an increase in the percent of staff who feel they are receiving satisfactory professional development for their current position (based on staff survey) It is expected that for the 2017-2018 school year we will see an increase in the percent of staff who feel they have the curriculum materials needed for the shift to common core standards (based on staff survey) It is expected that for the 2017-2018 school year we will see an increase in the percent of staff who feel they have the curriculum materials needed for the shift to common core standards (based on staff survey) It is expected that for the 2017-2018 school year we will see an increase in the percent of staff who feel that professional development has prepared them for the shifts to common core state standards (based on staff survey) 				
Act	ions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Highly Qualified Teachers/Retention & Recruitment	All Schools	<u>X_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Title II \$67K	
Discretionary Teacher Professional Development Budget to Increase Opportunities for Professional Growth	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	\$500 per teacher LCFF \$330K TITLE I & II \$300K	
Two additional Teacher Institute Days to provide Teachers with more planning time with their professional learning communities	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	ONE-TIME FUNDING FOR MANDATED COST, CCSS, ELs, SCIENCE STANDARD \$760K	
Identified Need 2B: Data-Informed Culture – Reinforce continuous improvement and innovation by making decisions based on fact instead of opinion, using data-driven cycle of inquiry, and motivating professional accountability among teachers and staff. Goal Applies to: Schools: All schools Applicable Pupil Subgroups: All subgroups LCAP Year 1: 2015-16				
Expected Annual Measurable - It is expected for the 2015-2016 school year we will see an increase in the percent of staff who feel they are receiving satisfactory professional development for their current position (based on staff survey)				

Outcomes:	 Graduation and Dropout Rates For the 2013-2014 school year we had a 86.9% Graduation Rate For the 2013-2014 school year we had a 10.3% Dropout Rate It is expected that for the 2015-2016 school year we will have an increase in Graduation Rate in comparison to the prior school year It is expected that for the 2015-2016 school year we will have a decrease in Dropout Rate in comparison to the prior school year 					
Ac	tions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
executing the Cyc Improvement		All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$705K		
	<u>rincipal Data Dashboard to</u> <u>ess of all students at a</u> <u>'el</u>	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K		
	ity professional development analysis tools (i.e. and other tools)	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth	LCFF Base \$705K		

			Redesignated fluent English proficient Other Subgroups:(Specify)	
Maintain/Update G Site Admin and Co	raduation Tracker Tool for ounselors	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$112K
		LCAP Ye	ar 2: 2016-17	
 It is expected for the 2016-2017 school year we will see an increase in the percent of staff who feel they are receiving satisfactory professional development for their current position (based on staff survey) Graduation and Dropout Rates For the 2013-2014 school year we had a 86.9% Graduation Rate For the 2013-2014 school year we had a 10.3% Dropout Rate It is expected that for the 2016-2017 school year we will have an increase in Graduation Rate in comparison to the prior school year It is expected that for the 2016-2017 school year we will have a decrease in Dropout Rate in comparison to the prior school year 				survey) te in
Act	ions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Professional Development to Staff on executing the Cycle of Continuous Improvement	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$705K
Development of Teacher Data Dashboard to monitor the progress of all students at a disaggregated level	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K
Provide high quality professional development on the use of data analysis tools (i.e. illuminate, Aeries and other tools)	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$705K

Maintain/Update G Site Admin and Co	braduation Tracker Tool for ounselors	All Schools	<u>X_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$112K
		LCAP Ye	ear 3: 2017-18	
Expected Annual Measurable Outcomes:	are receiving satisfactor Graduation and Dropout Rate - For the 2013-2014 scho - For the 2013-2014 scho - It is expected that for the comparison to the prior	y professiona es ol year we ha ol year we ha e 2017-2018 s school year	ool year we will see an increase in the percent of staff w al development for their current position (based on staff ad a 86.9% Graduation Rate ad a 10.3% Dropout Rate school year we will have an increase in Graduation Rate school year we will have a decrease in Dropout Rate in	survey) e in
Act	tions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Deve executing the Cyc Improvement	<u>lopment to Staff on</u> le of Continuous	All Schools		LCFF Base \$705K

Development of Teacher Data Dashboard to monitor the progress of all students at a disaggregated level	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K
Provide high quality professional development on the use of data analysis tools (i.e. illuminate, Aeries and other tools)	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$705K
Maintain/Update Graduation Tracker Tool for Site Admin and Counselors	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$112K

GOAL:	Goal #3: Safe and Healthy Environments for Learning and Work	Related State and/or Local Priorities: $1 \ge 2$ $3 \ge 4 \ge 5$ $5 \ge 6 \ge 2$ $1 \ge 2$ $3 \ge 2 \ge 3 \ge 2$ $5 \ge 2 \ge 2$ $7 \ge 2$ $3 \ge 2 \ge 2$ $3 \ge 2 \ge 2$ $7 \ge 2$ $3 \ge 2$ $2 \ge 2$ $7 \ge 2$ $3 \ge 2$ $2 \ge 2$ $7 \ge 2$ $2 \ge 2$ $2 \ge 2$ $7 \ge 2$ $2 \ge 2$ $2 \ge 2$ $7 \ge 2$ $2 \ge 2$ $2 \ge 2$ $7 \ge 2$ $2 \ge 2$ $2 \ge 2$ $7 \ge 2$ $2 \ge 2$ $2 \ge 2$ $10 \ge 2$ $2 \ge 2$ <

Identified Need 3A: Goal Applies to:	Safe, Caring and Respectful Environment – Maintain a healthy, caring, respectful and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations. Schools: All schools Applicable Pupil Subgroups: All subgroups					
		ě í	ar 1: 2015-16			
Expected Annual Measurable Outcomes: - It is expected that there will be a decrease in the 2015-2016 Teacher missassignment rate in the 2015-2016 overall facilities rating (FIT) - It is expected that there will be an increase in the 2015-2016 overall facilities rating (FIT) - It is expected that there will be an increase in the 2015-2016 annual retention rate for all employees - It is expected that there will be an increase in the 2015-2016 attendance rate - It is expected that there will be a decrease in the 2015-16 chronic absenteeism rate - It is expected that there will be a drop in the 2015-16 middle school dropout rate - It is expected that there will be a decrease in the 2015-2016 out of school suspensions per 100 students - It is expected that there will be a decrease in the 2015-2016 out of school suspensions per 100 students						
А	ctions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted		
	ial district-wide options for or Intervention Systems	All Schools	X_ALL OR: _Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Expenditures LCFF S&C \$50K		
<u>Recruit and retai</u> <u>talent</u>	<u>n highly qualified teaching</u>	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$5K		

Recruit and retain staff focused on improving school safety and climate -Hire additional Counselors -Hire additional Nurses (RN's & LVN's) -Hire additional Health Assistants	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$443K
Recruit and retain staff at school sites focused on providing targeted supports for English Learner students - Hire English Learner Counselors to provide targeted support to English Learner students (see appendix B)	All Schools	ALL OR: Low Income pupils _x_English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	·
Increase classroom supply budget	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$500K
Add grade level field trips K-6	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$200K

intervention syste	<u>sh an early identification and</u> <u>m (early warning system) to</u> <u>emotional supports to</u>	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K
pregnant while in s	s to support teens who are school gram Activities	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$50K LCFF S&C \$415K
Address facilities prioritization list s See Appendix F	<u>needs through needs</u> <u>chedule</u>	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Fund 40 – Special Reserve \$1.3M
		LCAP Ye	ear 2: 2016-17	
Expected Annual Measurable Outcomes:	 It is expected that there 	e will be an e will be an e will be an e will be a d e will be a d e will be a d	ecrease in the 2016-2017 Teacher missassignment increase in the 2016-2017 overall facilities rating (F increase in the 2016-2017 annual retention rate for increase in the 2016-2017 attendance rate ecrease in the 2016-17 chronic absenteeism rate rop in the 2016-17 middle school dropout rate ecrease in the 2016-2017 out of school suspension ecrease in the 2016-2017 expulsions per 100 stude	TT) all employees s per 100

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research potential district-wide options for Positive Behavior Intervention Systems	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$50K
<u>Recruit and retain highly qualified teaching</u> <u>talent</u>	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$5K
<u>Recruit and retain staff focused on improving</u> <u>school safety and climate</u>	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$443K

Recruit and retain staff at school sites focused on providing targeted supports for English Learner students	All Schools	ALL OR: Low Income pupils Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>Maintain classroom supply budget</u>	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$500K
<u>Maintain grade level field trips K-6</u>	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$200K
Update and enhance early identification and intervention system (early warning system) to coordinate social emotional supports to students in need	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K

Maintain programs pregnant while in s Cal-Safe Program A		All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$50K LCFF S&C \$415K
		LCAP Ye	ear 3: 2017-18	
Expected Annual Measurable Outcomes:	 It is expected that there 	e will be an i e will be an i e will be an i e will be a de e will be a de e will be a de	ecrease in the 2017-2018 Teacher missassignment increase in the 2017-2018 overall facilities rating (Fi increase in the 2017-2018 annual retention rate for a increase in the 2017-2018 attendance rate ecrease in the 2017-2018 chronic absenteeism rate rop in the 2017-18 middle school dropout rate ecrease in the 2017-2018 out of school suspensions ecrease in the 2017-2018 expulsions per 100 studer	T) all employees s per 100
Act	tions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	l district-wide options for Intervention Systems		_X_ALL	LCFF S&C \$50K
	highly qualified teaching	All Schools All Schools	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) X_ALL OR: Low Income pupils English Learners Foster Youth	LCFF Base \$5K

		Redesignated fluent English proficient Other Subgroups:(Specify)	
Recruit and retain staff focused on improving school safety and climate -Hire additional Counselors -Hire additional Nurses (see appendix B)	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$443K
Recruit and retain staff at school sites focused on providing targeted supports for English Learner students	All Schools	ALL OR: Low Income pupils Low Income pupils Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>Maintain classroom supply budget</u>	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$500K

<u>Maintain grade le</u>	evel field trips K-6	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$200K
intervention syst	<u>e an early identification and</u> <u>em (early warning system) to</u> <u>I emotional supports to</u>	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$212K
<u>Maintain progran</u> pregnant while in Cal-Safe Program		All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$50K LCFF S&C \$415K
Identified Need 3B:			Empower our schools in carrying out their mission by pansive services, and ongoing training for district-level an	•
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All	subgroups		
		LCAP Ye	ear 1: 2015-16	
Expected Annual Measurable Outcomes:	 It is expected that there It is expected that there 	e will be an i e will be an i	ecrease in the 2015-2016 Teacher missassignment i increase in the 2015-2016 overall facilities rating (FI increase in the 2015-2016 annual retention rate for a increase in the 2015-2016 attendance rate	Т)

	 It is expected that there will be a decrease in the 2015-2016 out of school suspensions per 100 students It is expected that there will be a decrease in the 2015-2016 expulsions per 100 students 			
Act	ions/Services	Scope of	Pupils to be served within identified scope of	Budgeted
		Service	service	Expenditures
Develop system to	ensure that all new	AIII	<u> X </u> ALL	LCFF Base
employees receive	sufficient training to be	Schools		\$705K
successful in their	respective role		OR:	
			Low Income pupils	
			English Learners	
			Foster Youth	
			Redesignated fluent English proficient	
			Other Subgroups:(Specify)	
Develop long term	substitute teacher program	All	<u>X</u> ALL	LCFF Base
which includes tra	ining opportunities for long	Schools		\$823K
term substitutes			OR:	
			Low Income pupils	
			English Learners	
			Foster Youth	
			Redesignated fluent English proficient	
			Other Subgroups:(Specify)	
Update school site	facilities based on	All	<u>X</u> ALL	Fund 40
individual school s	site prioritized needs list	Schools		\$11.8M
(see appendix F)			OR:	
· · · · /			Low Income pupils	
			English Learners	
			Foster Youth	
			Redesignated fluent English proficient	
			Other Subgroups:(Specify)	

Develop replacement schedule for facilities,	All	<u>X</u> ALL	LCFF Base
equipment, technology and other needs	Schools		\$6M
(see appendix F)		OR:	
		Low Income pupils	
		English Learners	
		Foster Youth	
		Redesignated fluent English proficient	
		Other Subgroups:(Specify)	
Increase cleanliness and up keep of school	All	<u>X</u> ALL	LCFF Base
site facilities	Schools		\$812K
(see appendix B)		OR:	
		Low Income pupils	
		English Learners	
		Foster Youth	
		Redesignated fluent English proficient	
		Other Subgroups:(Specify)	
Increase quality and nutritional food offerings	All	<u>X</u> ALL	Child
to students district wide	Schools		Nutrition
		OR:	Fund
		Low Income pupils	
		English Learners	
		Foster Youth	
		Redesignated fluent English proficient	
		Other Subgroups:(Specify)	
Classified staff professional development	All	<u> X_</u> ALL	LCFF Base
<u>budget</u>	Schools		\$375K
		OR:	
		Low Income pupils	
		English Learners	
		Foster Youth	
		Redesignated fluent English proficient	
		Other Subgroups:(Specify)	
		ear 2: 2016-17	
		ecrease in the 2016-2017 Teacher missassignr	
Measurable - It is expected that ther	e will be an	increase in the 2016-2017 overall facilities rational statements of the second se	ng (FIT)

Outcomes: - It is expected that there will be an increase in the 2016-2017 annual retention rate for all employees - It is expected that there will be an increase in the 2016-2017 attendance rate - It is expected that there will be a decrease in the 2016-2017 out of school suspensions per 100 students - It is expected that there will be a decrease in the 2016-2017 out of school suspensions per 100 students - It is expected that there will be a decrease in the 2016-2017 expulsions per 100 students					
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Develop system to ensure that all new employees receive sufficient training to be successful in their respective role	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$705K		
Develop long term substitute teacher program which includes training opportunities for long term substitutes	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$823K		
Update school site facilities based on individual school site prioritized needs list (see appendix F)	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Fund 40 \$11.8M		

Update replacement schedule for facilities, equipment, technology and other needs (see appendix F)	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$6M
Increase cleanliness and up keep of school site facilities	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$812K
Increase quality and nutritional food offerings to students district wide	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Child Nutrition Fund

Classified staff pro	ofessional development	All Schools	<u>X_ALL</u>	LCFF Base \$375K
			OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
			ear 3: 2017-18	
Expected Annual Measurable Outcomes:	 It is expected that there students 	e will be an i e will be an i e will be an i e will be a de	ecrease in the 2017-2018 Teacher missassignment increase in the 2017-2018 overall facilities rating (Fl increase in the 2017-2018 annual retention rate for a increase in the 2017-2018 attendance rate ecrease in the 2017-2018 out of school suspensions ecrease in the 2017-2018 expulsions per 100 studer	IT) all employees s per 100
Act	tions/Services	Scope of	Pupils to be served within identified scope of	Budgeted
Develop system to employees receive successful in their	o ensure that all new e sufficient training to be r respective role	All Schools	service X_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	Expenditures LCFF Base \$705K
	<u>substitute teacher program</u> ining opportunities for long	All Schools	X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$823K

Update school site facilities based on	All	X ALL	Fund 40
individual school site prioritized needs list	Schools	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	\$11.8M
Update replacement schedule for facilities, equipment, technology and other needs (see appendix F)	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$6M
Increase cleanliness and up keep of school site facilities	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$812K

Increase quality and nutritional food offerings to students district wide	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Child Nutrition Fund
Classified staff professional development	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$375K

GOAL:	Goal #4	- Strong Relationships with Families and Community	Related State and/or Local Priorities: $1_ 2_ 3\underline{x} 4\underline{x} 5\underline{x} 6\underline{x}$ $7\underline{x} 8$ COE only: 9_ 10_ Local: Specify
Identified 4A:	d Need	Proactive Outreach and Communication to Parents and Community Partners – partners in student learning through mutual respect, culturally inclusive practice nurture enduring partnerships with our external stakeholders by linking school- work, aligning resources for cost-effectiveness, and maintaining open channels policy makers.	es, and open communication, and based learning with the world of
Goal Ap	plies to:	Schools: All schools Applicable Pupil Subgroups: All subgroups	
		LCAP Year 1: 2015-16	
•	ed Annual surable	 Establish baseline of percent of students engaged in arts, music, sport Establish baseline of percent of parents who feel their school provides 	

Outcomes: for students and parents engaged in the community - It is expected that during the 2015-16 school year we will see an increase in the number of parents participating in school site council, ELAC, DELAC and LCAP meetings - It is expected that during the 2015-2016 school year we will see an increase in the number of parents who completed a parent education/leadership program - It is expected that during the 2015-2016 school year we will see an increase in the number of parents who completed a parent education/leadership program - It is expected that during the 2015-2016 school year we will see an increase in the number of parents who have logged into parent portal three or more times					
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Continue to expand and fully staff Parent Resource Centers - Hire Parent Resource Assistants (8 part- time employees)	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	21 ^{ŝT} CENTURY LEARNING \$105K		
Partner and support community based organizations to help develop Parent leadership and capacity in the LCAP engagement process	All Schools	ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with</u> <u>Disabilities</u>	LCFF S&C \$15K		
Expand robotics offerings to students	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$105K		

	upports for Foster/Homeless	All	ALL	LCFF S&C
<u>Youth</u>		Schools		\$50K
			OR:	
			Low Income pupils	
			English Learners	
			X Foster Youth	
			Redesignated fluent English proficient	
		A.11	Other Subgroups:(Specify)	
	organize and deploy	All	<u> X</u> _ALL	LCFF S&C
community volunt		Schools		\$20K
- Subsidize fin	ger printing cost for volunteers		OR:	
			Low Income pupils	
			English Learners	
			Foster Youth	
			Redesignated fluent English proficient	
			Other Subgroups:(Specify)	
			ar 2: 2016-17	
	It is expected that during		school year we will see an increase in the percent of s	tudente
	engaged in arts, music, s			Judents
		•	school year we will see an increase in the percent of p	arents who
			extra-curricular activities for students and parents enga	
Expected Annual	community	s a valiety of	extra-curricular activities for students and parents enga	ged in the
Measurable	5	1 the 2016-17	school year we will see an increase in the number of p	arents
Outcomes:			AC, DELAC and LCAP meetings	arcms
outoomes.			17 school year we will see an increase in the number o	f narents who
	completed a parent educ			
			17 school year we will see an increase in the number o	f parents who
have logged into parent portal three or more times				
		Scope of	Pupils to be served within identified scope of	Budgeted
Actions/Services		Service	service	Expenditures

Continue to expand and fully staff Parent Resource Centers	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	21 ST CENTURY LEARNING \$105K
Partner and support community based organizations to help develop Parent leadership and capacity in the LCAP engagement process	All Schools	ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify)_Students with Disabilities	LCFF S&C \$15K
Expand robotics offerings to students	All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$105K
Expand targeted supports for Foster/Homeless Youth	All Schools	ALL OR: Low Income pupils English Learners <u>X</u> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$50K

Develop system to community volunte	organize and deploy eers	All Schools	<u>X</u> ALL OR:	LCFF S&C \$20K		
			Low Income pupils			
			English Learners Foster Youth			
			Redesignated fluent English proficient			
			Other Subgroups:(Specify)			
			ar 3: 2017-18			
			school year we will see an increase in the percent of s	tudents		
	engaged in arts, music, s	•	school year we will see an increase in the percent of p	arents who		
			extra-curricular activities for students and parents enga			
Expected Annual	community	5		0		
Measurable			school year we will see an increase in the number of p	arents		
Outcomes:	Outcomes: participating in school site council, ELAC, DELAC and LCAP meetings					
	 It is expected that during completed a parent educe 		18 school year we will see an increase in the number c	f parents who		
	· · ·		18 school year we will see an increase in the number of	f narents who		
	have logged into parent					
A of		Scope of	Pupils to be served within identified scope of	Budgeted		
Actions/Services		Service	service	Expenditures		

Continue to expand and fully staff Parent Resource Centers	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	21 ST CENTURY LEARNING \$105K
Partner and support community based organizations to help develop Parent leadership and capacity in the LCAP engagement process	All Schools	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Redesignated fluent English proficient Other Subgroups:(Specify) Students with Disabilities	LCFF S&C \$15K
Expand robotics offerings to students	All Schools	_X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$105K
Expand targeted supports for Foster/Homeless Youth	All Schools	ALL OR: Low Income pupils English Learners X Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$50K

Develop system to organize and deploy	All	<u>X</u> ALL	LCFF S&C
community volunteers	Schools		\$20K
		OR:	
		Low Income pupils	
		English Learners	
		Foster Youth	
		Redesignated fluent English proficient	
		Other Subgroups:(Specify)	

Identified Need	Public Truct and Commitment	Suctoin publi	a truct and commitment in our echaple through cound a	towardahin of	
	Public Trust and Commitment – Sustain public trust and commitment in our schools through sound stewardship of				
4B:		ion-making, a	and accelerated gains in student achievement.		
Goal Applies to:	Schools: All schools				
	Applicable Pupil Subgroups: Al	l subgroups			
	_	LCAP Ye	ear 1: 2015-16		
	- Establish baseline of pe	rcent of stude	ents engaged in arts, music, sports or other activities		
	- Establish baseline of pe	rcent of parer	nts who feel their school provides a variety of extra-curr	ricular activities	
	for students and parents				
Expected Annual			school year we will see an increase in the number of p	parents	
Measurable			AC, DELAC and LCAP meetings		
Outcomes:			16 school year we will see an increase in the number of	of parents who	
Outcomes.	completed a parent edu			n parents who	
				f paranta who	
			16 school year we will see an increase in the number of	or parents who	
	have logged into parent				
А	ctions/Services	Scope of	Pupils to be served within identified scope of	Budgeted	
		Service	service	Expenditures	
Maintain and Upo	date LCAP Data Dashboard	All	<u> X</u> _ALL	LCFF S&C	
Explorer to allow	members of the public	Schools		\$112K	
monitor the perfo	ormance overall goals within		OR:		
the LCAP			Low Income pupils		
			English Learners		
			Foster Youth		
			Redesignated fluent English proficient		
			Other Subgroups:(Specify)		
1				1	

sessions which in	<u>P stakeholder input</u> <u>cludes review of LCAP Data</u> ors through Equity Walks	All Schools	<u>X_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$22.5K
Expand marketing of the following meetings, LCAP input sessions, School Site Council, English Language Advisory Committee, District English Advisory Committee, Parent Advisory Committee		All Schools	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$22.5K
Increase interpretation and translation services		All Schools	ALL OR: Low Income pupils X_English Learners Foster Youth _X_Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$33K LCFF S&C \$315K
			ear 2: 2016-17	
Expected Annual Measurable Outcomes:	 It is expected that during the 2016-17 school year we will see an increase in the percent of students engaged in arts, music, sports or other activities It is expected that during the 2016-17 school year we will see an increase in the percent of parents who feel their school provides a variety of extra-curricular activities for students and parents engaged in the community It is expected that during the 2016-17 school year we will see an increase in the number of parents participating in school site council, ELAC, DELAC and LCAP meetings It is expected that during the 2016-2017 school year we will see an increase in the number of parents participating in school site council, ELAC, DELAC and LCAP meetings 			

	- It is expected that during the 2016-2017 school year we will see an increase in the number of parents who have logged into parent portal three or more times				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Maintain and Update LCAP Data Dashboard Explorer to allow members of the public monitor the performance overall goals within the LCAP	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$112K		
Hold ongoing LCAP stakeholder input sessions which includes review of LCAP Data Dashboard indicators through Equity Walks	All Schools	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$22.5K		
Expand marketing of the following meetings, LCAP input sessions, School Site Council, English Language Advisory Committee, District English Advisory Committee, Parent Advisory Committee	All Schools	<u>X_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF S&C \$22.5K		

Increase interpreta services	ation and translation	All Schools	ALL OR: Low Income pupils Low Income pupils Kenglish Learners Foster Youth X_Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$33K LCFF S&C \$315K
		LCAP Y	ear 3: 2017-18	
 It is expected that during the 2017-18 school year we will see an increase in the percent of students engaged in arts, music, sports or other activities It is expected that during the 2017-18 school year we will see an increase in the percent of parents who feel their school provides a variety of extra-curricular activities for students and parents engaged in the community It is expected that during the 2017-18 school year we will see an increase in the number of parents participating in school site council, ELAC, DELAC and LCAP meetings It is expected that during the 2017-2018 school year we will see an increase in the number of parents who completed a parent education/leadership program It is expected that during the 2017-2018 school year we will see an increase in the number of parents who have logged into parent portal three or more times 				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and Update LCAP Data Dashboard Explorer to allow members of the public monitor the performance overall goals within the LCAP		All Schools	_X_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	LCFF S&C \$112K

Hold ongoing LCAP stakeholder input sessions which includes review of LCAP Data Dashboard indicators through Equity Walks Expand marketing of the following meetings, LCAP input sessions, School Site Council, English Language Advisory Committee, District English Advisory Committee, Parent Advisory Committee	All Schools All Schools	X ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) X ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	LCFF S&C \$22.5K LCFF S&C \$22.5K
Increase interpretation and translation services	All Schools	ALL OR: Low Income pupils _X_English Learners Foster Youth _X_Redesignated fluent English proficient Other Subgroups:(Specify)	LCFF Base \$33K LCFF S&C \$315K

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	GOAL from prior year GOAL Student Achievement/College& Career Readiness				Related State Priorit 1 <u>x</u> 2 <u>x</u> 37 <u>x</u> COE only: Local : SpecifyF	ties: 4 <u>x</u> 5_6_ 8 <u>x</u> 9_ 10_
Goal Applie	s to: Schools: All–LEA wide Applicable Pupil Subgroups: A					
Expected Annual Measurable Outcomes	Applicable Pupil Subgroups. All Achievement baselines established and shared with identified metrics Achievement gaps and subgroup differences calculated using identified metrics Increase CAHSEE passing rate by 5% over prior year Common Core State Standards aligned benchmarks		Actual Annual Measurable Outcomes:	 Baselines were not established since locally developed districtwide assessment has not been implemented yet API has temporarily been suspended CAHSEE results are currently being calculated and rolled up to the district level 		ssment has not spended ly being
		LCAP Yea	ar: 2014-15			
	Planned Actions/Services		Actual Actions/Services			E office of a d
Budgeted Expenditures					Estimated Actual Annual Expenditures	
Action #1: Common Core Implementation LCFF BASE- \$1,601,279 LCFF S&C- \$30,915		 Common Core Steering Committee was developed to monitor and assess implementation of state standards RCD units of study were developed and 		\$5,959,313.89		

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

		LOTTERY- \$1,022,107 DEPT 6220 CCSS- \$3,885,211 RS 7405	deployed		
Scope of service:	Develop & implement RCD units of study by grade and content		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		-	<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #2: Career & Technical Education (CTE) Implementation		LCFF-BASE \$2,108,478 LCFF-S&C- \$220,911 PERKINS- \$193,218 ROP- \$475,762	 College and Career Readiness Director was hired Career Pathway Grants are currently being pursued 		\$2,991,124.06
Scope of service:	Refine and align District CTE course titles to the		Scope of service:	7 th to 12 th grade students	

CDE cour action pla	rse titles; develop in	
<u>x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent Engli Other Subgroups:(Specify		X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)

Action #3 Early Reading Intervention Implementation		LCFF-S&C- \$2,259,557	 Implementation of Early Reading Intervention Strategy Hired 19 Primary Literacy Support Specialist 		\$1,889,466.37
Scope of service:	Initiate Primary Literacy Support Specialist (PLSS) @ school sites		Scope of service: X_ALL OR: Low Income pupils Low Income pupils English Learners Foster Youth Redesignated fluent Enproficient Other Subgroups:(Specify)		
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		-	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient		-
			_x_Other Subgro	oups:(Specify) <u>1st to 3rd grade</u>	
Planned Actions/Services		LOAI TE	Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Section B Action #1: Summer Academic & Enrichment		LCFF S & C- \$900,030 DEPT 6560	 Summer school includes not only credit recovery, but also enrichment opportunities for all students. After school program at all for six elementary schools and all three 		\$670,083.44

			middle schools.		
Scope of service:	Offer original credit recovery courses (7-12); STEM courses (1-6)		Scope of service:	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		-	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Section B Action #2: Enrichment Systems		SURVEY	 Action was not implemented during the 2014-2015 school year due to capacity constraints 		
Scope of service:	Plan Honors courses (middle schools); increase participants in AP courses (high schools); identify opportunities in Common Core curriculum for high achievers (elementary level)		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	

_x_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficie Other Subgroups:(Specify)	nt	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No major changes to the current actions will be made. However, more support will be provided to early grade level learners through Primary Literacy Support Specialist and Paraprofessionals.				

Original GOAL from prior year LCAP:	r Goal #1-B English Learners Attaining Increased Proficiency in ELD and Core Academics COE only: 9_ 10 Local : Specify Plan 1				
Goal Applie	es to: Schools: All–LEA wide Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:Increase percentage of students proficient by 5% over prior year Increased reclassification percentage by 5% over prior year CELDT: meet EL proficiency rates (AMAO 1 & 2)Actual Annual Measurable Outcomes:2013-14 AMAO results - 57.8% of ELs mat annual progress in learning English 2013-14 AMAO results - Less than 5 years 19.8% of ELs attaining the English proficient on the CELDT				in learning English results – Less than 5 years cohort	

				2013-14 AMAO results – 5 years 43.5% attaining the English profic 2014-15 AMAO results – 52.6% of annual progress in learning Englis 2014-15 AMAO results – Less that 18.6% of ELs attaining the English on the CELDT 2014-15 AMAO results – 5 years 36.6% attaining the English profic	ient level f ELs making sh in 5 years cohort n proficient level or more cohort	
				ar: 2014-15 Actual Actions/Services		
Planned Actions/Services Budgeted Expenditures		Estimated Actual Annua Expenditures				
Action #1: ELD Curriculum Upgrade and Implementation		SURVEY	ELD Curriculu	m update implemented	N/A	
Scope of service:	Review, evaluate Supplemental materials to support EL Students in core program (7 -12)		Scope of service:			
ALL			ALL			

OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income p _x_English Learr Foster Youth Redesignated Other Subgrou		
Action #2: ELD Specialized Training	LCFF BASE \$615,736 DEPT 6220	ELD Specialized	\$547,518.13	
Scope of service: Overview of Common Core State Standards (CCSS) ELD (certificated) _x_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)		Scope of service: ALL OR: Low Income p _x_English Learn Foster Youth Redesignated Other Subgroups:(Spec	fluent English proficient	-

Action #3: ELD Support Software	SURVEY		s not implemented during the 5 school year due to capacity s
Scope of service:Research potential Software solution to Support EL learners	_	Scope of service:	All grade levels
ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		ALL OR: Low Income pr K_English Learr Foster Youth Redesignated Other Subgrou	fluent English proficient

LCAP Year: 2014-15						
Planned Actions/Services				Actual Actions/Services		
		Budgeted Expenditures	Actua		Estimated Actual Annual Expenditures	
Section B Action #1: ELD Summer Dig	Digital Skills			ner digital skills was not ed during the 2014-2015 school		
Scope of service:	Develop summer plan for ELD students involving technology;		Scope of service:	<u> X_</u> ALL		

	pilot program with small groups			OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
ALL OR: Low Income pupils x_English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			Other		
Section B Action #2: "English Excel" Summer Opportunities		SURVEY	 "English Excel" Summer Opportunities was not implemented during the 2014-2015 school year 		
Scope of service:	Develop "English Excel" summer intensive ELD program for students in grades 4-8		Scope of service: ALL	All grade levels	

	Learners	ent		arners	proficient	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Additional student achievement analysis will be completed, using student grades, assessment data etc., to determine the effectiveness of the ELD curriculum upgrade and the specialized professional development training provided to Teachers. Actions will be adjusted or changed based on the analysis completed						
Original GOAL from prior year LCAP:	Goal #1-C Equal access to: electives, AP courses, credit recovery courses		Related State and/or Local Priorities: 1_x 2_x 34_x 56 7_x 8_x COE only: 910 Local : Specify Plan 1			
Goal Applies	s to: Schools: All–LEA Applicable Pupil Su				·	
Goal Applies to. Applicable Pupil Subgroups: All Baselines established and shared for enrollment and test passing rates using identified metrics Baselines established and shared for enrollment and test passing rates using identified metrics Expected Annual Measurable Outcomes: Achievement gaps and subgroup differences calculated using identified metrics Increase high school graduation rate by statewide criteria, at minimum Increased student participation percentage in elective & AP courses over prior year		Actual Annual Measurable Outcomes:	2013-2014 Graduation rate increased by 3.5% 2013-2014 Dropout rate decreased by .9% 2013-2014 AP exam participation rate increased b 5% 2013-2014 AP exam pass rate increased by 16%			
	LCAP Year: 2014-15 Planned Actions/Services Actual Actions/Services					

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Computer & Technology Upgrade and Modernization		CCSS- \$3,885,211	 Initial phase of Chromebook rolled out executed 		\$3,757,949.25
Scope of service:	Deploy & support devices at targeted grade levels/content areas		Scope of service:	All Students	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		-
Action #2: Strong Core Acad Programs	lemic	SURVEY - Teacher survey created and delivered to obtain feedback on professional learning needs			
			Scope of service: All Students x_ALL OR: OR:		

Action #3: Credit Recovery System; Training & Accountability		SURVEY	 Cyber High credit recovery program offered to students district wide 		\$48,460.99
Scope of service:	Establish an early & proactive approach to intervention in grade 7	-	Scope of service:	All students	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		

LCAP Year: 2014-15						
Planned Actions/Services		Actual Actions/Services				
	Budgeted Expenditures		Estimated Actual Annual Expenditures			
Section B Action #1: District & Site Coaches:	LCFF S&C \$2.2M SITE	 District and site Coach deployment strategy based on highest need 	\$2,330,532.71			

		COACHES FUNCTION 2130			
Scope of service:	Plan extended AP, Honors & rigorous curriculum courses; coaches to assist staff with process		Scope of service:	All Students	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>_x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Section B Action #2: Credit Recovery Summer Systems		LCFF S&C- \$42,000 DEPT 6240 LCFF S&C- \$10,000 DEPT 6560	 Maintained summer credit recovery courses to assist students and help them get back on track to graduate 		\$48,460.99
Scope of service:	1).Purchase accredited high quality system; 2). Structure internal staff & resources to implement program		Scope of service: 7 th to 12 th Grade Students		
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
	n actions, services, s will be made as a Course cle	an-up project will	be implemented d	luring the 2015-2016 school year	to ensure

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

courses are defined correctly in the student information system and allow for the creation of exception/warning reports to prevent students from getting enrolled in the wrong courses

Original GOAL from prior year LCAP:	Goal #2-A Professional Development for all staff				Related State a Prioriti 1_x 2_x 34 7_x 8 COE only: 9 Local Specify F	ies: <u>x 5 x 6</u> <u>3 x</u> 9_ 10_
Goal Applie	s to: Schools: All–LEA wide Applicable Pupil Subgroups: Al					
Expected Annual Measurable Outcomes: Improved Instruction for students CCSS-aligned instructional materials Teacher collaboration to address students' needs based on data analysis Increased course offerings			Actual Annual Measurable Outcomes: - Teacher survey on professional development was created and deployed, baseline results have been established for the 2014-2015 school year		d deployed,	
		LCAP Yea	ar : 2014-15			
	Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
Action #1:\$130Certificated ProfessionalDEPDevelopment & TrainingLCFF\$180		LCFF-BASE \$130,920 DEPT 6220 LCFF-S&C \$180,371 DEPT 6040	 Lead and Learn provided ELA and ELD training to Teachers – the training was focused on how to integrate ELA and ELD 		\$129,162.99	
Scope of service:	Plan & provide PD for the Implementation of the CCSS.		Scope of service:	All Students		
<u>x</u> ALL	· · · · · · · · · · · · · · · · · · ·]	ALL			

OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils _x_English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #2: Classified Professional Development & Training	LCFF-BASE- \$110,023	 Multiple student information system trainings were offered and provided to admin assistants, attendance secretaries, registrars and other roles 		\$136,451.38
Scope of service:Plan & provide PD to support job related duties (LMT, health aides, etc.)x_ALL	_	Scope of service:	All students	_
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		

Action #3: Special Education Professional Development & Training		SPECIAL ED \$7,360 RS 6500	 Special Education and Profession development training was provid Teachers 	
Scope of service:	SEIS camp & CPI training/behavior modification awareness training for teachers		Scope of service:	
<u>x</u> ALL OR: Low Income pup English Learner Foster Youth Redesignated fl Other Subgroup	s uent English proficient		ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficien _x_Other Subgroups:(Specify) <u>SPED States</u>	

	LCAP Year: 2014-15						
Pla	anned Actions/Services		Actual Actions/Services				
		Budgeted Expenditures			Estimated Actual Annual Expenditures		
Section B Action #1: Behavioral Intervention	*1: \$40,000 and PBIS.		\$-0-				
Scope of Exp	and PBIS/ Restorative		Scope of	All Students			

		ent				
Section B Action #2: Substitute Teacher Standards Program		LCFF S & C \$5,000 DEPT 5250:	- An increas approved stronger s	\$1,227.50		
Scope of service:	Create substitute te Improvement progra standards for hiring substitutes	am; create		Scope of service:	All Students	
<u>x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?The survey results for the professional development training showed that most employees would like to have regularly scheduled professional development opportunities to help them improve in their current respective role.						

Original GOAL from prior year LCAP:	Goal #2-B Student/Teacher Data Tools				Related State a Priorit 1 <u>x</u> 2 <u>x</u> 3_4 7 <u>x</u> 8 COE only: 9 Local : SpecifyF	ies: 4 <u>x</u> 5 <u>x</u> 6 3 <u>x</u> 910
Goal Applie	s to: Schools: All–LEA wide Applicable Pupil Subgroups: Al	l				
				Graduation tracker was created – tool allowed counselors to see which students have and have not completed their FAFSA. Estimated FAFSA completion rate year over year increase is 17%.		
		LCAP Yea	ar: 2014-15			
	Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
	Performance Based Management & Internal Communications – Software Dev		erformance Man Communication e Developer Hire zed dashboard t	s Director ed to create digital	\$398,157.09	
Scope of service:	Hire Performance Based Management & Internal Comm. Director/establish department goals		Scope of service:	All Students		
<u>x</u> ALL			<u> x </u> ALL			

OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #2: Student Performance Data System		LCFFBASE- \$76,000 DEPT 6040	- Created L	\$78,460.00	
Scope of service:	Utilize "Illuminate" student data management system		Scope of service:	All Students	
<u>x</u> ALL			<u>_x_</u> ALL		
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			

Action #3: Parent/Student Home-Based Data System	LCFF BASE- \$38,000 DEPT 6040	 Action was not implemented during the 2014-2015 school year 		\$44,684.00
Scope of service: Continue current parent/student web portal for grade access <u>x</u> ALL OR:		Scope of service: All Students <u>x</u> ALL		
Low Income pupils Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pr English Learne Foster Youth Redesignated Other Subgrou	fluent English proficient	

	LCAP Year: 2014-15						
	Planned Actions/Services			Actual Actions/Services			
Budgeted Expenditures				Estimated Actual Annual Expenditures			
Section B Action #1: District Master Ca	alendar	LCFF S&C- \$20,000 DEPT 5600	 School site Liaisons were provided a stipend to ensure websites had up to date information 		\$37,148.01		
Scope of service:	Review master calendar tools; create web-based		Scope of service:	<u>X</u> ALL OR:			

Section B Action #2: Staff Data Assess	Action #2:		- Continue utilizing illuminate		\$147,472.11
Scope of service:	Review staff assessment data tools		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL			<u>x</u> ALL		

	arners	(- - - -		ners		
 What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Graduation Tracker tool allowed us to see at a disaggregated level which students are and are not on pace to graduate, plans are currently being discussed to potentially develop a 5th year senior program to provide a safety net for students who are in need 					otentially	
GOAL Te	oal #2-C eacher & Classified upport Services				Related State a Prioriti 1_x 2_x 3_4 7_x 8 COE only: 9 Local : Specify P	es: <u>x</u> 5 <u>x</u> 6 <u>x</u> 010
Goal Applies to	to: Schools: All–LEA wide Applicable Pupil Subgroups: All				• 	
Expected Annual Improved instruction by hiring, supporting, and Measurable retaining Outcomes: highly qualified teachers			Actual Annual Measurable Outcomes:	Average Increase to Teachers pay was 4 percent during the 2014-2015 school year and another 4 percent for the 2015-2016 school year		and another 4
		LCAP Year	: 2014-15			
Planned Actions/Services			Actual A	Actions/Services	Estimated	
		Budgeted Expenditures				Actual Annual Expenditures
Action #1:		LCFF-BASE- \$48.5 M		agreement with e District which	the Teacher Union allows us to	\$73,925,067.25

Highly Qualified Teachers/Retention & Recruitment		LCFF-S&C- \$3.8M LOTTERY- \$1M EPA-\$17.6M TITLE I-\$1.3M QEIA- \$634,215 ROP- \$408,864	improve recruitment and retention of Teachers		
Scope of service:	Establish systems to recruit and retain HQT. Establish competitive salaries & benefits		X_ALL OR: Low Income pupils Low Income pupils Service: Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
<u>_x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)				ners	
Action #2: District Wide Working Conditions		SURVEY	- Survey was not completed		
Scope of	Evaluate & assess current		Scope of	<u>X</u> ALL	

service:	working conditions	service:	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>_x_</u> ALL		<u>x</u> ALL		
OR: Low Income pu English Learne Foster Youth Redesignated t Other Subgrou	fluent English proficient		ners	

Action #3: District Wide Climate & Morale		SURVEY		f potential vendors to execute e climate survey
Scope of service:	Create & implement an Employee climate survey		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)
<u>x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income p English Learn Foster Youth Redesignated Other Subgrou	l fluent English proficient

LCAP Year: 2014-15				
Planned Actions/Services	Actual Actions/Services			

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Section B Action #1: Class Size Reduc	ction	LCFF-BASE- \$2,072,925	 As required by LCFF, class size reductions were implemented within grades K-3rd 		\$2,403,271.28
Scope of service:	Create three year plan to reduce class sizes		Scope of K-3 rd Grade Students		
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient X_Other Subgroups:(Specify) <u>K-3rd Students</u>		
Section B Action #2: District Website U	Jpgrade	LCFF S & C- \$17,000 DEPT 5600	 Select website pages were upgraded and enhanced 		\$41,236.86
Scope of service:	Research possible web-based software tools to upgrade District master website		Scope of service:		
<u>x</u> ALL			<u>x</u> ALL		

OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			
and expenditu result of revi	es in actions, services, ures will be made as a None iewing past progress hanges to goals?				
trom prior	GOAL from prior year Goal #3-A 1 x 2 3 x 4 x 5 x 6 x 7 8 x 6 x 7 8 x COE only: 9 10				
Goal Applies t	o: Schools: All–LEA wide Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	Districtwide improvement on Plant Operations to provide safer schools and classrooms More positive student interactions as measured by surveys. Decrease suspension and expulsion rates by 5% through Restorative Justice Training.	Actual Annual Measurable Outcomes:	incidents	14 we had 3,250 sus s (out of school and i 2014 we had 39 exp	n school)
	LCAP Yea Planned Actions/Services	ar: 2014-15	Actual A	ctions/Services	
	Budgeted Expenditures				Estimated Actual Annual Expenditures

Action #1: District Safety Team		LCFF BASE- \$40,000 DEPT 6600 SAFETY- \$20,000 RS-0150	- District safety team received training		\$8,956.73
Scope of service:	Provide Districtwide trainings on safety from staff recommendations		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #2: School Site Safety Measures		SURVEY	 School site safety measures completed Additional, street lights, crosswalks, lighting etc. 		
Scope of service:	Survey school site safety needs (including crosswalk assessments)		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth	

_x_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income p English Learn Foster Youth Redesignated Other Subgrou	•	
Action #3: AfterSchool Safety Measures		SURVEY	- Survey Completed		
Scope of service:	Survey school site after school programs for safety concerns		Scope of service:	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		

		LCAP Ye	ar : 2014-15		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Section B Action #1: Increase Site Security Systems		LCFF S & C- \$10,000 DEPT 5600	- Hired additional SROs and SSOs		\$28,372.18
Scope of service:	Assessment of all school site and district level security systems		Scope of service:	<u>X</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			Other Subgroups:(Specify) 		
Section BLCFF S&C-Action #2:\$168,702Gang Task TeamDEPT 2560			sk Team members were not hired e 2014-2015 school year	\$-0-	

Prevention & I	ntervention Systems					
Scope of service:	Hire three specialized gang task team school security officers	Scope of service:	7 th to 12 th grade students			
<u>_x_</u> ALL						
and expenditu result of revi	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 yearGoal #3-BPriorities:1_x23_x46_x78_COE only:9			Related State and/or Local Priorities: 1_x_23_x_4_x_5_x_ 6_x_78_x_ 6_x_78_x_ COE only: 910 Local : SpecifyPlan 3			
Schools: All–LEA wide Applicable Pupil Subgroups: All						
Expected Annual Measurable Outcomes:	Annual surableSafer campuses and more positive learning environments throughAnnual Measurable2014 school year is 3,250 (out of sch in school)		 Total suspensions incidents for the 2013- 2014 school year is 3,250 (out of school and in school) 			
		ar: 2014-15				
Planned Actions/Services		Actual Actions/Services				

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Classroom Upgrades; Furnishing & Equipment		LCFF-BASE- \$300,000	 Classroom upgrades completed at various school sites 		\$44,462.28
Scope of service:	District wide assessment on classroom physical conditions		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #2: Academic Departmental Equipment Upgrade		LOTTERY– \$335,897	- Various upgrades completed		\$317,408.35
Scope of service:	Grades 7-12: District wide assessment on departmental equipment needs		Scope of service:	X_ALL OR: Low Income pupils English Learners	

		Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
_x_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
Action #3: District Building Planning & Funding	LCFF-BASE- \$7.1M LCFF-S&C- \$6.5M	 Funds were put into fund 40 and 41 to provide needed funds to update facilities and create new schools 	\$11,133,150.00
Scope of service: Create plan to set aside funding for future buildings x ALL OR:		Scope of service: All Students _x_ALL OR: _Low Income pupils	

		LCAP Ye	ar : 2014-15		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Section B Action #1: Transportation Services Upgrade		LCFF BASE- \$400,000 SITE 280	- Transportation upgrade plan executed		\$996,818.27
Scope of service:	Conduct District wide transportation assessment (personnel & equipment); create Action Plan for improvement		Scope of service:	All Students	
<u>_x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Section B Action #2: Additional Custodial / Grounds Support		LCFF BASE- \$756,947	- Hired additional custodial staff		\$566,807.05
Scope of service:	Conduct school site custodial assessment (personnel & equipment)		Scope of service:	X_ALL OR: Low Income pupils English Learners	

English L Foster Yo	outh nated fluent English proficient lbgroups:(Specify)	proficient	ated fluent English		
and expend result of r	nges in actions, services, No change ditures will be made as a reviewing past progress r changes to goals?				
Original GOAL from prior year LCAP:	Goal #3-C Physical & Mental Health Support Services/Nutrition & Wellness		Related State and/or Local Priorities: $1 \underline{x} 2 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$		
Goal Applie	Goal Applies to: Schools: All-LEA wide Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes	e (elementary level), nurses, and specialists to support physical and emotional wellness	Actual Annual Measurable Outcomes:	3-2014 attendance rate was 95.84% 4-2015 attendance rate is 95.71%		
		ar: 2014-15	ationa/Convisoo		
Planned Actions/Services		Actual Actions/Services			

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Increa Nurses	ase the Number of	LCFF- BASE\$190,7 05 LCFF-S&C- \$115,327		Nurse FTE, however, had hiring due to competitiveness of	\$253,601.03
Scope of service:	Increase the # of nurses by 2; health assist & LVN by 1		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
	•		Other		
Action #2: Elementary Coun	selors	LCFF-S&C- \$404,838	- Elementai	ry Counselors were hired	\$346,870.28
Scope of service:	Increase the # of K-6 elementary counselors by 4		Scope of service:	<u>X</u> ALL OR:	

_x_ALL Elementary Schools	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	

Action #3: Character Education	on	SURVEY		Education has been implemented chool sites
Scope of service:	District wide survey of Character based issues (bullying, etc.)		Scope of service:	X_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			<u>x</u> ALL OR: Low Income pu English Learne Foster Youth Redesignated t Other Subgrou	upils ers fluent English proficient

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

		Child Nutrition Fund 13 \$1.5 M	 Food services/Nutritional upgrade completed 		\$45,544.17
Scope of service:	Provide access to less processed food choices (child nutrition guidelines)		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
Section B Action #2: Physical & Menta	l Health	LCFF S&C- \$20,000 DEPT 6600	 Physical a expanded 	nd Mental Health services	\$32,727.74
Scope of service:	Add "Girls Groups" program to grades 7-8		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	

<u>_x_</u> ALL OR:	Other Subgroups:(Specify) x_ALL OR:
Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Low Income pupils Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Goal #4-A Parent Training and Education/Parent Centers	Related State and/or Local Priorities: 123_x_456_x_ 78 COE only: 910 Local : SpecifyPlan 4			
Goal Applie	Schools: All-LEA wide Applicable Pupil Subgroups: All				
Expected Annual Measurabl Outcomes	Increased parent support of student learning through parent and family resource	Actual Annual - 1,502 parents completed a parent education Measurable program Outcomes:			
LCAP Year: 2014-15					
	Planned Actions/Services		Actual Actions/Services		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Parent Education	& Community Centers	SURVEY	 Parent Resource Centers created at five different school sites across the district 		
Scope of service: <u>x</u> ALL OR: Low Income pu English Learne Foster Youth Redesignated f			Scope of service: <u>x</u> ALL OR: _Low Income p _English Learne _Foster Youth Redesignated	•	
	ps:(Specify)			ups:(Specify)	
Action #2: Parent Training Services/Parent Service Center (PSC) Support		SURVEY	 Parent resource centers created Resource centers allow Parents to receive parent education training 		
Scope of service:	Develop plan for site based Parent Education Centers; begin implementation of plan		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth	

_x_ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)		Redesignated fluent English proficient Other Subgroups:(Specify) x_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _Other Subgroups:(Specify)
Action #3: Cal-Safe Program Activities	SURVEY	
Scope of service: Add Cal-Safe childcare services at MSHS _x_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)		Scope of service: _x_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)

LCAP Year: 2014-15						
	Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures	
Section B Action #1: Parent Education	Opportunities	Adult Ed Fund 11 \$81,098	- Developm	- Development of Parent Resource Centers		
Scope of service:	Add ESL classes for parents		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Other Subgrou	•		¥	•		
Action #2: Parent / Student Data Access \$42,0		LCFF BASE- \$42,000 DEPT 5600	 Parent Portal System through Aeries (no additional action completed) 		\$44,684.00	
Scope of service:	Assess new student data on-line systems		Scope of service:	_X_ALL		

for student & parent access	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?Metrics have been develope more closely	ed to monitor the progress of the Parent Resource Center expansion
	Related State and/or Local

Original GOAL from prior year LCAP:	Goal #4-B Extra-Curricular Activities	Related State and/or Local Priorities: $1\2\3_x_4\5\6_x\7\8\ COE only: 9\10\ Local : Specify Plan 4$
Goal Applie	es to: Schools: All-LEA wide Applicable Pupil Subgroups: All	

	Annual Increased opportunities for students' involvement Measurable in extracurricular activities Outcomes:		Actual Annual Measurable Outcomes:	 6,317 students participated in the VAPA programs across the district 	
	LCAP Year: 2014-15				
	Planned Actions/Services	1		Actual Actions/Services	
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Visual & Perforr	ning Arts Director	LCFF-S&C- \$132,708	 Visual and Performing Arts Director was hired 		\$139,605.66
Scope of service:	Hire VAPA Director		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	

Action #2: Site/Grade Level Experiences	Field	LCFF-BASE- \$340,860 SITE BASED	 Every elementary school had field trip experiences 		\$359,078.69
Scope of service:	Organize & standardized grade level field experiences; implement program		X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
<u>_x_</u> ALL			<u>x</u> ALL		
OR: Low Income pu English Learne Foster Youth Redesignated f Other Subgrou	rs luent English proficient		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		

Action #3: District-Wide Athletic Coordinatio	on	LCFF-S&C- \$132,708	- Athletic pro district	ograms expanded across the	\$142,010.66
Scope of service:	Hire District-wide Athletic Director		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_	
<u>x</u> ALL OR: Low Income pup English Learners Foster Youth Redesignated flu Other Subgroup	s uent English proficient		<u>x</u> ALL OR: Low Income pu English Learne Foster Youth Redesignated Other Subgroups:(Spec	fluent English proficient	

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

Section B Action #1: Fine Arts & Robot	tics Extensions	LCFF S&C \$105,000 DEPT 6250 LCFF S&C \$12,000 DEPT 7340 CATEGORIC AL-\$30,000	 Robotics access expanded to middle school afterschool programs 		\$243,567.97
Scope of service:	Hire VAPA; District assessment of Robotics program expansion to lower grades		Scope of service:	X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	
			<u>x_ALL</u> OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		
Section B Action #2: Site Activities Cod	ordination	SURVEY-NO COST	- Action not completed		
Scope of service:	Conduct school site survey on possible school site activities expansion of ideas		Scope of service:	<u>X_ALL</u> OR: Low Income pupils	

Other Subg	arners th red fluent English proficient proups:(Specify)	English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)
and expenditu result of rev	es in actions, services, ures will be made as a iewing past progress hanges to goals?	
from prior F	ioal #4-C amily & Student Support ervices (attendance)	Related State and/or Local Priorities: 123_x_456_x_ 78 COE only: 910 Local : SpecifyPlan 4
Goal Applies t	to: Schools: Grades 7-12 Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increased attendance through behavioral supports and Foster Youth specialist	Actual Annual Measurable Outcomes:-2013-14 school year Foster Youth attendance rate is 94.50% 2014-15 school year Foster Youth attendance rate is 95.13%

		LCAP Yea	ar: 2014-15		
	Planned Actions/Services	1	Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action #1: Community Day S		LCFF-BASE- \$327,640 LCF-S&C- \$87,490 RRM- \$15,000	 Community Day School was created and opened its doors during the Spring semester of the 2014-2015 school year 		\$766,512.92
Scope of service:	Adopt and implement CDS plan; implement first group of students at CDS		Scope of service:	7 th to 12 th grade students	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _x_Other Subgroups:(Specify)_7 th to 12 th grade students		
Action #2: Foster Youth Staffing & Program		LCFF-S&C- \$87,305 DEPT 6600	 Family Support Specialist hired to support Foster Youth students 		\$47,931.30
Scope of service:	Hire Family Support Specialist specializing in Foster Youth		Scope of service:	All grade levels	
<u>_x_</u> ALL			ALL		

OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			OR: Low Income pupilsEnglish Learners x_Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		
Action #3: Homeless Youth (FIT) Staffing &Program		SURVEY	 Position was not filled during the 2014-2015 school year 		
Scope of service:	Hire Family Support Specialist Specializing in Homeless youth (FIT)		Scope of service:	All grade levels	
<u>x</u> ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_Homeless Youth		

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

Section BLCFF S&C- \$87,305Action #1:\$87,305Community Support SpecialistDEPT 2560Scope ofHire the first Community Service:Support SpecialistUter Support Specialist		\$87,305	 Hired Community Support Specialist Scope of service: 7th to 12th grade students 		\$95,479.25
<u>_x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)		-	ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _x_Other Subgroups:(Specify) 7 th to 12 th grade students		
Section B Action #2: Family Support Sp	ecialists	LCFF S&C- \$87,305 DEPT 6600		\$47,931.30	
Scope of service:	Hire the first Family Support Specialists specializing in Foster Youth and Homeless Youth (FIT)		Scope of service:	All grade levels	
<u>_x_ALL</u> OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)			ALL OR: Low Income pupils English Learners x_Foster Youth Redesignated fluent English proficient X_Other Subgroups:(Specify) <u>Homeless</u>		
and expenditures result of reviewir	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?After review of current results, more resources will be dedicated to properly identifying Foster and Homeless Youth in addition to providing them with unique summer enrichment opportunities				

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

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 \$_37,420,585

The district has budgeting for 90% unduplicated count of English learner, low-income students, and foster youth based on the Local Control Funding Formula. Therefore, we expect to receive approximately \$37 million in supplemental and concentration funds. Approximately 9 out of 10 students district wide are identified as either Low Income, English Learners or Foster Youth. However, some school sites have higher percentages of unduplicated students while other school sites have lower percentages of unduplicated students. Therefore, a resource allocation formula was created for the Primary Literacy Support Specialist to place Specialist at school sites based on LCFF need (see appendix C). Primary Literacy Support Specialist are experienced Teachers who provide supplemental targeted support to students to address their literacy needs. As stated above, the vast majority of students within Madera Unified are identified as either low income, English learner or foster would be to the school stress of the students of students within Madera Unified are identified as either low income, English learner or foster would be to the students.

youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs.

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.

26.25 %

This percentage reflects the increase or improved services for unduplicated students compared to the services provided to all students. During the 2015-16 school year Madera Unified will receive \$18 million in additional supplemental and concentration funds compared to the 2014-15 school year. The district will receive an additional \$32.3 million in overall Local Control Funding Formula funds. This increase has been used to address the eight state priorities:

- Basic Services \$25.7 million
- Course Access/Other Student Outcomes \$1.4 million
- Parent Involvement \$312K
- School Climate \$1.8 million
- State Standards \$571K
- Student Achievement \$2.2 million
- Student Engagement \$230K

The increased and improved services for unduplicated students include the following:

- Improvement and increase in facilities and classroom space which will help reduce the teacher student ratio at school sites which will enable teachers to provide more individualized assistance with differentiated instruction which will support English learners, low income students and Foster Youth students.
- Additional Primary Literacy Support Specialist which provide targeted literacy support services to early learners with a special focus on English Learner students

- Additional translation services which will target English Learner student families to ensure they can be communicated to in their native language
- English Learner Coordinators which will provide support and professional development training to Teachers with a focus on English Learner students

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

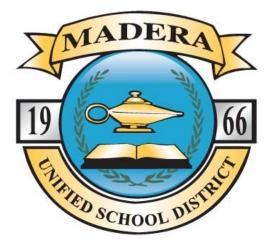
- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the total number of days and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

8-22-14 [California Department of Education]

APPENDIX B

2015-2016 Core Staffing

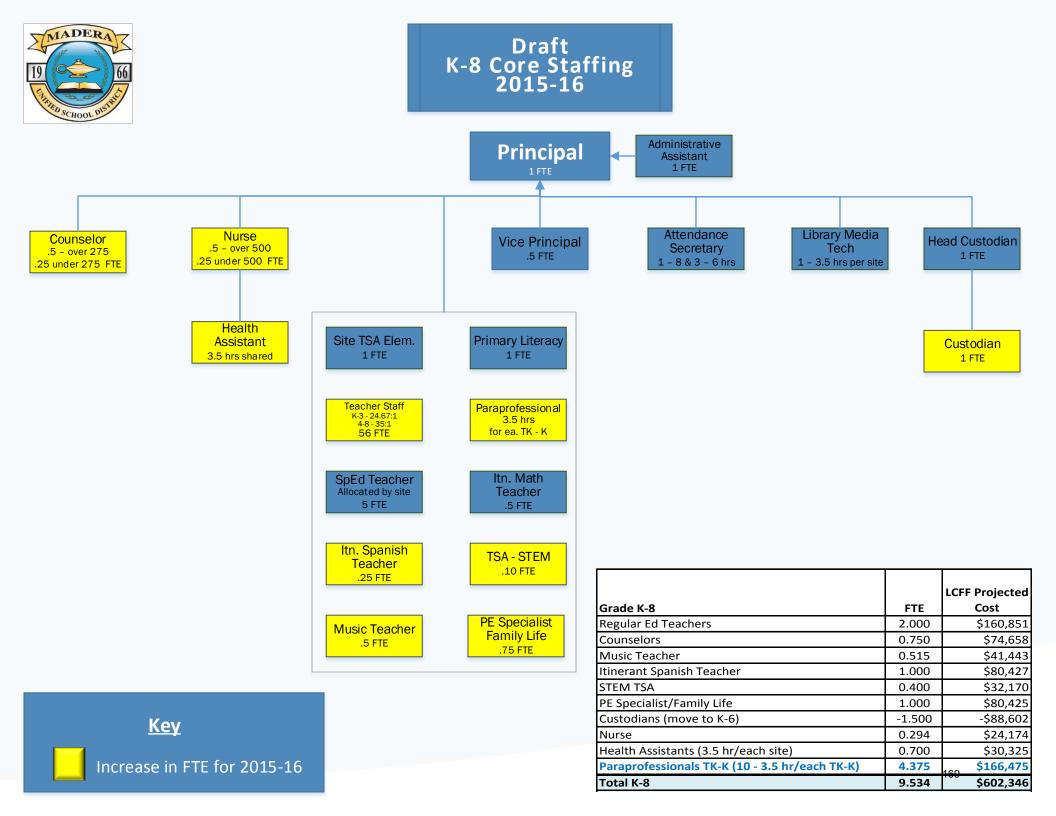


MADERA UNIFIED SCHOOL DISTRICT



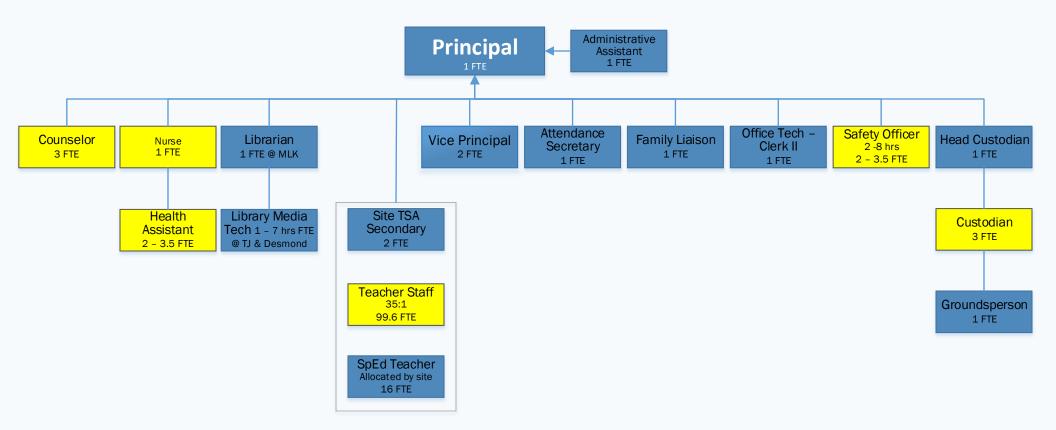
Glade K-0	FIL	Left Flojecteu cost
Special Ed Teachers	2.000	\$160,851
Counselors	3.250	\$327,050
Music Teacher	1.675	\$134,689
STEM TSA	3.600	\$289,531
PE Specialist	3.540	\$284,706
Primary Literacy Teachers	9.000	\$723,828
Custodians (1.5 from K-8)	6.500	\$383,943
Nurse	0.956	\$78,566
Health Assistants (3.5 hr/each site)	2.362	\$102,324
Paraprofessionals TK-K (72 - 3.5 hr/each TK-K)	31.500	\$1,198,621
Total K-6	64.383	¹⁶⁸ \$3,684,109





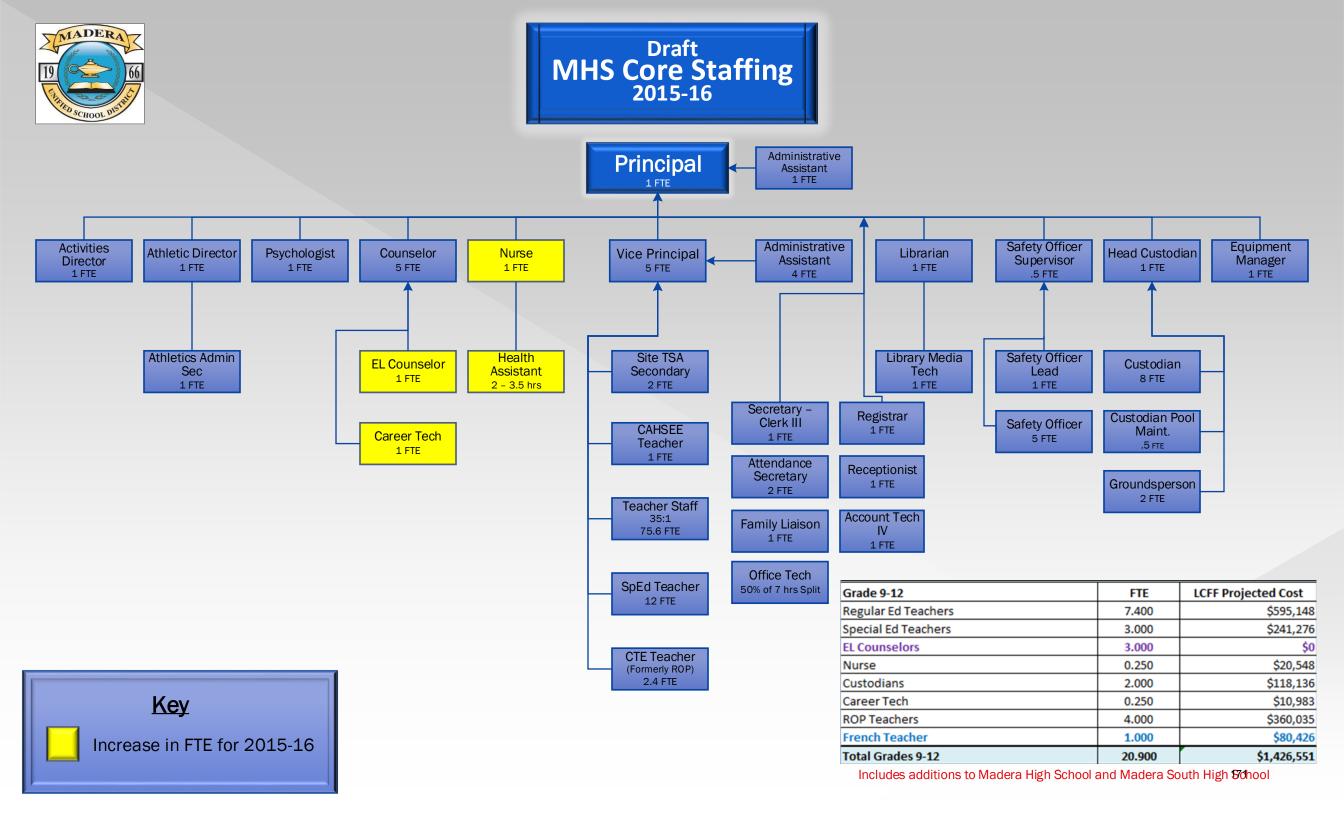


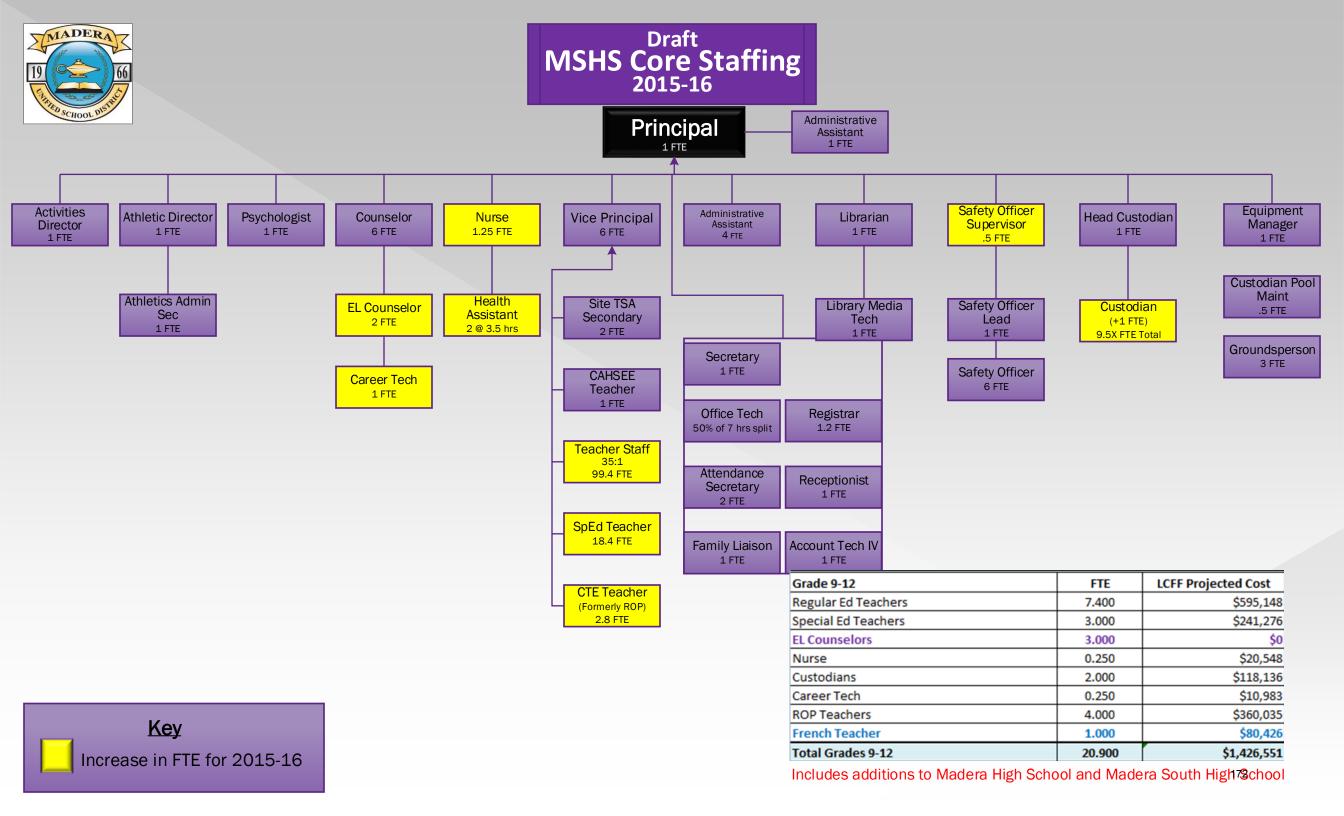


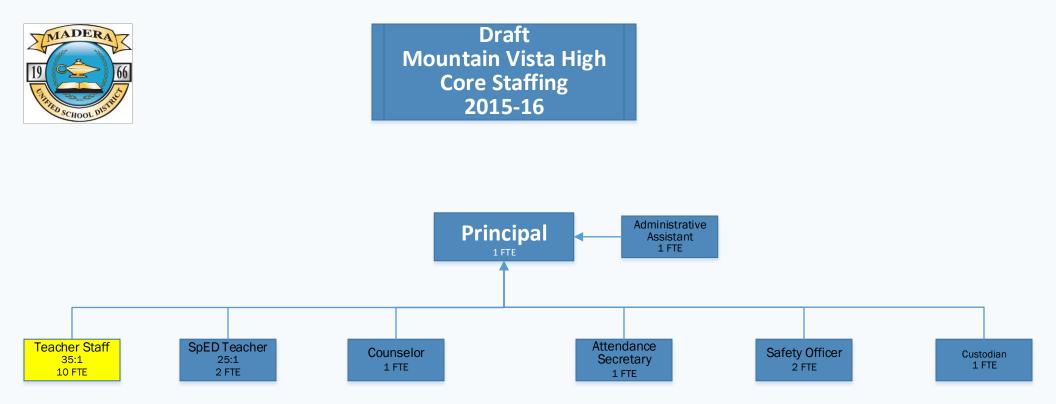


Grade 7-8	FTE	LCFF Projected Cost
Regular Ed Teachers	2.000	\$160,851
Counselors	3.000	\$298,633
Nurse	0.225	\$18,493
Custodians	3.000	\$177,204
Health Assistants	1.313	\$56,859
Gang Prevention Officers	-3.000	-\$181,349
Safety Officers (2-3.5 hr/site)	2.625	\$120,105
Total Grades 7-8	9.163	¹⁷⁰ \$650,796





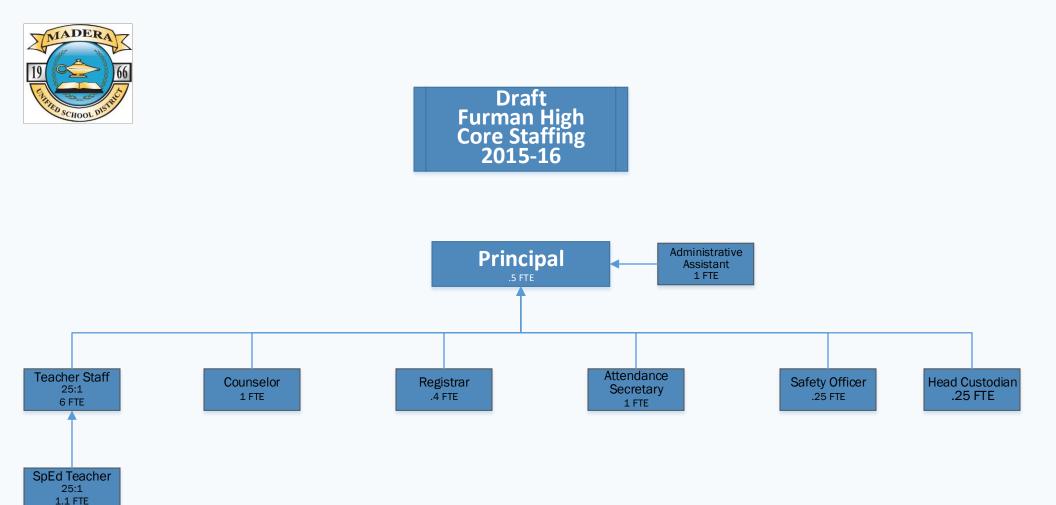




Alternative High Schools	FTE	LCFF Projected Cost
Regular Ed Teachers - Independent Study	-1.000	-\$80,425
Regular Ed Teachers - Community Day School	2.000	\$160,851
Special Ed Teachers - Community Day School	0.600	\$48,255
Regular Ed Teacher - Continuation School	1.000	\$80,427
Total Alternative High Schools	2.600	\$209,107

Includes additions to all alternative High Schools¹⁷³

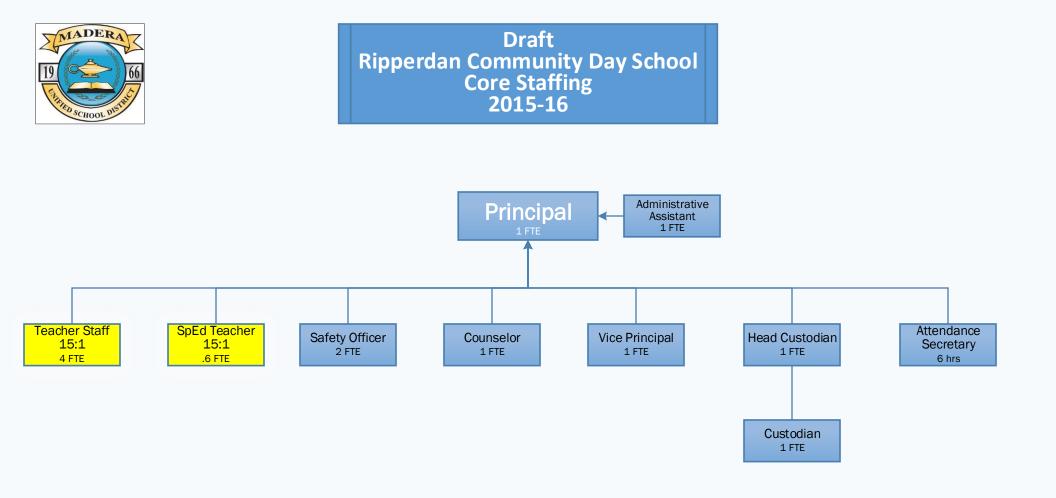




Alternative High Schools	FTE	LCFF Projected Cost
Regular Ed Teachers - Independent Study	-1.000	-\$80,425
Regular Ed Teachers - Community Day School	2.000	\$160,851
Special Ed Teachers - Community Day School	0.600	\$48,255
Regular Ed Teacher - Continuation School	1.000	\$80,427
Total Alternative High Schools	2.600	\$209,107

Includes additions to all alternative High Schools¹⁷⁴

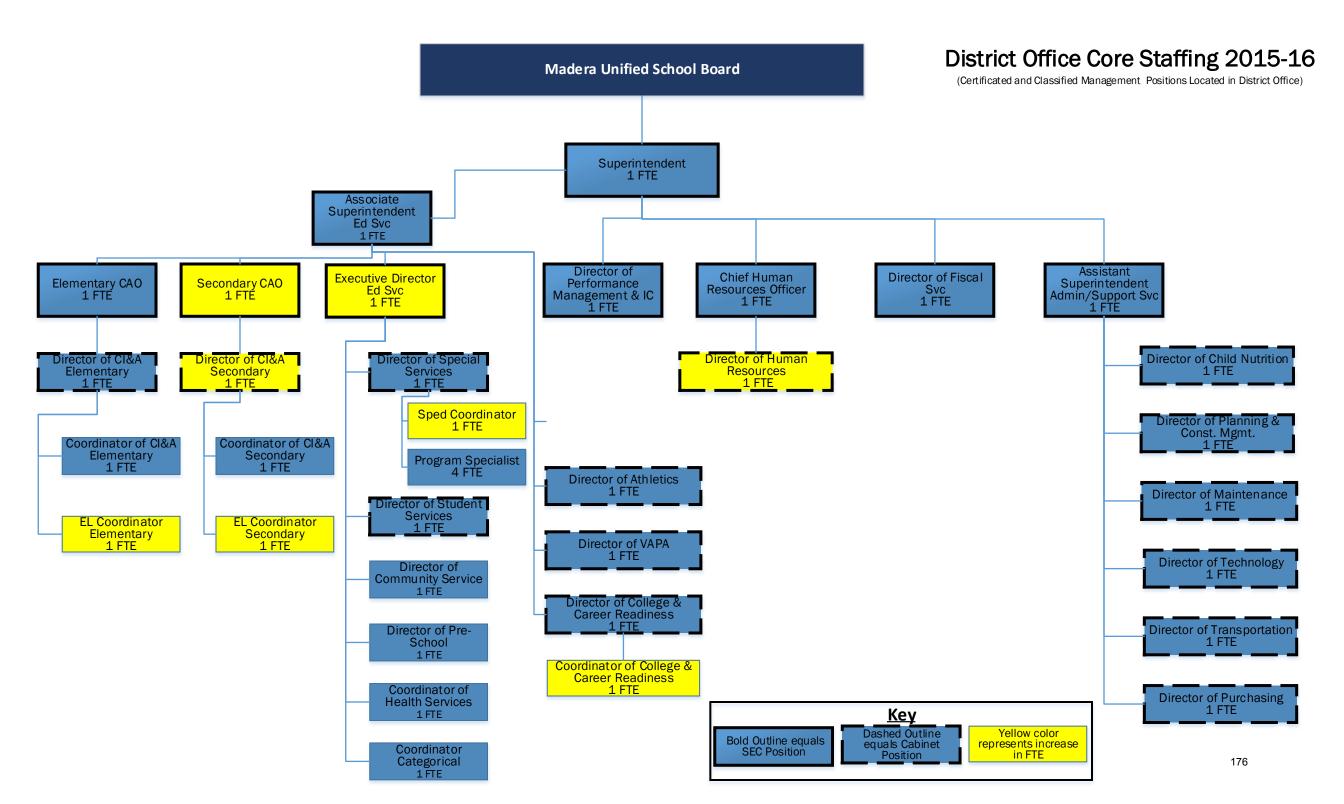
Key Increase in FTE for 2015-16



Alternative High Schools	FTE	LCFF Projected Cost
Regular Ed Teachers - Independent Study	-1.000	-\$80,425
Regular Ed Teachers - Community Day School	2.000	\$160,851
Special Ed Teachers - Community Day School	0.600	\$48,255
Regular Ed Teacher - Continuation School	1.000	\$80,427
Total Alternative High Schools	2.600	\$209,107

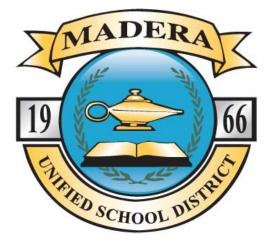
Includes additions to all alternative High School\$75







LCFF Resource Allocation Formula for Primary Literacy Support Specialist

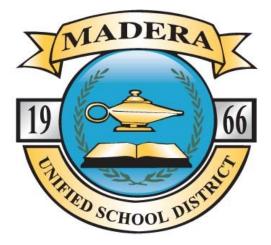


MADERA UNIFIED SCHOOL DISTRICT

	Number of Primary Literacy	Demographic profile of		Total Number		Avg %	Avg Number	
Support Level	Support Specialist	K-6 schools and K-8	Schools	of Students		Low Income	-	Avg % EL
		School grade levels K-3 with:						
		*<85% low income	*Adams, Berenda, Lincoln					
		*<20% english learners	*Dixieland, Eastin Arcola,	1,978	218	77%	70	25%
		*<350 low income	Howard, La Vina					
Minimum Level Support Schools	1	*<100 english learners						
			*Alpha					
		School grade levels K-3 with:	*Chavez					
		*between 85% and 97% low income	*Madison					
		*between 20% - 55% english learners	*Monroe	3,248	436	94%	206	44%
		*between 350 - 475 low income	*Nishimoto					
		*between 100 - 275 english learners	*Parkwood					
Medium Level Support Schools 2	2	_	*Pershing					
		School grade levels K-3 with:						
		*>97% low income	*Millview					
		*> 55% english learners	*Sierra Vista	1,560	510	98%	314	60%
		*>475 low income	*Washington					
High Level Support Schools	3	*>275 english learners						
Total/Average	30			6,786	388	90%	197	37%

APPENDIX D

MUSD LCAP Data Dashboard Indicators



MADERA UNIFIED SCHOOL DISTRICT

ID	Indicator	School Types	LCAP State Priority	MUSD Strategic Plan Pillar	Data Source
1	Teacher missassignment rate*	ALL	1. Basic Services	3. Safe and Healthy Environmentsfor learning and work	HR Database
2	Availability of standards aligned instructional materials*	ALL	1. Basic Services	3. Safe and Healthy Environmentsfor learning and work	Williams Report
3	Overall facility rating*	ALL	1. Basic Services	3. Safe and Healthy Environmentsfor learning and work	Facilities Report
4	Annual retention rate for all employees*	ALL	1. Basic Services	3. Safe and Healthy Environmentsfor learning and work	HR Database
5	% of staff who feel they are receiving satisfactory professional development for their current position	ALL	2. Implementation of State Standards	2. Data Driven Professional Learning and Collaboration	Survey
6	% of staff who feel they have the curriculum materials needed for the shift to Common Core Standards	ALL	2. Implementation of State Standards	2. Data Driven Professional Learning and Collaboration	Survey
7	% of staff who feel that professional development has prepared them for the shifts to common core state standards	ALL	2. Implementation of State Standards	2. Data Driven Professional Learning and Collaboration	Survey
8	# of parents participating in school site council, ELAC, DLAC and LCAP meetings*	ALL	3. Parent Involvement	4. Strong Relationships with Families and Community	Meeting Minutes
9	# of parents who completed a parent education/leadership program*	ALL	3. Parent Involvement	4. Strong Relationships with Families and Community	Parenting Partners
10	# of parents who have logged into parent portal three or more times*	ALL	3. Parent Involvement	4. Strong Relationships with Families and Community	Student Information System
11	Academic Performance Indicator Growth	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
12	Growth on SBAC/STAR (ELA, Math and Science)	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	CDE
13	% of EL students improving one proficiency level or more on the CELDT*	ALL		1. Equitable Access to Rigorous High Level Programs	Student Information System
14	EL student redesignation rate*	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
15	Long Term EL rate*	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
16	% of students passing the AP exam (scoring 3+)*	High Schools	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
17	% of students who scored college ready on the EAP exam*	High Schools	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System

Indicators in bold are required by the State

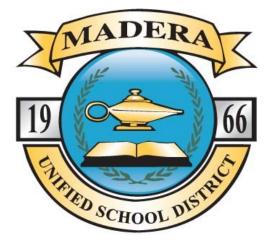
*Indicator can be calculated with current data collected by MUSD

18	% of graduates who completed A-G requirements*	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
19	% of students with a D or F on their report card	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
20	Growth on Local Assessment (ELA, MATH and Science)	ALL	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
21	Growth on local assessment measuring early literacy and reading (K-3)	K-6 and K-8	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
22	% of students passing the CAHSEE the first time*	High Schools	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
23	% of 11th grade students who scored 1500 or above on the SAT*	High Schools	4. Pupil Achievement	1. Equitable Access to Rigorous High Level Programs	Student Information System
24	Graduation Rate (Cohort)*	High Schools	5. Pupil Engagement	1. Equitable Access to Rigorous High Level Programs	CALPADS
25	% of students with an attendance rate below 90% (Chronic absenteeism)*	ALL	5. Pupil Engagement	3. Safe and Healthy Environmentsfor learning and work	Student Information System
26	Attendance Rate*	ALL	5. Pupil Engagement	3. Safe and Healthy Environmentsfor learning and work	Student Information System
27	Drop-out rate (Cohort)*	Middle & High Schools	5. Pupil Engagement	1. Equitable Access to Rigorous High Level Programs	CDE
28	% of parents who feel their school provides a variety of extra-curricular activities for students and parents to be engaged in the community*	ALL	5. Pupil Engagement	4. Strong Relationships with Families and Community	Survey
29	% of students engaged in arts, music, sports or other activities	ALL	5. Pupil Engagement	4. Strong Relationships with Families and Community	Student Information System
30	Out of School Suspensions per 100 students*	ALL		3. Safe and Healthy Environmentsfor learning and work	Student Information System

31	In School Suspensions per 100 students*	ALL	6. School Climate		Student Information System
32	Expulsions per 100 students*	ALL	6. School Climate	3. Safe and Healthy Environmentsfor learning and work	Student Information System
	% of staff strongly agreeing to the statement "This school is a supportive and inviting place for students to learn"	ALL	6. School Climate	3. Safe and Healthy Environmentsfor learning and work	Survey
	% of staff strongly agreeing to the statement "This school is welcoming to and facilitates parent involvement"	ALL	6. School Climate	3. Safe and Healthy Environmentsfor learning and work	Survey
35	% of parents who feel their school provides a safe and healthy environment for learning	ALL	6. School Climate	3. Safe and Healthy Environmentsfor learning and work	Survey
	% of parents strongly agreeing to the statement "This school is a supportive and inviting place for students to learn"	ALL	6. School Climate	4. Strong Relationships with Families and Community	Survey
37	% of students taking AP/Honors courses*	High Schools	7. Course Access	1. Equitable Access to Rigorous High Level Programs	Student Information System
38	% of students enrolled in a CTE Pathway	High Schools	7. Course Access	1. Equitable Access to Rigorous High Level Programs	Student Information System
39	% of graduates who have completed a CTE Pathway	High Schools	7. Course Access	1. Equitable Access to Rigorous High Level Programs	Student Information System
40	% of students who enroll in post-secondary education	High Schools	8. Other Pupil Outcomes	1. Equitable Access to Rigorous High Level Programs	Student Information System
41	% of 11th grade students who took the SAT	High Schools	8. Other Pupil Outcomes	1. Equitable Access to Rigorous High Level Programs	Student Information System
42	% of 12 grade students who completed their FAFSA*	High Schools	8. Other Pupil Outcomes	1. Equitable Access to Rigorous High Level Programs	State Aid Office



Facility Needs



MADERA UNIFIED SCHOOL DISTRICT

Capital Projects

Project Description	Estimated Cost	Funding Source	Notes
Memorial Stadium Field Turf	\$ 750,000.00	Fund 40	Using organic infill & shock pad- June 2015
Alpha Portable Relocations (2 portables)	\$ 272,000.00		PG & E easement requirement
MSHS Maintenance Building/Weight Room	\$ 3,500,000.00	Fund 40	Permanent modular building
	\$ 250,000.00		Replace swamp coolers (Wash, Howard, Madison, TJ, Monroe)
Chiller Replacements	\$ 2,500,000.00	Prop 39 Savings	Individual HVAC Units (MHS, MLK, Lincoln)
Restrooms @ Elementary Sites	\$ 750,000.00		Sierra Vista, Washington, Dixieland
Parking lot/Student drop off at Sierra Vista	\$ 200,000.00		
MSHS Training Room/Cardio Room	\$ 115,000.00		Modernization of existing weight room (1800 SF)
Restrooms/Snack Bar @ MSHS Softball Fields	\$ 800,000.00		
MSHS All Weather Track	\$ 400,000.00		
MSHS Field Turf	\$ 700,000.00		
Paving projects at multiple sites	\$ 500,000.00		
Tennis Courts at Desmond	\$ 75,000.00		
Concrete Slabs for Portables	\$ 200,000.00		LaVina
Shade Structures	\$ 520,000.00		26K each
Video Cameras	\$ 250,000.00		(range of \$7,000-\$25,000) approx. 250 K for district
District Office Facility			
Stadium Modernization	ć 11 702 000 00		Estimate of approx. \$8 Million

Total \$ 11,782,000.00

in progress board approgress getting quo

progress pard approved

getting quotes and will be moving forward to board

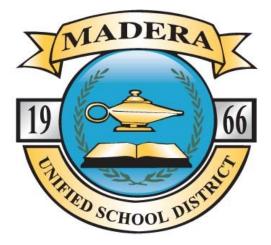
Replacement Schedule

Transportation Equipment				
7 full size replacement buses; 4 new sped buses				
White Fleet Vehicles				
Purchasing Dept.				
Copier replacement (anything over 10 years old)				
Maintenance and Operations				
Equipment				
Facilities & Construction Mgmt.				
Capital Projects				
Technology				
Computers/Tablets/Printers				

Replacement Schedule Budget - \$6,020,000

APPENDIX F

LCAP Stakeholder Meeting Notes



MADERA UNIFIED SCHOOL DISTRICT

MUTA LCAP Meeting Notes

MUTA LCFF Priorities

Priority	In LCFF	Budgeted	Notes
Security			District neglected all security
~ Elementary			priorities at all sites
\sim Officer @ each site &/0R			
OCS @ each site	NO	NO	
~ Jr High & High School			
~ Cameras	NO	NO	
~ Gates	NO	NO	
Tech teacher @ each site to TEACH in			Added District Ed Tech coaches-
computer labs	NO	NO	they do NOT provide what this
			priority intends
Counselors			Budgeted 10 for 13 elementary sites
\sim Elementary	Yes	Partially	
1 per site			Inadequate FTE/7-12 sites
~ ~ Jr High & High School	Yes	Partially	
-for social& emotional support			
Kindergarten Paraprofessionals	Yes	Yes	
PLC time	Yes	partially	Needs to be PLC driven, not district
			driven. Funds allocated reflect
			district driven PLC
Professional development (chosen by	Yes	Partially	Minimal increase from 2014/15
teachers)			year. Available funds from
			governor for this purpose exceeds
			\$12 million, Budgeted only
			\$705,000.00for 2015/16
More nurses	Yes	Yes	
Supplemental materials	Yes	NO	Need to be chosen by classroom
			teachers
Technology	Yes	Partially	K-3 classrooms have not received
			upgraded technology at all. Grade
			4-12 technology upgrade has been
			inadequate. Teachers are NOT
			being asked about their school or
			classroom technology needs- that is
			left to site administration (whom do
			not accurately communicate the
			teacher/student needs)

MUTA's written statement on LCAP priorities not listed above

MUSD facilities repairs for 15-16 school year:

MUTA recognizes the many varied MUSD school site repair needs and as such will support and endorse all repairs as laid out in the LCAP draft appendix E (Facility Needs). These much needed repairs to be fully funded and implemented in total by close of 15-16 school year. In particular are all repairs in the secondary and elementary schools HVAC systems, restrooms at elementary school, and safety-security restorations.

MUTA also supports any unforeseen additional school site and classroom repairs in the 15-16 school year that may come to light to be funded from either fund 40 and/or fund 41 after consultation, review, and agreement with all MUSD stakeholders.

MUTA endorses the formation of a protected fund in the LCAP year two document that will be a "lockbox" to ensure the approximately 12 million in additional CA public school funding from Governor Browns' May 2015-16 revise, that barring unexpected circumstances will be in addition to the already known LCFF monies that will make up the 15-16 MUSD budget.

From the 3.5 billion in additional CA public school funding in the 15-16 school year, MUSD's share of twelve million (12,000,000) in one time monies is intended to be used for continued necessary investment in professional development, provide beginner teacher induction programs, and purchase instructional materials and technology to prepare both students and teachers for success in MUSD as laid out by CA Governor Brown.

This vision is shared by MUTA and as such to ensure the additional funds are directed to the intended use of PD, beginner teacher preparation/induction, instructional materials for student use in classrooms and technology in MUSD <u>it is imperative that a special fund be set up</u> and the entire 12 million be placed into this fund- for discussion let's call it FUND 42 "the special PD-materials reserve fund". In this way the MUSD-MUTA CCSC and MUSD school board can monitor proper use of this one time allotment to MUSD and maintain the full intent of Governor Brown, the CA legislature, and the will of the CA people through their support of prop 98.

Lincoln Elementary

Equitable Access to Rigorous High Level Programs

- Promethean (7)
- Headphones for new computers (7)
- Working listening centers (7)
- Equity in support programs (33)
- Guided reading books (15)
- K/1 reading specialist (15)
- Full time technology teacher (33)
- Full time librarian (33)
- Reading intervention/LIT coach full time (15)
- More SPED personnel for case load (6)
- Additional computer labs (33)
- Math intervention teacher (17)
- Writing intervention teacher (15)
- Paid tutors (4)
- Full time RTI coach (8)

Implementation of Common Core State Standards

- Lesson design days for grade levels (11)
- PLSS for K/1 (7)

EL Learners attaining increased proficiency

- Integrated and designated time for ELL and no deployment (33)
- ELD materials (21)

Professional Development

- PD for teacher for Common Core (7)
- Grade level prep time (33)
- Full time sub/Super sub (15)
- Observation time to watch other teachers (24)
- New adoptions for Common Core (5)
- Additional grade level planning equally intermediate and primary (5)
- Money for additional PD as individual teachers (33)

Teacher/student data tools

- Updated copy machines (33)
- Updated teacher workroom (33) Examples: Laminator, Poster maker, Scanners
- Ellis die cut machine Accelerated Reader for all grades (20)
- More assessment kits (6)

• Differentiated reading assessments for SPED (6)

Safe and healthy environments for learning and work

- Full time nurse (33)
- Upgraded playground flooring (7)
- Landscaping fixed (7)
- Security officers (33)
- Security cameras (26)
- Updated heating and cooling (24)
- More full time janitors (26)
- More yard duty personnel (8)
- Additional security fencing (16)
- Established parking lot a non driving zone-Staff parking lot (19)
- Upgraded desks (8)
- Homemade food in cafeteria (13)
- Repair student restrooms (15)

- More PE coaches for all PE coverage the full required minutes (24)
- Full time counselor (33)

Sierra Vista Elementary

Equitable Access to Rigorous High Level Programs

- Smaller class size
- More computers
- More Chrome Books
- More time PLC's teacher directed
- Grade level collaboration
- Pay substitutes more \$
- Hier on campus sub
- Visual/Per. Arts
- Supplemental CC material
- Non Fiction Materials
- Increase Classroom Budget
- Intervention Pro.
- Separate class for Music
- Fieldtrips

Implementation of Common Core State Standards

- Pay teachers to score RCDs
- CCSC
- District wide grade level collaboration
- Teachers teaching teachers-not district telling teachers

EL Learners attaining increased proficiency

- Instructional aides
- No combination classes
- Family Nights
- ELD supplemental materials let TEACHERS choose

Professional Development

- Professional Development teacher choice/need
- Teacher Collaboration
- CCSC

Teacher/student data tools

- Computers
- Chromebooks
- Broadband

Safe and healthy environments for learning and work

• Staff restrooms

- Student restrooms
- Remodel classrooms
- Need sinks, cabinets, floors, carpets, and coated windows
- Student desk/chairs
- Staff Parking Lot
- Longer staff lunch
- More custodians
- Security lights
- Equipment for MULES
- Full time nurse
- PE uniforms

Parkwood Elementary

Equitable Access to Rigorous High Level Programs

- Music Risers
- Music Instruments
- Chromebooks for every student in 3rd 6th grade
- Leveled readers for the K-6 non fiction and fiction
- 1st- 3rd Science consumables
- Supplemental reading resources (leveled, magazines, etc.) to support RCD units
- Time for kids Magazine 1st-6th class set
- More updated computers in K-3rd and new computers
- More Guided Reading books for students to take home
- Science Materials K-6
- PE Equipment
- Classroom set of headsets (1st)
- Science Kits, microscopes, experiments supplies Social Studies sets, videos, kits, materials
- More school supplies funding
- Big Books Manipulatives hands on activities
- Touch-screen Promethean boards
- Eliminate Microsoft and fully implement Google
- Teacher Paying Teachers/Websites fees covered.
- Music teacher for primary

Implementation of Common Core State Standards

- Classroom helpers (Adults full time)
- Smaller class sizes across all grade level (20:1 in K-3; 25:1 in 4-6)
- Kindergarten Aides
- Curriculum that matches the Common Core state standards
- PE equipment
- Art Supplies
- More CD players for listening centers
- High speed copiers
- Grade level aide for making copies along with project prep
- ELD Materials K-6

EL Learners attaining increased proficiency

- SPED aides
- Opportunity for all EL learner to enroll in after school tutoring
- El materials that are aligned to the new EL standards
- Enrichment materials for EO to use during ELD time (1st)

- Funding of College Nights/trips to Universities/Career Days (targeting EL and EO students)
- Science Kits
- More manipulatives for SPED classrooms (Math, ELA, Exploration)
- Chairs with arms on them for centers, SPED classrooms

Professional Development

- Subs for planning
- Tutoring funding
- After school planning time
- Funding/subs for RCD committees to meet throughout the year and make ongoing improvements
- Grade level planning time meeting directed by teachers the whole time

Teacher/student data tools

- Smaller class sizes (more teachers) 1st grade
- St Math
- BrainPop (all grades)
- Super Teachers website
- Enchanted Learning
- Art specialist (weekly classes)
- Kindergarten computer programs such as ABC Mouse in addition to Starfall
- Working classroom computers
- Another PLSS person for Parkwood
- Combine attendance, grading, test generators, into one universal site (linked to Google Classroom)
- PECS software (SPED)

Safe and healthy environments for learning and work

- Trees
- Playground equipment
- Tarp over playground equipment
- Shade structure over the amphitheater
- Full time nurse 1st grade
- More custodial staff
- Daily Fruit (1st)
- Solar panels/covered parking
- Real sports: baseball, softball, tackle, football, and track

- Full time counselors (5 days a week)
- Full time counselors 1st grade
- Students/staff trained in conflict resolution and/or peer mediation strategies

- PE equipment K-6
- PE everyday (with PE specialists)
- Full -time, on-site P.E. specialist
- PE equipment for 150 kindergarten students: jump ropes, balls, cones
- PE specialists for kindergarten

Nishimoto Elementary

Equitable Access to Rigorous High Level Programs

- Full time Librarian
- Full Time Learning Center/intervention
- G.A.T.E
- Art Teacher
- Trained Aides in the Classroom
- ELA/ELD instructional materials aligned with the common core

Implementation of Common Core State Standards

- Additional training/demonstrations of CC lessons in the classroom
- Classroom teacher demo for other classroom teachers
- Science Common Core text and materials
- ELA non fiction materials

EL Learners attaining increased proficiency

- ELD teachers for deployment
- Assessments that are aligned with Common Core, state and benchmarks
- Rigorous ELD curriculum that is aligned with ELD common core standards
- ELD Reources

Professional Development

- Training in AR, Star reading
- Training in the use of Illuminate and Intel Assess
- Training/workshop on learning disabilities for GE teachers (6)
- More teacher chosen PD
- CCSC
- More than \$500 for conferences

Teacher/student data tools

- Access to a data bank that is similar to SBAC or CASSP for creating CFA's or RCD's. Intel-Assess looks nothing like CASSP
- Computer/Technology teacher full time at each site grades K-6

Safe and healthy environments for learning and work

- Nurse at each site 5 days a week
- Safety office for elementary school
- Reduce class size, K-3 20:1, 4-6 26:1 (32)
- Serve real food for hot lunch
- Extra classrooms

- Counselor at the elementary school 4 to 5 days a week
- Full time PE teacher
- Parent liaison
- Social skills groups/meeting for students in need

James Madison Elementary School

Equitable Access to Rigorous High Level Programs

- designated staff on site for ELD
- more and updated computers/laptops for students AND staff
- listening centers
- science materials (consumables, kits, videos, human body models, manipulatives)
- social studies/history
- kits/manipulatives
- guided reading books
- big books, poetry books
- move away from RCD units (replace with Project Based Learning and assessments for ELA/Math
- 55-class sets of non-fiction books
- iPads for kinders with Aps used at other sites
- grade level appropriate programs for ELA/math
- Read Naturally program
- engaging computer programs that can be teacher monitored
- increase classroom supply budgets
- non-fiction class sets
- Active votes for each classroom

Implementation of Common Core State Standards

- on-site OR district wise observation
- more teacher prep time
- 2 days of P.E. time with P.E. Instructors
- Access to MCOE instructional materials/technology/videos/etc.
- especially with the online resources
- more time to plan during contract hours
- facilities to come and model lessons throughout school year

EL Learners attaining increased proficiency

- ELD lesson planning and lesson plan templates
- current, updated, standalone, committee adopted ELD materials and all ancillary materials
- materials to support District ELD Benchmark
- comprehensive, sequential program for vocabulary and language skills
- ELD professional development from California accredited trainers that addresses current, new, research based best practices
- ELA/Math/Science/History textbooks in Spanish
- consumables for students in Science and Social Studies

Professional Development

- AIMS training/PD
- PD in new Math Adoption
- training on ActivSlate/Voters/Promethean Board
- SpEd collaboration days to 2 days/month training for SpEd paraprofessionals
- better agendas for CCSC grade-level meetings
- more time to collaborate with peers and other District teachers
- 2 full days to collaborate on grade-level needs
- 1 hour weekly planning
- math curriculum

Teacher/student data tools

- updated SpEd assessments and more of them
- T M Treasures for K
- sight word assessment on-line and paper/pencils for 1st
- on-line and paper/pencil Math assessments
- in-class computers for all students
- create/maintain MUSD teacher share folders by grade level, subject, standard
- laptops/desktops for all students
- full time lab tech/site

Safe and healthy environments for learning and work

- structured discipline
- full time nurse or health clerk
- security electric fence with a button to allow access that the secretary can push for parents to enter with a monitor so that students can't leave campus
- teacher for behavior issues and on campus suspensions
- 1 site security on campus
- revamp substitute system for MUSD: provide training before 1st sub job snack program to 5 days/week
- 3-improve student lunches

- full time counselor/school site
- full-time certificated librarian
- school psychologist at site
- P.E. equipment for classroom teachers to use
- 7 add another P.E. Specialist

Millview Elementary

Equitable Access to Rigorous High Level Programs

- RTI Teacher for grades 4-6
- Additional PLSS
- RSP TEacher
- Aides
- Enrichment for higher learners

Implementation of Common Core State Standards

- More CC materials
- Grade Level Collaboration
- Keep CCSC grade level district wide collaboration
- Supplemental-CC related, Consumables, Non fiction materials
- Observations of classroom teachers

EL Learners attaining increased proficiency

- Full-time ELD Coach
- Money distributed based on school population and needs
- Access to resources (TSA, people)

Professional Development

- 3 more full-time PE teachers
- Full time music teacher
- PE budget for teachers/grade level
- More PD\$\$ to be used where WE want to use it, not where we are directed to go

Teacher/student data tools

- Full time Computer Tech
- More copy machines
- D.O. Coaches to develop a district wide assessment instead

Safe and healthy environments for learning and work

- Full time Nurse
- More restrooms for students
- Fence in the school perimeter
- Campus security
- More busses

Physical & mental health services

• Full time Counselor

- Full time Psychologist
- Outreach consultant

Monroe Elementary

Equitable Access to Rigorous High Level Programs

- Common core reading materials
- GATE
- PE specialist for K-6
- Classroom computers for primary
- Common core resources
- PE for Kinder
- PE 2x a week

Implementation of Common Core State Standards

- Aides in Kinder
- No RCD's
- CCSC district wide grade level collaboration
- Class Size Reduction

EL Learners attaining increased proficiency

- Site ELD coach
- Lower class size
- Librarian
- Manipulatives
- no deployment for ELD

Professional Development

- PD given by classroom teachers
- PD chosen by teachers

Teacher/student data tools

- copy machines
- teacher directed %s for assessment-not district mandated
- Membership to assessment website

Safe and healthy environments for learning and work

- Full time nurse
- safer drop off/pick up
- playground equipment for recess
- detention
- lights in cross walks like other schools (Madison)
- new desks-these chip and then can cut students

- Full time nurse
- Gang prevention
- Full time counselor

Washington Elementary

Basic Services

- Classroom Reduction K-6 (20:1)
- School Renovation (More Bathrooms, New water fountains, New PA System)
- New Desk and Chairs
- AC in the Cafeteria
- Staff Room with Bathroom
- More Classrooms
- Bigger Play Structure
- Picnic Tables

Implementation of State Standards

- K-2 Aides
- Professional Development or our Choice
- ELA Materials-Non Fiction
- CCSC
- More Professional Development Money
- PLC Time
- On Site Certificated Sub

Course Access

- G.A.T.E
- College Program for Elementary (Goal setting for college)

Student Achievement

- Math RTI support
- Reading Lab for all Grades
- Full time PE Specialist
- Official Tutoring Program
- Intermediate Literacy Support

Other Student Outcomes

- One to One Technology with working Network
- Teacher Resource Center
- Computer Class Teacher

Student Engagement

- P.A.C.E.S
- Money for Field Trips
- Money for Assemblies
- Permanent Music Facility

Parent Involvement

- More Parent Classes
- Community Liaison
- Translating Equipment for Parents
- Translators for Conferences

School Climate

- More Mental Health/Counseling Services
- District Grade Level Online Community Pages

Berenda Elementary

Equitable Access to Rigorous High Level Programs

- Computer Teacher (2nd)
- More PLC Time
- Additional RTI Staff
- Equitable prep time for primary teachers
- Stand alone science lab made accessible to all grade levels
- Additional Intervention Personnel
- Math intervention teacher

Implementation of Common Core State Standards

- Large format color printer for making posters (and ink)
- Student whiteboards (2nd)
- Paces artist
- Increased supply budget
- Updated/new classroom computers
- Laptops for students use
- Tech carts
- Upgrade Promethean boards to latest model
- CCSC
- Classroom aides in primary classrooms to facilitate ELA centers, guided reading and 1:1 assessments
- Kindergarten assessment/running records
- Non Fiction Leveled Readers (little books) to accommodate 50:50 ratio fiction/non-fiction for CC
- Paraprofessional for computer labs
- Storage units/tubs (2)
- Updated retractable maps (World/United States)
- Class sets of State Books
- Electric Pencil Sharpeners and staplers (2)
- Common Core reading materials with assessments
- Chrome book for every child in intermediate grades
- Science workbooks
- Cross curricular lessons/assessments

EL Learners attaining increased proficiency

Materials

Professional Development

- Guided Reading
- Classroom literacy and math center workshop

- Aims science and math training
- Write From the Beginning training (2)
- Jan Richardson
- Heidi Butkus training (music for teaching sight words, phonics and math concepts)
- Alice Keeler-Google classroom certified trainer

Teacher/student data tools

- ESIG for Kinder Assessment
- Increased network internet bandwith

Safe and healthy environments for learning and work

- Additional playground Equipment
- 2nd PE teacher
- Hand sanitizer dispensers mounted on walls
- Resurface playground
- Expand kindergarten playground area and equipment
- Add shade structures over playground equipment
- Remove or cover roots in play areas
- Add benches/tables to Kindergarten playground
- Find a way to reduce mud in play areas (Kindergarten)

- Full time nurse
- Full time counselor

Alpha Elementary

Equitable Access to Rigorous High Level Programs

- An RTI Program
- K-6 Music
- CC materials
- more teacher in Lit Lab
- PE specialist for K-6
- Consistent behavior system that allows for removing disruptive students

Implementation of Common Core State Standards

- CCSC
- Non fiction materials
- Aides in Kinder
- No RCD's
- Classroom teachers observing other classroom teachers
- CCSC district wide grade level collaboration
- Learning from other classroom teachers
- PLC time
- Site license for CC sites
- Art teacher
- Full time PE teacher

EL Learners attaining increased proficiency

- Materials for ELD let us choose them
- Interpreters for conferences
- Manipulatives
- demos by expert classroom teachers
- Field trip funding
- Site license for CC sites

Professional Development

- PD chosen by teachers
- PD given by classroom teachers
- \$\$ for PD and conferences

Teacher/student data tools

- Supplemental Mat.
- Full time Tech Teacher to work in computer lab
- Functioning class computers
- Areas to use at full capacity

Safe and healthy environments for learning and work

- Security officer
- Diagnostic class needs security
- Dedicated RSP & SDC rooms
- Upgraded Kinder playground
- SRC
- Full time nurse
- Teacher parking
- Kinder bathrooms
- Interior gate

- Full time nurse
- Full time psych
- PE Equipment
- Full time PE teacher to handle ALL PE requirements
- Full time counselor
- more custodians

John Adams Elementary

Equitable Access to Rigorous High Level Programs

- Adoption Training
- An RTI Program
- GATE
- K-6 Music
- Class Budget Increase

Implementation of Common Core State Standards

- Qualified Class Aides
- Class Size Reduc.
- Lose the unrealistic 45 min ELD requirement
- PLC-teacher directed
- a teacher workroom

EL Learners attaining increased proficiency

- PACES
- Library Upgrades
- Literature Sets
- Listening Centers
- Guided Reading Book Sets
- Manipulatives
- Field Trip funding
- Professional Development
 - Google Training Continued
 - Discretionary PD
 - PD chosen by teachers

Teacher/student data tools

- Supplemental Mat.
- A Tech Teacher on site
- Keyboarding
- SBAC familiarization
- Scanner
- Poster Maker
- Functioning class computers
- Functioning wireless

Safe and healthy environments for learning and work

Functional Desks

- Functional Chairs
- Dedicated RSP & SDC rooms
- Upgrade Kinder playground
- Retrofit electrical (trips
- Full time nurse
- Teacher parking
- Real teacher bathroom facilities
- Retrofit classroom ventilation
- fix flooded blacktop
- fix student pick up/drop off nightmare before someone gets hurt

- full time psych to handle testing load
- PE Equipment
- Full time PE teacher to handle ALL PE requirements
- A counselor that's available
- Proper custodial support to do more than surface clean

Dixieland Elementary

Equitable Access to Rigorous High Level Programs

- Supplemental Materials, RCD units, Intervention, Technology
- More computers
- Need library books
- Aides-K-2 classrooms
- Interpreters for conferences
- Vocational Training
- Tier III Intervention Teacher
- Calculators (5-8th)
- Chromebooks for all 7th-8th grade
- More classrooms
- Full time sub (work with campus suspension too)
- On campus suspension
- Desktop computers
- Bus maintenance
- smaller class sizes K-3 (1-20) 4-8 (1-24)
- science materials

Implementation of Common Core State Standards

- Access to classroom teacher leaders in CCSC
- Prep period daily

EL Learners attaining increased proficiency

- Materials access to classroom Teacher teacher leader
- smaller class sizes
- current ELMat
- more training

Professional Development

- Teacher collaboration
- PD chosen by classroom teacher CCSC
- Grade level collaboration

Teacher/student data tools

• Tech Assessment tool

Safe and healthy environments for learning and work

- More nurses, site, security, structured discipline
- Bathroom 6-8
- Adult Bathrooms

- CPR for everyone
- District pay daily snacks
- Better food-breakfast lunch
- Office entrance one door in-one door out
- parents have to check in
- security cameras
- updated working broadband for chromebooks
- PE teachers for all grades 2x's week
- Parent participation-classes fingerprint for free encourage involvement
- zero tolerance for discipline
- parent outreach coordinator
- Admin training on parent interaction and involvement
- Larger budget for classrooms

Physical & mental health services

• Site counselors on daily

LaVina Elementary

Equitable Access to Rigorous High Level Programs

- Student Reading Intervention
- RCD/Common Core Implementation
- Need school licenses Pearson successmaker or other intervention programs
- Develop advanced learning (GATE) program

Implementation of Common Core State Standards

- Need reading labs at all schools equity
- More flexibility at the site:PLC
- Non fiction materials
- Observe other teachers

EL Learners attaining increased proficiency

• ELD Implementation need supplemental materials

Professional Development

- K-2 training (AAA or other)
- Kagan PD-supports AAA strategies
- PD by classroom teachers

Teacher/student data tools

- Technology-need PD on the Tech we get
- Need computers/network that works
- Need school licenses Pearson Successmaker or other intervention programs

Safe and healthy environments for learning and work

• Lower class size again K-3

Physical & mental health services

• More time with counselor and/or nurse

Eastin Arcola Elementary

Curriculum and Materials

- Non fiction material all grades
- Science equipment 7-8th grade
- Class set or readers
- Subscriptions to online resources
- Guided reading books in every classroom
- Professional development-teacher's choice-NOT district
- Continue the CCSC
- Writing Program
- Dictionaries
- 7th and 8th electives to make it equitable for what junior high receives
- Laminator
- Poster maker

Personnel

- Full time nurse and counselor
- Full time PE teacher
- Art teacher
- Parent outreach liaison
- Migrant liaison from Aug. to Nov.

Student behavior/intervention

- Paid fieldtrips
- Student response center (on campus suspension)
- Student incentives
- Tier 3 intervention person
- Parent resource center
- Newcomer class

Miscellaneous

- Shaded play area for kindergarten
- Upgrade play area both primary and intermediate
- Longer sport season with compensation

Howard Elementary

Equitable Access to Rigorous High Level Programs

- Full time RTI teacher
- Reduced class sizes
- Science equipment/Science lab classroom
- (2) ¹/₂ time lab teacher to service struggling students
- Expense account to purchase science consumables lab supplies
- PACES (all of the arts) teachers for K-8
- Increase classroom budgets to buy your own classroom art supplies beyond PACES
- Music program to include string instruments
- Music program for K-8
- Updated computers in classrooms
- PE teacher per site so prep time is really prep time
- Calculators for math
- Teacher aides
- Full time librarian-media tech
- Wireless promethean board

Implementation of Common Core State Standards

- Common Core reading materials-modern novels
- CCSC
- CCSC grade level meeting
- ELA non fiction materials-chosen by teachers
- ELD materials-chosen by teacher

EL Learners attaining increased proficiency

- Full time RTI teacher
- Reduced class sizes
- Computer programs software on site school server
- Chrome books for the lower grades
- PE teacher per site so prep time is really prep time
- Teacher aides
- Full time librarian-media tech

Professional Development

- PE teacher specialist per site so prep time is really prep time
- Paid planning days
- PD-teachers choose what they need
- PD-Not training
- Classroom teacher do demos for other classroom teachers

Teacher/student data tools

- Reduced class sizes
- Network systems maintenance specialists per site not system in place now
- Site server that runs independent of district server
- Growth model benchmarks designed by classroom teachers and CTA

Safe and healthy environments for learning and work

- Classrooms- physical classrooms
- Reduced class sizes
- SRC-OCS teacher and classroom K-8
- PE teacher per site so prep time is really prep time
- Chairs, desks, magnetic whiteboard, remove non-magnetic boards-update facilities
- Shaded areas-sun shades outdoor benches
- Separate Kindergarten playground
- Covered play structure
- Additional play structure
- Separate facilities for the after school program
- Full time nurse
- Full time custodial
- Wireless promethean board
- Blinds on all windows
- Secure entry to school (like Monroe)
- Classroom locks that can be locked from the inside

Physical & mental health services

- PE teacher per site so prep time is rally prep time
- Site counselors per site, daily K-8
- Teacher aides
- Full time librarian media tech
- Amphitheater
- Full time nurse

Thomas Jefferson

Equitable Access to Rigorous High Level Programs

- Appropriate materials and classes
- Addition of honors course, GATE materials, instructional materials for History ELD if this sort of course is taught
- Supplemental materials

Implementation of Common Core State Standards

- Dedicated PLC time
- Class sets of books and materials for use in classrooms
- CC resources chosen by teachers

EL Learners attaining increased proficiency

• EL materials in ELD content classes

Professional Development

- Dedicated PLC time
- Teacher chosen PD

Teacher/student data tools

• 1:1 tech

Safe and healthy environments for learning and work

- Full time nurse, full time psych at middle schools, increase in paraprofessionals and security (25)
- Some solution to substitution problem so teachers can actually be in their classrooms and PLCs (27)
- Increase in custodial staff
- Facilities;gym has such poor acoustics it is impossible to be heard, bathrooms/locker rooms are old, in poor condition. science lab and art room inadequate (28)
- Effective discipline actually implemented(31)

Physical & mental health services

- Full time psych at middle schools (25)
- Full time nurse at middle schools
- Class size in collab SDC classes needs reduction

Equitable Access to Rigorous High Level Programs

- Spiral Notebooks for all students (college rule) (1000)
- Flash drives for teachers
- SPED color printer, photo printer,, keyboards, mice, headphones other supplies
- Security gate for books in library, shelving for library
- Printer table for color printer
- Bulletin boards for library
- Power cord for projector (3)
- Color printer (3)
- Copy machine
- Incentives for PBIS program
- Charging station for iPads
- History textbooks for 7th and 8th grade
- New desks
- Big red education products for math
- New laptops for teachers
- Laminator and refills for math (1)
- New color printers
- PE Equip.
- System for choir
- Music equip.

Implementation of Common Core State Standards

- Rosettastone
- Fiction books and nonfiction books for library
- Reading books for grade level 3.0-8.0 (400 books)
- Classroom time to plan
- Middle school counseling resources
- Full body skeleton for science
- Common core supplements
- National Geographic extreme extreme explorer
- 8th grade science textbooks
- Spanish textbooks for 7th and 8th grade elective class
- Twig subscription
- Vocabulary magic
- Geography rock set
- Eye joules
- Paper cutters for math projects(7)
- Multi-purpose room for PE

- PE material
- Band materials

EL Learners attaining increased proficiency

- History ELD teacher book
- Keyboard covers for chromebooks
- Chromebooks
- New promeathean boards for ELD
- Technology subscription (1 school license)
- Non-fiction leveled readers
- Erik Palmer speaking and listening
- Field trips
- La Voz
- PPT slide laser
- Classroom library

Professional Development

- Staff development IEP PD
- Counseling PD
- FCOE science
- PLCs
- Keep CCSC
- Training for ELD, SPED, AND, PARA'S
- Textbook resource training
- Kagan PD
- Technology PD
- Ren AR PD
- Department planning days
- PD teacher choice

Teacher/student data tools

- iPad for students (255)
- iPad cases (255)
- iPad apps
- Finale music notation software

Safe and healthy environments for learning and work

- One HOLA interpreter
- One safety officer
- Keyboard security covers for library
- Keep tech clerk
- Classroom Para's
- Another Custodian

- Literacy TSA
- ELD TSA
- One roving sub
- Book shelves

Physical & mental health services

- One male counselor
- Improved heating and cooling
- Water fountains for PE fields
- Pedometers
- Heart rate sticks
- Clip boards for PER

Desmond Middle School

Equitable Access to Rigorous High Level Programs

- Reading/writing interventions
- Supplemental Materials for SPED
- Class set materials for classrooms
- Appropriate Science Lab Materials
- Up to date Curriculum Adoptions
- Digital Art Classes

Implementation of Common Core State Standards

- Guest Speakers for students
- More Academic Rewards
- Field Trips
- More Electives
- Smaller Class sizes (EL classes to 25)
- Textbook Adoption for History/Science
- Student Events supplemental materials-non fiction
- More Teaching Time
- Intervention Time
- Zero Period
- SPED IEP Person

EL Learners attaining increased proficiency

- Reading Specialist (middle school level)
- ELA Coach
- ELD Coach
- Vocational Education

Professional Development

- PD
- PD for Science/History in Common
- Core/E.L/Literacy Equal
- PD for Middle School Teachers across the district
- Allow teacher to choose the PD they need

Teacher/student data tools

- Efficient Technology
- Color printers, copiers
- WIFI that does not shut down every day
- One to one laptops for students

Safe and healthy environments for learning and work

- Full time nurses
- Fencing
- Full Time SRC teachers
- Custodial Staff
- Safety Officers
- More Facilities on Campus
- Arts/Crafts center for teachers (teacher prep room)
- Physical Education Classroom
- Updated Sports facilities
- Storage Facility
- Green House
- Update current facilities

Physical & mental health services

- Counselors
- Social/Emotional programs

Mountain Vista High School

Goal 1

- Basic Services
- Better facilities

sub goal

- Adequate facilities for size of school and staff
- More restrooms for staff and students
- Separate male and female staff restroom
- Shaded area for students to sit at lunch
- New desks
- Library
- Better busin schedule that fits needs of school and students

Goal 1B

- Basic Services
- Facilities managed in a way that students are given the opportunity to learn and disruptive students cannot intimidate teacher/classrooms/or the learning process taking place in the classroom
- Smaller class sizes
- SRC room for disruptive students

Goal 2

- Student Engagement
- Intervention Specialist
- Resources/specialist/security to ensure that parents must come pick up those items when confiscated from students
- Intervention Specialist
- SARB process
- After school detention/SRC
- Tardies
- Address students who are consistently failing

Goal 2B

- Student Engagement
- Safe and Healthy Learning Environment
- Intervention Specialist to work with problem students/chronic failures in every course, etc. or help move them on to different schools where they can be better successful
- Intervention specialist who can run SRC room/are in gym

Goal 3

- School Climate
- Protecting teachers, staff, and students while ensuring the learning process will not be interrupted in the classrooms
- Additional security officer/intervention
- Specialist/TSA (SRC teacher)

Goal 3B

- School climate
- Stronger and more effective consequences/follow up for students who intimidate/bully teachers, staff, other students
- After school detention SRC room
- Referral process with steps and written consequences that are followed after so many referrals received
- consistent discipline procedures

Madera High School

Equitable Access to Rigorous High Level Programs

- Tardy Ticket
- Technology/documentations/enforcement
- Staff member specifically hired to focus on tardies(Prevention and Enforcement of consequences)
- Request to send habitually disruptive students to alternative education sites 10 math teachers
- scientific and graphing calculators for each mathematics classroom
- Upgraded document cameras for each classroom (Vidifox) which are compatible with Illuminate
- Illuminate training hands on and in small group
- Printer(s) in math portables area that are regularly maintained by technology staff and funded by school funds.
- Proper replacement of students in math courses
- teachers new and updated and common core related social science books Individual computers for each student (take w/them, e-books)
- Films for educational support (see SS dept. for list)
- Electric pencil sharpeners in all classes
- SPED
- Para's in every core class every day not just 3 times a week based on class size
- Repair Technology that we already have (maintenance) i.e. prenthum board
- SPED class sizes are too big
- SPED 110 classes should allow the classes to be split as their are opposing gang members in the same classes causing behavior problems
- Keeping 110 student in same classes all day takes away from them meeting new people and growing as individuals
- Balance out the 210 classes you have 10 in one class is good and then 15, 20, 25 in another.
- Anything over 17 is no longer a Gen ed class it is a SPED class
- 7 periods per day-option of staff working period 1-6 or 2-7(frees up available classrooms and class size would be smaller)
- 2 paid days per year (1 each semester), for a sub and SPED dept. meeting to get a mini training on a new requirements for IEPS and laws. (So everyone is doing the same thing, too many changes from one month to another)
- Introduction to computer class MANDATORY for 1 semester for all students or if room for other students in need
- Intervention/positive behaviors celebration of smaller achievements; schoolwide (F up to a D, improved attendance, etc.
- P.B.I.S. tier intervention
- ART-cameras-36 small point and shoot digitals, 5 DSLr's, 2Printing brayers, clay tools

- convert room 72 into computer lab/art studio
- Band/drama-drama program needs technology immediately to teach class such as amplifiers, light dimmers, and an updated sound system in the cafeteria, which would benefit all programs in the cafeteria
- Drama needs desktop apple computers to run equipment and programs for theater tech classes
- Spanish-Spanish speakers classes
- New laptops for teachers
- Promethean boards in foreign language classroom
- Band-is need of textbooks/Methodology books
- Guitar is in need of updated Method books
- Band Instrument Replacement (Rotation System)
- Guitar Replacement (Rotation System)
- Theater Seats need maintenance and revamping
- Band Room 101 is in need of a new stereo system which is used on a daily basis
- Shop-Learning issue move air compressor so the teachers don't have to compete with the noise white it is running

Implementation of Common Core State Standards

- Smaller class sizes
- Chromebooks in Social Science, science, foreign language for research and presentation
- National Geographic publishes several levels of texts that build reading skills and writing skills while focusing on nonfiction articles as is needed for CCSC
- EL student need supplemental vocabulary texts which can be used independently to differentiate their various levels of vocabulary development-site licenses
- Newcomer ELL students need online access to Rosetta Stone for initial pronunciation and conversational introduction to English while the "emerging" class is divided into stations
- Professional Development
- Funds to attend the CATESOL (California Teachers of English as a Second Language) in the fall
- This 4 day conference has numerous workshops (5+ workshops/hour) that present a variety of methods to address the domain of language teaching, as well as issues that pertain to the instruction of students from different cultural backgrounds. It is extremely valuable to network with other teachers of English as a second language from elementary through college levels.
- Keep CCSC
- PD-teacher's choice
- Access to Rigorous Programs
- Teacher training for History Alive-World History to assist "emerging" students access core history concepts

- Chromebooks to regularly research topic and articles for academic reading, finding supporting evidence, and building background knowledge in a Guitar is in need of updated Method Books
- Band Instrument Replacement (Rotation System)
- Guitar Replacement (Rotation System) Theater Seats need maintenance and revamping
- Band room 101 is in need of a new stereo system which is used on a daily basis
- Shop-Learning issue move air compressor

EL Learners attaining increased proficiency

• Every co-teacher limit on number of EL and SPED in a classroom

Professional Development

- Funds for PLC's after school rather than losing Prep time
- Subs for PD Professional Development
- (math teachers) Ongoing training for Springboard, not only the two days in August we were given this year. Promised training throughout the school year no further training has been provided
- Computer lab training provided for teachers, including how to use computer based curriculum for projects, problems and Springboard
- Provide and expert (TSA (recently out of classroom) for subject areas of Algebra I, Geometry and Algebra 2 that can provide professional development, assist in curriculum planning and instruction, create lessons and assessments, and find or create supplemental resources
- Computer lab training provided for teachers, including how to use computer based curriculum for projects, problems and Springboard
- EL-Funds to attend the CATESOL(California Teachers of English as a Second Language) in the fall
- Before the beginning of the school year starts, SPED teachers should be allowed to meet with their Para's and Co Teachers
- Better mentoring for new teachers to school
- Training in google docs to learn student-teacher interaction for guided writing and research development district

Teacher/student data tools

- (Better pay for subs)
- Filters on water in teacher lunch areas

Safe and healthy environments for learning and work

- Confidentiality of students-All SPED teachers requested district maintained printer for IEP and other materials as of now they go to printers with student access
- Almost all staff-support staff (i.e every day-Nurse, Psychologist, etc.)
- More safety officers-they frequently can't be reached
- Sturdy safe desks that would take into account the new technology being used

- Better heating and cooling in Human Services, Science wings, Gyms, shop Rms 84-87
- Teacher's desks are falling apart
- Additional electrical plugs in rooms support for technology Mini-blinds for rooms
- Upgrade and add lighting in mathematics portable are for safety purposes
- Fix cracks in sidewalks walkways outside of building trash bags for outside trash cans to stop attracting flies
- Fix leaky roof in gym broken, rusty lockers that leak in gym some for up to 18 years pests in gym, lockers and around gym
- Filthy conditions need a new and larger gym
- Not enough lockers or seating for students in locker rooms
- Safer way for students to cross street stadium
- Floor protective paint cover room 83 lab
- Electronic babies many need to repaired or replaced
- New faucets in all of the sinks of the foods lab (room 65)
- garbage disposals need to have maintenance
- maintenance/repair of the refrigeration units in the cafe
- professionally steam clean the hoods and grills in the cafe
- Choir risers that do not shake when the students are on them
- Replace curtains in all three art rooms
- Refinish table in rooms 73 and 74
- Repair missing tiles in room 73
- Replace broken tables, stands storage units in kiln cage are; clean up this area need covers for kilns

Physical & mental health services

- Partnership with social services/mental health for daily services at our campus
- 2 additional academic counselor help with EL students & at risk
- Intervention counselors continue current model being used
- Career Center Tech-continue position

Furman High School

Equitable Access to Rigorous High Level Programs

- Student analysis and intervention(s) need to begin long before high school
- Mandatory Remediation

Implementation of Common Core State Standards

• CCSS appropriate curriculum

EL Learners attaining increased proficiency

• CCSS appropriate curriculum

Professional Development

• More time dedicated for teacher collaboration

Teacher/student data tools

- Consistent IT & Software Support
- (district needs to choose a platform)

Safe and healthy environments for learning and work

- Lower student teacher ratios & more aides
- more security
- consistent Discipline standards
- Ability to lock classrooms from the inside

Physical & mental health services

• Need outreach SARB

MSHS

English

- novels-all hard covers 9th grade
- Novels-10th grade
- Laptops/chromebooks for students
- funding for the same courses offered at Madera High
- Home Access to District Internet
- Additional Computer Lab with printer

MATH

- Graphing calculators class set X5
- Chromebooks
- Slates for promethium board
- Ebeam
- Release time to observe other teachers
- paid time to do vertical and horizontal articulation of math with MHS and Jr. Highs

Social Science

- Mind Sparks
- Upfront magazines 40X5
- Wall street journal com subscription for Econ teachers
- The Economist subscription
- BBC History subscription
- AP study guides for teacher and student
- AP binders for all AP/ Scholar students
- Homeroom for SPED students to allow caseload access
- \$\$ for field trips
- SPED vocational track
- Money devoted to SPED DEPARTMENT
- •

Foreign Lang

- Class set of tablets
- Complete resource center
- An Audio lab
- ROSETTA STONE

Career Tech Ed

- Business -up to date tech. 4yrs MAX for operating system and application software
- Additional supplemental materials to support curriculum
- Free standing student store

- Student internships
- Certification for students and teacher
- Medical/nursing/athletic training
- Storage area for medical profession courses
- Home EC-Textbooks-Food and Nutrition, child development, Culinary Skills and Public safety-FULL SET OF EACH
- Update-microwave, washing machine, commercial refrig.
- AG-Diesel Engines for additional classes
- Farm storage area
- Van, Truck, Trailer
- Convert teacher prep room into a kitchen prep are...next to flower shop

Visual ARTS

- Student computers with CS6 adobe Photoshop illustration
- Projector bulbs
- Replace VHS-to DVD
- Color printer/scanner
- Release time to develop classes

Performing Arts

- 10-15 intermediate guitars for ADV guitar class-\$ 250-350 each
- Color printers
- Stage drapes REPLACED

PΕ

- fix and maintain fitness equipment
- tablets to teachers-very hard to take rol
- Fitness for Life Curriculum
- 5 treadmills and other cardio
- Fitness testing equipment

Counselors

- Materials
- Training for new teachers
- Model classrooms
- Model lessons
- Mentor/Master teachers

Science

- Electronic copies of textbooks
- Online scientific journals
- Apps for ipads
- Access to county Media Center
- CC connection series/NGSS

School Wide Goal #1B

- 2 full time interpreters
- Lead and learn for Science
- Bilingual instructional aide for all ELL classes
- Classroom set OED-for Drama
- Lower language supplementary math workbooks
- Differentiated curriculum with different reading levels

#2

- 1 planning day every month without interruption
- Tech training
- One day to observe other teachers
- Paid PLC time/summer
- Access and \$\$\$ to spend on conferences
- HOLA training

#2B

- Document cameras
- DVD player with USB
- Speakers in every room
- 5 new copy machines
- updated and working printers/i/2 color
- Reliable network infrastructure
- Working wireless presentations w/batteries
- Laptops/tablets for PE, Diver Ed and family Life-12
- Access to appropriate test generator software (kuta, Mathtype)
- 5 more laptop carts/Tablets in students hands
- Chromebooks cart for counselors-all college apps and infor is online
- Standards based grading system

#3

- Safety officers
- Paid security for detention and Saturday school
- Nurses 1-2 additional nurses
- Student health-better nutritional lunches
- Paraprofessional
- TSA specific for SPED
- Counselor for SPED
- 1-2 more School Psychs
- Solar covered shade are
- On site SARB officer
- Foster/homeless liaison
- Counselors
- ELD
- Mental health (SAP)
- Intervention

- full time college/career tech
- funding for advisory period
- restorative justice training for all staff
- part time clinical instruction for nursing careers
- 1 more library aide

LCAP

Community Meeting Notes

February 3-March 5, 2015



TABLE	OF	CON	FENTS
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LCAP COMMUNITY MEETING NOTES

FEBRUARY 3, 2015

FEBRUARY 25, 2015 Alternative High Schools – 2^{ND} Half	4
February 4, 2015 K-6 Schools – 1 st Half	8
FEBRUARY 17, 2015 K-6 Schools – 2 nd Half	16
FEBRUARY 5, 2015 K-8 Schools – 1^{st} Half	27
FEBRUARY 26, 2015 K-8 Schools – 2^{nd} Half	30
FEBRUARY 11, 2015 HIGH SCHOOLS – 1 st HALF	33
MARCH 3, 2015 HIGH SCHOOLS – 2^{ND} HALF	38
February 12, 2015 Middle Schools – 1 st Half	42
MARCH 5, 2015 MIDDLE SCHOOLS – 2^{ND} HALF	46
FEBRUARY 19 – MARCH 3, 2015 Other Community Meetings	49

Alternative High School Notes —1st Half

Alternative High School Community Meeting Notes – 1st Half Top 3 State Priorities

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Top 3 State Priorities to Focus on

- 4. Basic Services
- 5. Course Access
- 6. Parent Involvement

Resources to address Top 3 State Priorities

Basic Resources

- Technology Availability
- Facilities
- Instructional Materials

Course Access

- More classes, hours, days (Ex. GED, ESL)
- More support classes Furman
- Equal Access to Electives

Parent Involvement

- Outreach
- Improved communication/different ways to communicate (parents & staff)

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. Basic Services
- 3. Course Access

Resources to Address Top 3 State Priorities

- Career Tech teachers (part-time)
 - industry & teach basic skills
- Outreach Consultants
 - \circ Link to needed resources
- Student voice
- Alternative Ed Access to Technology, etc.
- Real life work experiences (ex. EMT, Child Development)
 - Note:
 - Custodian issue at Furman/Adult Ed.
 - Lunch/Snack room

Table #1

Top 3 State Priorities to Address

- 1. Basic Services
- 2. Parent Involvement

Resources to Address Top 3 State Priorities

- More classes de GED/Ingles (Roster Stone)
- More teachers
- Career completion
- More school hours GED/PM classes
- Classes to help students with homework
- Access to student progress
- More communication with teachers student progress
- After school program
- Remediation classes More interpreters at school
- More counseling services

Top 3 State Priorities to Focus on

- 1. Course Access
 - A-G requirements students who graduate here cannot take classes not offered
 - Alternative languages, Child Development, cooking, sex ed, computer tech programming, mechanics, nursing, AP/Honors classes
 - College-to-Career, Career Day
- 2. Student Engagement
 - School doesn't have clubs so students are not engaged in their classes/no incentive
 - After school sports not enough
 - Snacks need more options
 - Senior events
 - Educational field trips
 - Increase interest in going to college
 - Motivation to succeed in classes
- 3. Basic Services
 - a. Textbooks to take home, restrooms no soap

Top 3 State Priorities to Focus on

- 1. Basic Services
 - Teacher's Assistant
- 2. Student Engagement
 - Audio processing
 - More controlled group size
 - Support staff/aides
- 3. Parent Involvement

Table #3

Table #5

Alternative High School Notes —2nd Half

Alternative High School Community Meeting Notes – 2nd Half Top 3 State Priorities

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- More hours of class time
- More Teachers for Adults and Students
- Specializing in Math
- More class time to teach students
- More access to newer technology
- This year has been a lost in school time
- Need to share more resources with the community
- Telephone calls, mail need to go out in Spanish
- More supervision, security for the schools
- More GED classes in the afternoon and mornings, childcare
- Computers
- ESL Computer
- More books, Curriculum
- Adult Schools

Course Access

- More help with students homework
- More technology
- Cleaner restrooms
- Modernize the restrooms
- More Security
- More Nurses
- Reduce class size
- More reading classes, comprehension, lecture
- More access to computer classes
- More technology classes

• More Vocational class such as:

- Nursing Classes
- Teaching Classes
- o Science Classes
- o Art, Music Classes
- o Sports
- o College Preparation Classes
- o Take student on field trips to the college

Parent Involvement

- More transportation
- More security
- More security on the buses
- More books
- More bathrooms, cleaner schools
- More technology classes, computer classes
- More food in the Cafeteria
- More Security for the Adult School
- More lighting in the parking
- More Parenting classes for helping with raising and caring for kids
- More help with students with lo

Top 3 State Priorities to Address

- 1. Basic Services
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- More space
- More classrooms
- Computers
- HQT teachers
- For Courses
- Update Aeries
- Bathroom
- Updated CCSS textbooks (Furman)
- Library
- Crowded (Mt. Vista)Not enough places from the sun and cold
- Desks(new) tables and chairs
- Healthy , tasty food
- Teacher, Subs training

Table #1 Cont.

Course Access

- CTE
- Courses that help students that are struggling
- Arts/Music
- Work Experience/internships
- PE-floating teacher to support PE in Adult Ed
- District Gym
- Sports

Parent Involvement

- All Schools should have interpreting devices
- Make parents aware of events
- After work hour events
- Make locations of meetings work for Parents
- Classes for Parents not just Parenting classes also works shop
- Better foods

Table #2 Cont.

K-6 Schools Notes —1st Half

K-6 School Community Meeting Notes – 1st Half Top 3 State Priorities

- 1. Basic Services
- 2. Parent Involvement
- 3. Course Access

Top 3 State Priorities (Parkwood & Monroe)

- 1. Student Achievement
- 2. Parent Involvement
- 3. School Climate

Resources to address Top 3 Priorities

- Fresh food
- Counselors, Phycologists, Teachers
- RN full time
- Librarian
- Clean schools
- Library books
- Security
- Raise money for activities
- Bathrooms
- Music and chorus

Top 3 State Priorities (Berenda School)

- 1. Basic Services
- 2. Student Engagement
- 3. Parent Involvement

Resources to address Top 3 State Priorities

- Smaller Class Size
- More counselor support
- ELD Coaches
- More Tutoring opportunities for Students
- More opportunities for the Arts
- Conflict resolution
- Parent Training (parents need to learn how to help their children with academics
- More computers
- Access to translators and interpreter

Table #2

Top 3 State Priorities

- 1. Basic Services
- 2. Course Access
- 3. Parent Participation

Resources to address Top 3 Priorities (Sierra Vista School)

- Lower Classroom Teacher to Student Ratio
- More behavioral counselors
- Funding for Extra Curricular Activities
- One to one student technology
- More access to tutoring and RTI Services
- Update and fix School Facilities

Top 3 State Priorities (Sierra Vista & Monroe)

- 1. Basic Services
- 2. Student achievement
- 3. Parent Involvement

Resources to address Top 3 Priorities (Sierra Vista School & Monroe)

- Bilingual Classes for students
- Well-staffed Libraries with New books
- Reduce Class size
- Student Supplies
- Updated Building Facilities (Restrooms)
- Sierra Vista need adequate parking and lighting
- Community access to internet (Towers)

Top 3 State Priorities

- 1. More Personnel
- 2. More Security
- 3. More Attention to Parents

Resources to address top 3 state Priorities

- Simplify Language
- More dialogue
- Trust
- Small Groups
- English Classes for Parents
- Rigor
- Services within the Community
- Respect
- Technology for Parents
- District web in Spanish
- Smaller Class size



Table #5

247

Top 3 State Priorities (Washington & Pershing)

- 1. Parent Involvement
- 2. Basic Services
- 3. Student Engagement

Resources to address Top 3 Priorities

- Support with overcoming language barriers, Support with accessing technology and web based resources in their language
- Technology, Literacy support for upper grades (3-6), proper air conditioning
- GATE, ELD support
- Art
- Strengthen communication with staff by parents
 - Counselors full time
 - Parent coordinators
 - o Reduce substitution rate
- Strengthen communication in transportation department
 - Re: changes in schedule
- State of the art computer labs
- Full time coaches to work one-on-one with EL
- Provide services to facilitate parent involvement
 - o Childcare, food
- Full time qualified nurses
- ESL classes for parents
 - o Leadership classes
 - Computer classes
 - Parenting classes
 - Nurturing

Top 3 State Priorities (Nishimoto & Sierra Vista)

- 1. Basic Services
- 2. Course Access
- 3. Student Engagement

Resources to address Top 3 Priorities

Basic Services

- Reading material
- Operational technology
- Personnel (more)
- Student to teacher ratio (smaller class size)
- Teachers, aides, on site security
- More bathrooms for staff/student
- Secured staff parking area
- Check IDs of adults picking up students
- Standalone music room

• Computer labs

Course Access

- Subject matter tied to a trade or college degree
- Student awareness of academic/career goals
- AIMs program

Student Engagement

- Better system/communication between academics and sports
- Mentors (program)
- Interest groups (clubs)
- Motivational speakers
- GATE program
- Computer lab/club
- AIMs program

Top 3 State Priorities (Washington & Nishimoto)

- 1. Parent Involvement/Liaison
- 2. Student Engagement
- 3. Student Achievement

Resources to address Top 3 Priorities

Parent Involvement/Liaison

- Interpreter/Translator
- Parent Education
- Parent school compact
- Babysitting after hours/evening
- Transportation
- Monthly principal/parent meetings
- Opportunity for parent volunteering

Student Engagement

- Technology availability
- Activities and contests with academic focus
- More learning tools & supplies
- Experiential learning
- Field trips
- Project-based learning

Student Achievement

- Aligned ELA & science text
- English proficiency and support until RFEP
- College career exploration and college visits in elementary

Table #8

Table #7 (cont.)

- Tutoring smaller groups and tailored to need
- Vocabulary development tutoring
- Content area focused clubs
- Music classes
- Art classes

Top 3 State Priorities (Millview)

- 1. Student Achievement
- 2. Student Engagement
- 3. School Climate

Resources to address Top 3 Priorities

Student Achievement

• Distribution of funds based on number of students at school site and learning needs (support staff – RTI46, Tech on site, ELD TSA for PD and Parent /student needs

Student Engagement

- Attendance
 - Community Liaison for home visits and parenting needs
 - Nurse consistency of services
- Enrichment for students

School Climate

- Nurse
- Safety (school location & community surroundings)
- Counselor more time
- Funding to support school wide discipline system
- Parent involvement/community liaison (i.e. Parenting Partners, Family Math Night/Literacy Night)

Top 3 State Priorities (Lincoln)

- 1. Basic Services
- 2. Student Achievement
- 3. Student Engagement

Resources to address Top 3 Priorities

- K specific playground
- Technology hardware and bigger broad band
- Bathrooms none ant back of school for teachers/adults
- Books (Guided reading)
- Counselor time (have 1 but need 2)
- Crosswalks (lighting and crossing guards)
- Arts, music, PE and equipment
- Work experience

Table #10

250

Table <u>#8 (cont.)</u>

- "Hands on"
- Classes to teach parent how to help their children with homework etc.
- Field trips upgrade electrical
- TK # need to be lower/ aide
- Custodial time to clean rooms adiquitly
- More preschool capacity
- Locked parking lot for teachers

Top 3 State Priorities (Sierra Vista)

- 1. Basic Services
- 2. Parent Involvement
- 3. Student Engagement

Resources to address Top 3 Priorities

Basic Services

- Closer transportation
- Technology (ex. Computers)
- Games for students to play during recess (ex. Balls)
- Nurses
- Facilities (security, wider sidewalks, restrooms)

Parent Involvement

- Parenting classes
 - Learning English
- Superintendent, Board members and administrators should be more involved
- More connection between school and parent, also in Pre-school

Student Engagement

- More motivation for students
 - Educational field trips
 - More sports
 - \circ Student of the month

Resources to Address Top 3 State Priorities

- Gaps among subgroups
- Exposure to higher institutions of learning

Course Access

- Awareness of course offerings/requirements
- Possible screening of foundational skills/interests
- More options CTE, college prep

Table #10 (cont.)

Table #11

Table #12 (Cont.)

- Additional PD with Common Core all subject areas
- Focus on instructional strategies including electives

Top 3 State Priorities to Address

- 1. Student Engagement
 - Enriched lessons
 - Increased attendance/ graduation
 - Extra-curricular
 - Vigorous and relevant lessons
- 2. Basic Services
 - Highly qualified teachers
 - Student outcomes
 - Dynamic teachers
- 3. Student Achievement
 - Increase completed Honors/AP
 - College and Career/CTE
 - Acceleration of EL students (ESP, LTELs)
 - Parent friendly disaggregation of data

K-6 Schools Notes —2nd Half

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Parent Involvement
- 3. Course Access

Resources to address Top 3 State Priorities

Basic Resources

- Computers
- Books
- Savory , Fresh, Nutritious Food
- Bathrooms
- Crosswalks
- Better Lighting
- TSA-PLUS

Course Access

- More Art, Music, Science Teachers for K-6
- Instruments for Band

Parent Involvement

- English Classes
- Workshops for Parents
- Parenting Skills
- Helping Students at home
- Multi language translators
- Crafting, Cooking
- Computer Classes

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- Site funds based on number of students and learning needs
- **Course Access**
- Curriculum and material aligned to Common Core Standard Parent Involvement
 - Community Liaison to improve student attendance and parent involvement

Table #1

Tabl<u>e #2</u>

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- Teachers
- Materials
- Safe environment
- Technology
- Additional computer lab building
- Full time Librarian
- Full time Nurse
- Full time counselor (2-3 days a week)

Course Access

- P.D. for teachers
- Classroom Aides for K-2 (trained)
- Bilingual class aides
- Full time RTI math
- RTI Behavior

Parent Involvement

- Parent Liaison
- Parent resource center
- English classes for Parents
- Parenting classes

Top 3 State Priorities to Address

- 1. Parent Involvement
- 2. Course Access
- 3. Basic Services

Resources to Address Top 3 State Priorities

Parent Involvement

- Volunteers
- Websites-English /Spanish
- Communication
- Parent Centers/Training
- English Classes for Parents

Course Access

- Enrichment (GATE)
- Electives Variety
- CTE
- Variety

Basic Services

- Counselors/Psychologist
- Nurses
- Security Fencing
- Classrooms

Top 3 State Priorities to Address

- 1. Student Engagement
- 2. Student Achievement
- 3. Course Access

Resources to Address Top 3 State Priorities

Student Engagement

- Elementary Electives
- Choir, Band, Performing Art for the lower levels
- Career Community
- Field Trips
- Sciences-Elementary level
- Technology Access

Student Achievement

- Need Teachers
- Implement state standards
- Full Time Aides, Counselors
- Grade Access
- Student and Parents

Course Access

- Better Student to teacher ratio
- GATE
- Fresh Foods
- After School Programs/More programs in general

Table #4 Cont.

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- More Library Books, Library hours
- Full time Nurses
- Counselors, Psychologists
- Security (better cameras)
- Fresh Foods
- Tutoring for all students
- More space for after school programs that help our kids read and write better
- Smaller Classes
- More Teachers
- More lighting
- Cleaner/working restrooms
- More transportation (so students don't have to walk
- More events to collect money for the schools
- Better Lights in the parking lots
- Schools more welcoming to the Parent that Volunteer in the classroom

Course Access

- More engaging Teachers with experience
- Motivating students into sports, music, theater
- Art classes K-12
- More school days
- Conflict resolution
- Smaller class sizes
- Safety classes
- Courses to help them reach their career goals
- Literature, Writing
- More Sports
- More Counselors or phycologist for all
- Computer (Code writing)
- Reading Material
- Academic Competitions
- College bound classes

Parental Involvement

- English classes for Parents
- Workshops for Parents so they can help their students
- Parenting Classes
- More time in schools for our students
- More communicating between teachers (having teachers ask Parents to volunteer)

- Nurturing classes
- More Translators
- Food in meetings
- Raffles
- Community liaison for home visits and Parenting needs
- Identification for Parents
- Easier to read language in forms
- More playgrounds
- More Shade In play areas
- More tutoring in math, writing and reading
- More labs, Tech schools
- GATE Programs for advanced learners
- Safer crossing for student
- More Parking for Parents, Staff

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- More Library Books
- Counselors
- More supervision, security
- More Librarian's
- More School Nurses

Course Access

- Activities
- Snacks
- Childcare
- Parent resource center

Parent Involvement

- Technology
- PE equipment
- Music Instruments
- Smaller class sizes
- More bathrooms
- Fresh food in the Cafeteria
- More Teachers and helpers for ELD
- More Courses for Music, Sports and Arts
- Extra Teacher for reading K-3
- Interpreter/translator for Schools

Table #7

Table # 6 Cont.

- 1. Basic Services
- 2. Parent Involvement
- 3. Course Access

Resources to Address Top 3 State Priorities

Basic Services

- Resources
- Quality Uniforms for all Sports
- More Restrooms
- More books for everyone
- Transportation/Clean buses
- Fresh food
- Music Classes
- Smaller class size (4th 5th 6th)
- Secure parking lots

Parent Involvement

- More Parent / Teacher meetings
- Text messages for meeting information
- Parent Training
- Parent Meeting in the evening (after work hours)
- Parent Resource Center ELS
- Computer ED
- Adult Bathrooms
- Parent ID's for student pick up

Course Access

- Technology
- GATE Program
- More Field Trips
- Incorporate the Arts
- Incentives

Top 3 State Priorities to Address

- 1. Parent Involvement
- 2. Basic Services
- 3. Course Access

Resources to Address Top 3 State Priorities

Parent Involvement

- Human Resources-People
- School Home Liaison
- Parent Volunteer
- Parent Education
- School Awareness-Ongoing
- Community Awareness

Table #9

Basic Services

- More/Better usage of space
- Reduce class size
- Fresh food/fruit
- More transportation
- More Custodians
- Teachers' Aides
- Computer Network Infrastructure

Course Access

- Tutoring services
- After School Program expansion
- Technology
- Library Books
- Music/Art Programs
- Course Competition

Top 3 State Priorities to Address

- 1. Course Access
- 2. Basic Services
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Course Access

- Cooking Classes
- More Sports Variety
- Art classes
- Better PE
- Computer classes
- More Counselors
- GATE
- Smaller class sizes

Basic Services

- More Yard Duty, Noon Aides
- Crossing Guards
- Drinking fountains
- Better Cafeteria
- Food, Librarian

Parent Involvement

- Mentors
- Free Fingerprinting
- Academic
- Course awareness for Parents, online homework
- English classes for Parents

Table #9 Cont.

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

• Reduce class size k-3 (20) 4-6 (25)

Course Access

• Complete School Upgrade

- o Facilities
- Technology (one to one)
- o Media Center
- Fields

Parent Involvement

• Programs for Advanced Learners

- o GATE-STEM
- o K-12 Music
- o PE Teacher
- o Intervention
- o Teacher
- o ELD-Math-ELA
- o Field Trips
- Art in the classroom

Top 3 State Priorities to Address

- 1. Basic Services
- 2. Course Access
- 3. Parent involvement

Resources to Address Top 3 State Priorities

Basic Services

- Reduce Class size
- More Teachers Aides
- More Instruments for Music Classes
- More Security For:
 - Afterschool
 - Coming into the School
 - During Recess (to prevent Bulling)

Course Access

- More Sports
- Social worker for each school (Coordinator)
- Schools in better conditions
- Bus for student K-6 that live less than one mile
- Summer School Classes
- Advanced Classes for Art, Music, Robotics,
- Field Trips

Table #12

261

Parent Involvement

- Center for Parents
- Classes to help Parents with Bullying
- Interpreter for Parent Conferences

Top 3 State Priorities to Address

- 1. Basic Services
- 2. Course Access
- 3. Student Engagement

Top 3 State Priorities to Address

Basic Services

- Clean Schools
- Update curriculum materials
- GATE
- Computer Labs
- Internet Connections

Course Access

- Clubs-Elementary Level (Afterschool Programs)
- Additional buildings and restrooms

Student Engagement

- Lower class sizes
- Counselors
- Nutritious foods
- Parking lots
- Additional Staffing

Top 3 State Priorities to Address

- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- Better food selection for students
- More Security (guard in front of school, speed bumps, stop signs)
- More restrooms
- Tablets for each student (technology)
- More textbooks and library books
- Lower class sizes
- More supervision during recess
- More crosswalks and crossing guards
- Full time nurses
- More parking
- More water fountains

Table #12 Cont.

Table #13

- English classes
- Bi-lingual classes and teachers
- Home economics class
- Nutrition class
- Dance, music

Parent Involvement

- Connect Ed messages are not effective (use a text message instead)
- English classes for Parents
- Have snacks/ food available at meetings
- Child care at meetings
- More convenient start times for meetings (6-7)
- Reward system (when parents attends meetings) student gets points towards a prize or tickets in a bucket

Top 3 State Priorities to Address

- 1. Basic Services
- 2. Parent Involvement
- 3. Course Access

Resources to Address Top 3 State Priorities

Basic Services

- More security at the school
- More Teachers aides
- More teachers to help with the students that have low grades
- After school tutoring
- More counselors
- More sports training
- Fresher food
- Bathrooms just for Kindergarten
- Libraries open all day and updated books
- Swings for the students
- Additional supervision for the students on recess
- Computers
- Bilingual teachers for kinder classes
- Classes on how parents can better help their students

Parent Involvement

- Cleaner schools
- English classes for the Parents
- Computer classes for the Parents
- Tablets for all students

Course Access

- More instruments for students
- Art Classes

Table #14 Cont.

K-8 Schools Notes —1st Half

K-8 School Community Meeting Notes – 1st Half Top 3 State Priorities

- 1. School Climate
- 2. Student Engagement, Course Access, Basic Services, Parent Involvement

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. School Climate
- 3. Course Access

Resources to address Top 3 State Priorities

- 1. Student Engagement
 - Electives
 - Money for clubs & Extra-Curricular Activities
 - Money for field trips for all grades
 - Money for career awareness field trips for 7th/8th grade

2. School Climate

- Counselors more than one day a week
- Training for peer counseling
- Money for Character Program incentives/rewards
- More nurse coverage
- 3. Course Access
 - Share staff (itinerant Music, Spanish, Computer Tech) to teach electives for 7th/8th
 - Extended learning time for electives

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Parent Involvement

Resources to address Top 3 State Priorities

- 1. Basic Services
 - Expert with ELL students
 - Tier 3 Intervention massive intervention
 - More
 - Volunteers/Aides
 - Literacy Specialist
 - Chromebooks Technology
 - Professional Development Allow teachers to select PD
 - Career Pathways for lower levels & electives, 7th/8th country schools
 - Sports/Athletics country schools
 - Kindergarten restroom
- 2. Parent Volunteers
 - PRC's Aggressive outreach
 - Cultural Activities
 - Admin training on Parent Involvement
 - Parent Engagement Outreach staff
- 3. School Climate
 - Conflict Resolution
 - \circ Admin
 - \circ Teachers
 - \circ Office staff
 - Cultural Activities
 - Security before & after school
 - Nurses increase hours
 - School clubs

K-8 Schools Notes —2nd Half

K-8 School Community Meeting Notes – 2nd Half Top 3 State Priorities

- 1. Basic Services
- 2. Course Access
- 3. School Climate, Student Engagement

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Course Access
- 3. School Climate

Resources to address Top 3 State Priorities

- Bathrooms
- Security
- Reduce class sizes
- Chromebooks Bandwidth and Internet
- Electives
- PE and PE Specialist
- Communication with parents
- Translators
- Counselors
- Speech
- Discipline
- First Aide training for all staff
- Full time subs

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. School Climate
- 3. Student Engagement

Resources to address Top 3 State Priorities

- 1. Basic Services
 - Professional Development
 - Career Pathways for lower levels
 - Restroom
- 2. School Climate

Table #1

- Cultural Activities
- Security
- Fulltime nurses
- 3. Student Engagement
 - Art classes
 - More sports/activities
 - More clubs
 - Better subs

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. Student Engagement
- 3. Parent Involvement

Resources to address Top 3 State Priorities

- 1. Course Access
 - More courses
 - Art and music
 - Honors classes
- 2. Student Engagement
 - Art and music
 - Clubs
 - Better subs
 - Sports
 - More fun activities dance, ballet, choir
- 3. Parent Involvement
 - Cultural Events/Activities
 - Volunteering

Table #2

High Schools Notes —1st Half

Top 3 State Priorities

- 1. Basic Services
- 2. Student Engagement
- 3. School Climate

Resources needed to meet State Priorities

- Current instructional material and technology
- Teacher to student ratio
- Computer labs
- Security cameras and gates
- Interpreters full time
- School maintenance
- Additional counselors
- College prep courses
- Avid school wide
- Attendance Officer
- Saturday school remediation and enrichment
- Restorative justice
- Resources for students (binder, agendas, etc.)
- Additional Psychologists
- Additional Nurses
- Intervention Specialist
- Classroom desks and tables
- Additional food services
- Additional Safety Officer
- More in-service days for PLC
- Increase in sub pay

Top 3 State Priorities

- 1. Basic Services
- 2. Parent Involvement
- 3. School Climate

Resources needed to meet State Priorities

Basic Services

- Technology network infrastructure
- Building maintenance/custodial
- Healthy meals access for all

Parent Involvement

- Additional liaison 12 months
- Summer/night meetings
- Parent friendly social networking
- Dedicated resources center in front office

School Climate

- Students safety someone cares/notices
- Peer Counselors
- Link Crew
- School wide programs
 - o Breaking down the walls
 - o Rachel's challenge
 - o Student recognition
 - \circ Incentives
- Staff
- Community building activities
- Trainer/training time
- More staffing/health nurses
- Parents
 - o Welcoming front office staff
 - o More resources in the front office

Top 3 State Priorities

- 1. Basic Services
- 2. Student Achievement
- 3. Student Engagement

Resources needed to meet State Priorities

Basic Services

- Technology
- Out-dated facilities

Student Achievement

• Access to AP courses

Table #3

- Enough credentialed ELL teachers for all EL students
- Professional development for teachers/counselors

Student Engagement

- Extra funding for clubs
- Funding for link crew/ peer counseling
- Leadership I
- Growth of leadership on campus

Top 3 State Priorities

- 1. Basic Services
- 2. Student Achievement
- 3. School Climate

Resources needed to meet State Priorities

- Improved facilities such as air conditioning and updated infrastructure
- Textbook and professional development on implementation
- Lower student to teacher ratio
- Increase the number of counselors or staff
- Improve mental health and nursing services to students
- Increase the number of Spanish speaking personnel
- Beginning EL students need better support and a well-defined EL program

Top 3 State Priorities

- 1. Student Engagement
- 2. Parent Involvement

Resources needed to meet State Priorities

Student Engagement

• Variety of job courses (AVID) Forensics, Cosmo, Criminology and more vocational classes)

Parent Involvement

- Remove intimidations/welcoming campus
- Bilingual meetings/parent student meetings
- Hands on activities
- Online parent/staff chatroom

School Climate

- Staff that can connect to students
- More counselors and lunch ladies
- More broadband technology
- Advanced facilities and modernized (Cafeteria and Art room)
- More shade, table, art, track field
- Access to Library
- Update restrooms

Table #3 Cont.

Table #5

Top 3 State Priorities

- 2. Basic Services
- 3. Student Engagement

Resources needed to meet State Priorities

Course Access

- Increase staffing in dedicated/ specific areas
- Add Vocational Ed "shop courses, life skills (check-book, ATM) and hands-on
- Time in students' schedules for choices (schools too impacted)
- Schedule both high schools so kids can take courses at either
- Online access for courses for original credits

Basic Services

- Add computers
- More counselors
- More classroom to facilitate smaller class size
- Substitute that can teach and not waste/babysit for the day
- Visit college campuses
- SARB and Truant Officer
- Buy non-fiction books to read and examine

Student Engagement

- Emphasis on home-parent to school relationship
- On campus school leadership
- Visitation to college campuses
- Student need personal connection with adult on campus
- Engaging activities in class, after class (Chess and boxing)

High Schools Notes —2nd Half

High School Community Meeting Notes – 2nd Half Top 3 State Priorities

- 1. Student Engagement
- 2. Basic Services, School Climate

Top 3 State Priorities to Focus on

- 1. School Climate
- 2. Student Engagement
- 3. Basic Services

Resources to address Top 3 State Priorities

- Parent professional learning
- Academic RTI with fidelity (Text Complexity Awareness-CCSS)
- Outreach for students, exposure to colleges
- Sustaining and expanding CTE/ROP pathways
- Expand/increase bandwidth
- Programs that promote school culture:
 - o Link
 - o SSA
 - o Restorative Practices
 - o Rachel's Challenge
 - o Breaking Down the walls
 - o Student Mentors
 - o Adult Mentors
 - School Safety
 - After School Programs

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Student Engagement
- 3. School Climate

Resources to Address Top 3 State Priorities

Basic Services

- Security, cameras, more personnel
- Counselors, Phycologist, Teachers
- FTE bilingual
- Transportation
- More nursing stations
- More updated text books
- Increase bilingual staff
- Technology
- More cafeteria staff
- More drinking fountains

Student Participation

- Restorative Justice
- More Programs for students
- Peer Counselors
- More sports
- More participation from Parents
- Anti -drugs programs
- Student resource centers

School Climate

- More shade/trees
- More tables
- Water fountain/drinking
- More Cultural
- Welcoming customer services
- Social Skills for students
- Staff need to connect with students more

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. School Climate
- 3. Student Engagement

Resources to Address Top 3 State Priorities

Basic Services

- Technology Infrastructure
- Staff to Student ratio
- Nurses
- Teachers
- Security
- Interpreters
- Bus Transportation
- Too many students not enough buses
- Some sit 3 to a seat
- More Classrooms
- Increase Sub Pay
- Library Access
- Paid PLC time

School Climate

- Additional Staffing
 - o Nurses
 - Safety Officers
 - o Counselors
 - o SARB





- Student Bathrooms
 - \circ Additional
 - $\circ \quad \text{Cleanliness} \quad$
 - o Supplies
- Lighting after dark
- Parent Involvement
 - o Office Staff
 - o Interpreters
 - \circ Website accessibility
- Saturday School
- Shade and Outside Seating

Table #3 Cont.

Middle Schools Notes —1st Half

Middle Schools Community Meeting Notes – 1st Half Top 3 State Priorities

Top 3 State Priorities

- 1. Student Engagement
- 2. Course Access, School Climate, Parent Involvement

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. Basic Services
- 3. Student Engagement

Resources to address Top 3 State Priorities

- Full time Activities Director
- Athletics Director Full time
- Additional Custodian (1)
- Better or More Electives
- Registrar @ Middle Schools / FTE
- ELD TSA Core Funded
- Core Funded Site intervention Spec.
- Classified/Certificated Training PD and Management
- Better Employee Recruitment
- Competes Salary Scales
- More Custodial Staff
- Better tasting food kids will eat
- Smaller Class Sizes
- School Psychologist 1000 to 1 ratio
- Hiring of SPED Teachers so Colllab classes are no more than 1/3
- Addition Para Aides Support
- Bilingual Aide for New comer Class
- Enrichment Field Trips
- More Busing
- More Security

Top 3 State Priorities

- 1. Basic Services
- 2. Student Engagement
- 3. School Climate

Resources needed to meet State Priorities

- Updated
- Older schools (office, school, access, science labs, restrooms, locker room)
- Welcoming inviting atmosphere
- Child Nutrition Revamp
- Add Custodians

Table #1

Parent Involvement

- Additional Liason-12 months
- Summer/Night meetings training to access resources
- Parent Friendly Social Networking
- Dedicated Parent Resource Center

School Climate:

- Increase Counselors to support students
- Improve facilities

Student Engagement

- Increase Enrichment Programs (Art, Music, Tech, Career and life focus)
- Honor Courses-GATE
- Sports facilities-Pool

Top 3 State Priorities to Address

- 1. Course Access
- 2. Parent Involvement
- 3. Student Engagement

Resources needed to meet State Priorities

- 1. Course Access
- More teachers for elective courses
- Instructional Materials
- Training for Teachers
- 2. Parent Involvement
- Parent Education (English)
- Improve Family Communication
- 3. Student Engagement
- <u>Materials</u>
- <u>Training</u>
- Instructional Supplies

Top 3 State Priorities

- 1. Student Engagement
- 2. Student Achievement
- 3. Parent Engagement Involvement

Resources Needed To Meet State Priorities

- Leadership opportunities
- Community involvement Service learning, ROP, Journalism class, Student write a school newsletter
- Enrichment opportunities-Gate, Field Trips Electives, Parent Informational meetings
- FT Activities Director at the site
- Transportation available for afterschool enrichment activities
- Movie/Book Night

281

Table #4

- Departments Showcase Projects
- Life Skills Class
- Communication Skills
- Etiquette Class
- Financial Awareness
- Additional Counselor to provide emotional support for students
- More resources for Parents Involvement or Education opportunities
- ELD TSA

Top 3 State Priorities

- 1. Parent Involvement
- 2. Student Achievement
- 3. School Climate

Resources to address Top 3 State Priorities

- Additional School Security
- Family Events
- PD & Support for Teachers
- Parent Education
- Academic Intervention

Top 3 State Priorities

- 1. Course Access
- 2. Other Student Outcomes
- 3. School Climate

Resources to address Top 3 State Priorities

Course Access

- Career day extended several occasions
- More tutoring
- More information about High School courses /programs to better prepare parents and students

School Climate

- Great Staff
- More Security-follow rules, check students
- Gang Prevention and inform Parents about gangs what they are and what to do to prevent it

Other Student Outcomes

- Pool Construction
- Dance Instruction
- More Sports Implement Programs that have been successful @ different School sites

Table #7

Table #6

Table #5 Cont.

Middle Schools Notes —2nd Half

Middle School Community Meeting Notes – 2nd Half Top 3 State Priorities

- 1. School Climate, Course Access
- 2. Student Engagement

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. School Climate
- 3. Course Access

Resources to address Top 3 State Priorities

Student Engagement

- Opportunities for student decision making on electives that are offered
- More activities/clubs during school, after school, Saturdays
- Need more staff to support Activities Director to organize competitions

School Climate

- Increase Security
- Additional counselors-behavior/RTI
- Incentives (funding)-PBIS attendance
- Improve facilities, attractive/functional curb appeal

Course Access

- More FTE's to expand elective offerings
- Funding to support projects /servicer learning
- Articulate career pathways with (9-12)

Top 3 State Priorities to Focus on

- 1. School Climate
- 2. Parent Involvement
- 3. Course Access

Resources to Address Top 3 State Priorities

- More Security ,Gates/ Access
- More Counselors (Academic and Intervention)
- Parent Liaison
- Vocational Courses
- To provide skills for our students
- Make sure our classes have the resources
- More Parent educational Programs-to learn English (increase communication)
- Technology/Computers/School Funding
- Understanding Gangs (signs ,numbers)
- Intramural Sports
- Enrichment activities (such as a dance class)
- Activities Director

Table #2

284

- Parents to run events
- Full time Nurses
- Registrar for middle School

Table #2 Cont.

Table #3

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. Student Engagement
- 3. School Climate

Resources to Address Top 3 State Priorities

Course Access

- Science Labs & Materials
- Performing Arts (Drama, Band, STEM, Choir)
- Art (Coding, Computer Programming)
- Public Speaking
- Journalism
- Math Lab (Application/hands on
- Life Skills
- GATE
- Honors Classes
- Career Oriented Fieldtrips
- College Tours

Student Engagement

- Fix Up/ Update Older Schools
- IPads /Chrome books
- Recreational Bus
- Spirt Bus
- Intermural
- Computer Technology
- More Sports Teams (A&B Teams)

School Climate

- School Counselor
- School Psychologist
- Security
- Air Quality Notification Efficiency for P.E.
- Better Food
- Dress Code Supervision
- Upgrade PE Offices
- Air Conditional in Gym @ TJ
- Upgrade Locker Room @ TJ
- Updated older schools
- Textbooks on IPADS
- Full Time Nurse

Other LCAP Community Meetings Notes

MSHS Student feedback Top 3 State Priorities

- 1. Student Engagement
- 2. Course Access
- 3. Implementation of State Standards

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. Course Access
- 3. Implementation of State Standards

Resources to address Top 3 State Priorities

Student Engagement

- 1. Add Classes
- 2. Start school later
- 3. Shorter periods
- 4. Accessibility

Course Access

- More hands on courses
- More in-depth
- Better lesson planning
- Give life skills
- Class dedicated to information on FAFSA, Grants, Etc.

Implementation of State Standards

- Better trained teachers
- Surprised walk ins from District Staff

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. School Climate
- **3.** Parent involvement

Resources to Address Top 3 State Priorities

Course Access

- Hands on
- Availability
- Organized Classrooms
- Senior Class
- More teachers
- More time
- •

School Climate

- Security
- Lunch Ladies
- Technical internet software
- Positive environment/office staff

Parent Involvement

- Chat Room
- Less intimidation in offices
- Parent office/Bulletin on all Activities

DELAC - LCAP Meeting Notes Top 3 State Priorities

- 1. Basic Services, Course Access, Parent Involvement, School Climate, Student Achievement
- 2. Student Engagement, State Standards

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Course Access
- 3. Implementation of State Standards

Resources to address Top 3 State Priorities

Basic Services

- More teachers capable of teaching
- More help from nurses
- Overcrowding problem
- Physical Education, Emotional Education, Sports and Art
- Strengthen the relationship between school and parent
- Sufficient materials for students

Course Access

- Career tech classes offered at many schools
- Art, Robotics and English classes

State Standards

• More capacity for parents and teachers

Top 3 State Priorities to Focus on

- 1. Parent Involvement
 - 2. School Climate
 - 3. Student Achievement

Resources to address Top 3 State Priorities

Parent Involvement

- More activities/involve parents
- More Spanish speaking personnel
- More meeting in the evening
- Involve everyone
- Give parents a voice/be heard
- More communication

School Climate

- More information on harassment of students
- More professional development
 - \circ Harassment
- Opportunities for students to participate in all levels
- More nurses
- Counselors
- Security

Student Achievement

Table #1

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. School Climate
- 3. Student Engagement

Resources to address Top 3 State Priorities

Basic Services

- Qualified teachers
- Small class sizes
- Teacher's Aide
- Full time counselor
- Training for teachers

School Climate

- Music and Art classes
- Full time nurse
- Security and respect
- Educational field trips
- Professional Development for teachers

Student Engagement

- Rosetta Stone
- Sports and Arts
- Motivational programs
- Professional Motivators
- Leadership groups/clubs
- Science projects
- Computer programs
- Science books
- Academic competitions
- 1. Course Access
- 2. Student Achievement
- 3. Parent Involvement

Resources to address Top 3 State Priorities

Course Access

- Technical Education
 - \circ CAN, Teacher

Student Achievement

- Program to help students that will be going to college
- More honors courses

Parent Involvement

- Majority of the participation to come from parents
- More participation in board meetings
- More parent volunteers in schools
- Parent organizations

Table #4

Table #1

Chavez Elementary Coffee Hour with Parents LCAP Meeting Notes Top 3 State Priorities

- 1. Basic Services
- 2. Student Achievement
- 3. Parent Involvement

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Student Achievement
- 3. Parent Involvement

Resources to address Top 3 State Priorities

Basic Services

- More teachers Teacher's Aide
- More classes
- More buses

Student Achievement

- More help for students
- Teacher's Aide
- Smaller class sizes
- Parenting classes
- Parent volunteers (in Cafeteria)

Parent Involvement

- Parenting clases
- Communication between parents, teachers and students
- More Award Assemblies

CSEA LCAP Meeting Notes

Top 3 State Priorities

- 1. Basic Services
- 2. School Climate
- 3. Student Engagement

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. School Climate
- 3. Student Engagement

Resources to address Top 3 State Priorities

Basic Services

- More K-8 Schools, Middle School, High Schools
- More CN Staff / to reduce long lines and open more windows
- More Custodians/Cleaner restrooms, overall school appearance
- More Safety Officers(All Schools)
- More training for Para aides, all Classified, Special Needs Training & Equipment
- Library Media Techs, Nursing, Interpreting

School Climate

- Nursing
- Instructional Aides
- Campus Safety Classroom
- Classroom Aides
- Clerks should be the first contact @ each School Site

Student Engagement

- More Clubs
- Arts, Theaters, Music
- More Clerks to free up time from the Attendance Secretary (so Secretary can engage with Students

Foster Youth Agency Meeting Notes Top 3 State Priorities

Top 3 State Priorities

1. Course Access, Basic Services, Student Engagement

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. Basic Services
- 3. Student Engagement

Resources to address Top 3 State Priorities

- Spreading the word
 - Being informed
 - o Culture Awareness Appropriate
 - Personal Touch/Support Personnel
- Education of Foster Families/Parents
 - o Personal Relationships
- Outreach to FFA's
 - o Foster Family Agency
 - o Educate own parents
 - $\circ \quad \text{Team Meetings} \quad$
- Building capacity for MUSD to purchase/contract w/ DSS to place at work with Foster Youth
- MUSD strengthening relationship with local agencies employment training options
 - o Workforce
 - Career Pathways
 - o Stackable Certificates
 - o ROP
 - Vocational Programs
- MUSD not offering sufficient preparation for college/career at Alternative Education Centers
- Cultural Awareness
 - o Expand to all cultures regarding Resource Centers led by parents/peers
 - Monthly meetings with foster parents
- Lack of social skills
 - o No relationships
- Need mentorships
 - o Positive male role models
 - School is most stable place
 - Positive female role models
- Student Engagement and conversation for LCAP outcomes
 - Other school districts is priority
 - o Student input critical
 - o Student representative in advisory groups
 - Social/Emotional successes
- MUSD professional training 1-2 times per year
 - o Cultural sensitive to foster and homeless
 - o Empathy by personnel for foster and homeless
 - Misconception by personnel of foster and homeless
 - Negative impression
 - Lack of awareness

- Direct partnerships with agencies
 - $\circ \quad \text{Social Emotional time} \\$
 - o Clear ultimate goal
 - Long term process
 - $\circ \quad \text{Student input} \quad$
 - $\circ \quad \text{Food for meetings} \quad$
- Working more closely with MCOE and other agencies
 - Stronger relationships
 - o Providing services
 - o Develop student relationships
 - o Encourage students to get involved
 - o Build momentum
 - Personal outreach with constant follow-ups
 - Parents, social workers
 - Transportation to and from meetings
 - Provide extra-curricular activities with no hindrances to participation
- Training for personnel of agency
 - o Foster parents
 - o Agency personnel
 - No skills
 - No knowledge LCAP
 - Engaging foster youth
 - CHASEE, school registration
 - MUSD needed to provide training
 - o Information resources
 - Foster youth and family information
 - Mental Health/Substance Abuse
 - Provide mental health services at school site with professional with expertise Psychiatrists, MSW's, Behavior Specialists
- Lack of support services for students with mental health issues
 - Regular social/emotional support not provided
- Action partnership

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- \circ $\,$ 18 years or disability, child under 5 years to qualify for services
 - Strengthening families presentation
 - Parenting classes for foster parents
- o Identification of strengths of each agency in regards to services provided from beginning
- MUSD needs to develop more personnel who specialize in certain services/resources
- Standardized system for mentors to be on campus to meet with students
 - \circ Fingerprints
 - o Constant follow up with appropriate agency
 - o Feedback/needs/ back to District Foster Liaison

Nishimoto SSC Meeting

Top 3 State Priorities

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Top 3 State Priorities to focus on

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Basic Services

- More Classrooms
- More Bathrooms
- Custodial equipment
- Counselors/Phycologist full time, 5 days a week
- Security
- Nurses full time, 5 days a week
- Playground equipment
- Spanish classes for Teachers
- Training for Maintenance/Custodial on new techniques/technology, equipment and chemicals
- Smaller class sizes

Course Access

- Computer teachers K-6
- Computer assignments
- GATE
- Electives

Parent Involvement

- More Volunteers
- Child Care
- English classes for Parents (after school)
- Library hours in the evening

Berenda feedback from 6th Graders

Top 3 State Priorities

- 1. Student Engagement
- 2. School Climate
- 3. Other Student Outcome

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. Other Student Engagement
- 3. Basic Services

Resources to address Top 3 State Priorities

Student Engagement

- More Technology
- More Equipment
- Better Food
- More field trip
- Other Student Engagement
 - More techniques
 - More Activities
 - More PE
 - Better focus on Art

Basic Services

Cleaner Bathrooms

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. Course Access
- 3. Basic Services

Resources to Address Top 3 State Priorities

Student Engagement

- More recess and activities/field trips
- Less class time
- Better food and more food
- Vending Machines

Course Access

- More Clubs
- More Options
- More Electives

Basic Services

• More Help

Table #2

296

Top 3 State Priorities to focus

- 1. School Climate
- 2. Student Engagement
- 3. Other Student Outcomes

Resources to Address Top 3 State Priorities

School Climate

- Have a nurse on campus everyday
- More Security guards
- More Dances
- Change Cafeteria Food
- More School Activities

Student Engagement

- More School Clubs
- Extra Recess,
- More Vending machines
- 6th grade camp

Other Student Outcomes

- Robotic Classes
- Theatre Classes
- More Sports

Top 3 State Priorities to focus on

- 1. School Climate
- 2. Student Achievement
- 3. Student Engagement

Resources to Address Top 3 State Priorities

School Climate

- Longer lunch
- More comfortable furniture
- New equipment
- Longer recess
- Couches
- Student Lounge
- More color murals

Student Achievement

- More library books
- Classes based on academic achievement real life learning
- Project Based Tests

Student Engagement

- G.A.T.E. Materials
- More Technology/Chrome Books
- More Clubs
- Longer Sport seasons
- Skits/Projects
- Better Bathrooms
- Better lunches
- Vending Machines
- School should go to 8th grade

Table #3

Projects/Science Fair/Theater /Talent Show Bring back 6th grade camp

• Teachers paid per student (smaller Class size)

Top 3 State Priorities to focus on

- 1. Basic Services
- 2. Student outcomes
- 3. Course Access

Resources to Address Top 3 State Priorities

Basic Services

- Security
- Technology
- Cleaner Bathrooms
- Bigger Buildings
- More School Projects
- Better environment

Student Outcomes

- More fun classes
- More sports
- Not so many test

Top 3 State Priorities to focus on

- 1. Other Student Outcomes
- 2. Student Engagement
- 3. School Climat

Resources to Address Top 3 State Priorities

- Foreign languages
- More students
- More computer
- More field trips
- More recess more counselors

Top 3 State Priorities to focus on

- 1. Other Student Outcomes
- 2. Student Engagements
- 3. School Climate

Resources to Address Top 3 State Priorities

Student Outcomes

- Need study areas for class
- More sports
- Options for foreign languages (Spanish /French)

Student Engagement

- Music
- Smaller Classes
- Clubs and activities
- P.E.

School Climate

- Nicer Teacher
- Safer environment

Table #7

Table #6

Table #4 Cont.

Top 3 State Priorities to focus on

- 1. Student Engagement
- 2. School Climate
- 3. Other Student Outcomes

Resources to Address Top 3 State Priorities

- Chrome books for everyone
- Art Projects
- Fun Activities
- More group projects
- Extended recesses
- More Sports
- We need extra clubs for students (GATE)
- More Electronics
- More Field Trips
- Cleaner, better restrooms

Top 3 State Priorities to focus on

- 1. Student Engagement
- 2. School Climate
- 3. Other student Outcomes

Student Engagement

- School activities
- Being ready for school
- Soccer (any sports)
- Field trips
- Technology
- Extra recess
- More clubs
- Calling restaurants instead of school food
- More equipment

School Climate

• Security cameras

Top 3 State Priorities to focus on

- 1. Basic Services
- 2. Student Engagement
- 3. School Climate

Resources to Address Top 3 State Priorities

- More recesses (strengthen group involvement)
- Counselors for student safety
- More clubs to get others involved
- More school activities
- Water sports (swimming)
- Better hot lunches, healthier, fresh snacks, sweets
- Snack bar

Table #10

Table #8

- More computers
- More field trips overnight (6th grade camp)
- More extracurricular classes
- More art projects

Top 3 State Priorities to focus on

- 1. Student Engagement
- 2. Course Access
- 3. Other Student Outcomes

Resources to Address Top 3 State Priorities

- More equipment
- Longer recess
- Better technology
- Less class assignments
- Less students per class
- More PE time
- Cell phones allowed
- Field trip places: Disneyland, Zoo, Monterey, San Francisco
- Technology on the bus, WI Fi in the bus, Starbucks in back of bus
- Better school furniture
- Leave early from school (1:45 every day)
- Bigger cafeteria
- Better books



Principals and Vice Principals LCAP Meeting Notes Top 3 State Priorities

- 1. Basic Services
- 2. Student Engagement
- 3. Student Achievement

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Student Achievements
- 3. School Climate

Resources to address Top 3 State Priorities

Basic Services

- Two PLSS TSA's (Schools-600 students)
- Adequate, Equitable Facilities
- Purchase Bandwidth (Internet)

Student Achievement

- RTI site TSA
- ELD site TSA
- ELD District TSA –K6
- PE Specialist to enable GLC
- Advanced Lear

School Climate

- Parent Liaison
- 5 FTE Counselors/Site)
- Security on site (safety

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. School Climate
- 3. Course Access

Resources to Address Top 3 State Priorities

Basic Services

- Class Size reduction
- Smaller School sizes
- RTI/ELD TSA's
- Office Clerks
- Buses
- Restrooms, Cafeteria, Facilities, playground

School Climate

- Counselors-more than one day per week
- Nurses/Health Clerks
- Community Liaison

Table #2

Course Access

- Advanced learner enrichment (a person in charge)
- Increase P.E Teachers (PLC's
- Music

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Course Access
- 3. Parent Involvement

Resources to Address Top 3 State Priorities

Core Staffing

- Intervention specialist
- Psychologist
- CTE Instructors & Science
- SPED Teachers
- 2 Para Professionals
- One Safety Officer

Top 3 State Priorities to Focus on

- 1. Student Engagement
- 2. Basic Services
- 3. Student Achievement

Resources to Address Top 3 State Priorities

- General Ed, Intervention (reading & math)
- Paraprofessionals-MHS
- Support-Mental & Behavioral Health
- Additional C&I VP-MHS (EL Support)
- Full time Career Tech-MSHS
- Attendance Clerk-MSHS
- Translators-MSHS

Top 3 State Priorities to Focus on

- 1. Course Access
- 2. Basic Services
- 3. Student Engagement

Resources to Address Top 3 State Priorities

Course Access

- Electives, GATE, Intervention & Enrichment, RTI Support
- Video, Drama, Art, Spanish, Computer Class, Robotics
- Music, Yearbook, Journalism,
- Courses as their own, not pull-our during core

Basic Services

- Additional resources, staff, facilities
- Professional Level
- Updated curriculum
- Restrooms (adequate)
- Additional Nurses, Counselors

Table #5

Table #3

Table #2 Cont.

Student Engagement

- Clubs, Organizations, intramurals
- Guest speakers (college career)
- Video announcements
- Field Trips (off and on campus
- Incentives for good student behavior, academic achievement (consistent district wide)
- Career/ College exposure, information

Top 3 State Priorities to Focus on

- Student Engagement
- Student Achievement
- Basic Services

Resources to Address Top 3 State Priorities

- Intervention Specialist (Academic ,RTI) (FT)
- TSA ELD (FT)
- TSA Literacy (PT)
- 4th Custodian (PT)
- 3rd Security
- Activities Director
- Athletic Director
- Health Clerk
- Registrar
- Class size reduction
- Additional funding for sports to have both a 7th & 8th grade team In every sport (e.g. soccer, tennis, Water Polo, gymnastics
- Negotiate an advisory/Intervention period with MUTA

Top 3 State Priorities to Focus on

- 1. Basic Services
- 2. Student Engagement
- 3. Student Achievement

Basic Services

- Security (1) 9am-6pm or 3pm-11pm
- Full time Librarian
- 3 PE Teachers to allow grade level PLC's & take all 200 minutes
- Custodian (3) Positions
- Part time Clerk to take care of EL paperwork
- Full time Counselor
- 2 PLSS TSA (K-1) (2-3)
- 3 C/I TSA, (1) ELA/ELSD, (1) Math, (1) RTI/SST
- Additional Music Teachers (K-6)
- Para-Professionals ELA& ELD
- Translators
- SP Ed Subs
- Teachers to reduce class size

Table #5 Cont.



Top 3 State Priorities to Focus on

- 1. School Climate
- 2. Basic Services
- 3. Student Engagement

Resources to Address Top 3 State Priorities

School Climate

- PLC Time
- 3 PE Teachers to take 200 minutes and allow PLC time (K-6)
- Celebration for: Attendance, Grades, Behavior
- Subs
- Parent Liaison

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Basic Services

- Parking Lot
- Fences (interior, exterior)
- Up grades:
 - o Nurses Office
 - \circ Bathrooms
 - o Playfields, Playing Equipment
 - o Library
 - o Staff Lounge
 - o Main Office
- AR District Purchase
- Update Computers/Laptops
- Math Invention Program (T-3)
- Cafeteria Technology : Sound, Screen, Projectors

Student Engagement

Music

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- Field Trips
- More classroom technology (K-6)
- Attendance-SARB officer
- Full time Nurse
 - **Enrichment Stipends**
 - Robotics
 - o Mind Craft
 - Cooking
 - o Photo

LCAP Feedback

Community Meeting at Pan American Community Center - 10 student participants 8 Priorities- In order of importance to students

- 1. Parent Engagement
- 2. Basic Needs
- 3. Course Access
- 4. School Climate
- 5. Student Engagement
- 6. Student Achievement
- 7. Meeting State Standards
- 8. Other Student Outcomes

What makes it hard for youth to go to school every day, be on track to graduate and go to college or career after high school?

Students listed answers on a flip chart and then tallied next to the suggestions of their peers.

Ex: 1. Example of suggestion (# of students agreeing with each suggestion)

- 1. teachers aren't well prepared/ training (3)
- 2. everyone learns at different times (4)
- 3. We need more supplies for school (2)
- 4. bullying (3)
- 5. more security (0)
- 6. not enough resources to go on to college (3)
- 7. not well informed on what courses you need to graduate (3)
- 8. more subjects or your career (4)
- 9. Transportation (5)
- 10. don't have enough rest and energy to learn/ need better rest (4)
- 11. When you don't understand what you are learning at school, that makes it hard for someone to go to school (4)
- 12. Not enough childcare at school (4)
- 13. not enough career schools (2)
- 14. Sometimes friends distract you (3)
- 15. Poverty- some students have to work because they need to feel the need to support their family as the main supporter (4)
- 16. Counselors aren't giving you info about classes you need for your career. (5)
- 17. Make a bigger school (0)

What services would help youth want to go to school everyday? What would help them stay on track to graduate? Help students make plans for the goals they have?

- 1. More classes to choose from
- 2. After school study programs
- 3. More fundraising
- 4. More buses
- 5. more counselors
- 6. Professional bilingual tutor (2)
- 7. field trips
- 8. Have funner electives, funner classes

Input session at Madera County Office of Education Session for Foster Youth- 6 student participants

8 Priorities- In order of importance to students

- 1. School Climate- **How do students feel at school? Supported? Understood? Safe?
- 2. Basic Services
- 3. Course Access
- 4. Student Achievement
- 5. Meeting State Standards
- 6. Student Engagement
- 7. Other Student Outcomes
- 8. *** This group of foster youth didn't want any money going toward parent engagement for foster youth parents. They thought the funding would be better spent by educating them on the things they need to know as many of them will responsible for getting to college on their own.

** Foster youth felt that School Climate was especially important to be addressed for students like them because they don't have home support that encourages them to want to go to school, they are dealing with things that outweigh their want to go to school and they don't feel like the school is already doing enough to help them feel supported while at school

What makes it hard for youth to go to school every day, be on track to graduate and go to college or career after high school?

- 1. Transportation
 - a. bus comes late
 - b. No bus stops around your house
 - c. parents aren't at home
 - d. What if we don't have money for DMV class
- 2. Parents don't support
- 3. Being depressed or over thinking from night before
- 4. Bad test scores
- 5. not having snacks during long tests
- 6. Being suspended or expelled for:
 - a. non violent, talking back, being late, refusing or mean
- 7. No backpacks or pencils
- 8. Less attention
- 9. Low self esteem

What services would help youth want to go to school everyday? What would help them stay on track to graduate? Help students make plans for the goals they have?

*All specifically for foster youth

- 1. More bus stops
- 2. tutoring
- 3. special buddy for more attention (check ins, homework, someone to talk to)
- 4. more attention
- 5. special counseling
- 6. less judging
- 7. clubs- career schools
- 8. more school busses
- 9. tasty food

Written Feedback from PAC

Members in attendance:

Richard Loquaci, Adams –PAC President Jason Slayton, Madison- PAC Vice President Mary Michelle Bispham, Berenda-PAC Secretary Cecilia Castro-Alpha Melody Mouton-Dixieland Kimberlee Hernandez-Lincoln Irma Valencia-Madera High Guadalupe Rangel- Madera South High Octavio Ruiz- Mountain Vista Jesse Ochoa- Nishimoto Edgar Jimenez- Parkwood Doug Alton- Pershing Linda Rosas- Ripperdan Bonnie Rowe- Thomas Jefferson

Non-Voting Members in attendance:

Edward González- Superintendent Babatunde Ilori-Director of Performance management & IC

Others in attendance:

Estrella Cortez- Admin. Assistant Rosa Baca- District Translator

1. Call to Order

a. Mr. Loquaci called the PAC meeting to order at 5:39 p.m.

2. Roll Call – Introduction

a. Mr. Loquaci took roll. Thirteen members present at the time. One member via telephone. A quorum was established at 5:42 p.m. One member arrived late, making a total of fourteen members present.

3. Adoption of Agenda

4. Message from President

a. Mr. Loquaci thanked everyone for their attendance on such short notice, thanked Ms. Mouton for being present via phone. Appreciation of the committees volunteering time. In the future, meetings should run once per month with everyone's attendance. Minutes from last meeting are informational only because a quorum was not established.

5. Approval of Minutes from May 6, 2015

a. Mr. Alton motioned to approve the minutes from May 6, 2015 and Mr. Ochoa seconded the motion. All members in favor, motion passed.

6. Old Business

a. Receive Updated PAC Bylaws – Discussed and reviewed revisions to bylaws. No questions by members, all members accepted new revisions.

7. New Business

a. Draft MUSD LCAP and Strategic Budget Feedback – The draft of the MUSD LCAP and strategic budget was reviewed, discussed, and committee member feedback was given. Mr. Ochoa motioned to approve the draft for the LCAP and Strategic budget and Mrs. Bispham seconded the motion. All members unanimously in favor, motion passed.

8. Opportunity for Public Input

- a. Mr. Loquaci reiterated how funds are supplemented or staff such as nurses, librarians, janitorial by the school district so, that the site councils may use monies at their discretion to hire supplemental staffing and other areas of needs. The school district has implemented family support specialist, and counselors, in lieu of the gang prevention officer. That in the event more monies come available for hiring gang intervention officer that may be a possibility.
- b. Mr. Slayton broached the question of the distribution of LCFF monies and the percent of concentration of how those monies are distributed. Superintendent González explained the school districts formula for the allocation and distribution of state funds. Funding being ambiguous of needs. Poverty, foster and English learner students. Example of the districts neediest schools being; Washington, Sierra Vista, and Millview.
- c. Mr. Slayton asked about the PAC Committee having input in the event that additional allocated monies become available in the future.
- d. Mr IIori commented that the committee might give specific feedback and articulate their feedback regarding additional and future monies in additional meetings.
- e. Mr. González explained our meeting for discussion of additional monies would need to commence prior to the end of the school year. There will be three more school board meetings on May 26, June 9th and June 23rd with the budget finalized by June 31st.

9. Announcements

- a. Mr Loquaci stated that the PAC Executive Committee would present the committee feedback to the School Board at the next meeting on May 26, 2015 at 7 p.m. in the boardroom. All members are invited to attend and give their input.
- b. Mr. Loquaci announced the next PAC meeting would be Monday, June 8, 2015 at 6:00 p.m. in the MUSD Boardroom.

10. Adjournment

a. Mrs. Rowe motioned to adjourn the meeting and Mr. Slayton seconded the motion. Meeting adjourned at 6:00 p.m.

Written Feedback from DELAC

DELAC Meeting Minutes May 28, 2015

DRAFT

Jenny Barrios, Berenda – parent Laura Ayala, Howard – parent Lizeth Heredia, Cesar Chavez – parent Bertha Velazquez, Madison – parent Leonila Elizarraras, La Vina, Alpha – parent Arturo Montano, Desmond – parent Silva Rivera, Lincoln – parent María Muñoz, Cesar Chávez – parent Irma Hernández, Monroe – parent Eusebio Salas, MHS – parent Amelia Velázquez, Madison – parent Magdalena Reyes, Eastin Arcola – parent Doug Alton, Pershing – parent Lucino Rivera, Madison - parent María del Carmen Almaraz, Dixieland – DELAC President Juana López, Lincoln - parent Alex García, - AMAE Community Member María de Jesús, Dixieland - parent Sarah Colomer, Madison - parent Silvia Rivera, Lincoln - parent Leticia Martinez, Madison - parent Lupe Treviño, - parent Gloria Tiznado, - parent Ana Mendoza, Sierra Vista - parent Marciano García - parent Patricia Valencia, MHS, Desmond, Berenda - parent Edgar Jimenez, Parkwood - parent Cristina López, - parent Alma De Luna, MUSD – Director of ELLs

Absent:

Others Present:

Al Galvez, Board Member Ed McIntyre, Board Member Edward Gonzalez, Superintendent Victor Villar, Associate Superintendent of Educational Services Tom Chagoya, Alpha – Principal Stanley Lucero – Special Guest CABE Board Member Yolanda Lucero – Special Guest CABE member David Hernandez- Director of Community Services Babatunde Ilori, Director of <u>Performance Management and Internal Communications</u> María Avina, MUSD HR Specialist – Secretary

Meeting called to order at: 5:08 pm

1. Opening of Meeting and Introductions:

Minutes for May 21, 2015 were read by Mrs. De Luna. Mrs. De Luna asked for a motion to approve the minutes. Mr. Galvez clarified that any additions to the LCAP after board approval will not be included in the plan. Mrs. Leticia Martinez motioned to approve the minutes and Mrs. Lizeth Heredia seconded the motion. The DELAC committee unanimously voted to approve the minutes with the clarification made by Mr. Galvez.

2. Public Input: None

3. Old Business: None

4. New Business:

- **A.** Two-Way Dual Immersion Program Mr. Stanley Lucero
 - Mr. Stanley Lucero presented the committee the goals of a Dual Immersion program.
 - Academics, Language and Culture are the goals in both languages.
 - Mr. Stanley Lucero presented the following report, I Want My Children to Be Truly Bilingual.
 - The committee was separate in groups to review the report.

by: Alma De Luna

- The report was divided into sections and each group selected a representative to summarize the report.
- Mr. Stanley Lucero presented Mrs. Yolanda Lucero who spoke to the committee about her experience as a teacher in a Dual Immersion School.
- Mrs. Barajas spoke of her experience as the mother of a student who attended the Dual Immersion program in Fresno. Mrs. Barajas commented that she truly recommends this program to Madera.
- The goal is to have students be bilingual and bicultural. Students in the program master comprehension in both languages.
- Mrs. Yolanda Lucero commented to the committee that the purpose in this world to have a generation who speak more than one language.
- Mrs. Yolanda Lucero commented that parents need to be the bridge between the schools and the community.
- Mrs. Lizeth Heredia commented that it's up to the parents to decide what wings they want to give their children. If you want they to fly high give them wings of an eagle.

B. Review, Discuss, and Provide Feedback on the Draft MUSD LCAP

- The meeting was moved to the Boardroom from the Workshop. Additional DELAC parents attended the meeting, but did not sign-in due to the room change.
- Members of the committee were asked to review the charts displayed in the boardroom. The charts consisted of the district's graduation and drop out rates by subgroups.
- Mr. Gonzalez presented to the committee the vision of Madera Unified School District.
- Mr. Gonzalez believes that if the English Learners are integrated in all the instruction of the day they will acquire the English language more effectively.
- Mr. Gonzalez explained to the committee that the reclassification criterion has changed. The District has adopted the State criteria on the CST score, which increased the number of students reclassified.
- Mr. Villar presented to the committee the organizational chart of the District.
- Mrs. Irma Hernández asked, "How are we preparing teachers to provide English Learner instruction?
- Mrs. Hernandez asked, "Why was the training given to 3rd, 4th, and 5th grade teachers and not to start with the kinder teachers since that is where the foundation begins?
- Mrs. Runyon explained that part two of the training will be for Kinder, 1st, and 2nd grade teachers.
- Mrs. Runyon explained that the hiring of the Primary Literacy Support Specialist (PLSS) was to provide literacy to 2nd grade and below.
- Mrs. Laura Ayala commented that she understand that English Learners are integrated but how is the funding used specifically for English Learners.
- Mr. Gonzalez explained to the committee that the State does not specify that the money has to be specifically for English Learners only that they need to show improvement. After a year, an evaluation will be done on the effectiveness of the programs that are been established.
- Mrs. Maria del Carmen Almaraz commented that the new Common Core Standards rely on practice but could there a balance between theory and practice.
- Mrs. Ana Mendoza commented that all other departments have a director like Athletics, Career Technicial Education, Music, etc. The DELAC committee wants the Coordinators of EL to be bilingual and to have a Director of ELs.
- Mrs. Lizeth Heredia commented that the Coordinators of EL will be without a leader if they do not have a Director of ELs. She continued and added that your cutting our head and leaving us with two arms that do not communicate with each other.
- Mr. Gonzalez presented Mr. David Hernandez. Mr. David Hernandez explained that the movement has began and parent such as DELAC are using their voice to request their needs to the District.
- Mr. Gonzalez presented Mr. Ilori in regard to the LCAP report.
- Mr. Ilori asked the committee to analyze if the staffing proposed is sufficient and if they would like additional staff. Mr. Ilori also informed the committee that additional funds were given to the District and asked for recommendations on how those funds may be used.
- Mr. Ilori instructed the committee to write their suggestion on post it notes.
- The DELAC committee was divided in three groups and each group presented their priorities.

- Mr. Ilori asked the committee for the top three priorities to present to the Board by the DELAC committee.
- The DELAC committee after clarification that Classroom Size Reduction will not be feasible until the construction of the new schools unanimously agreed to change their second priority.
- The DELAC committee unanimously agreed on the following top three priories: 1. Bilingual Director of EL with two Coordinators of EL, 2. Dual Immersion School, 3. Literacy for English Learners.
- Attached is the list of the priorities given by the DELAC committee.

5. Questions and Comments:

6. Announcements:

7. Adjournment:

Mrs. De Luna called for a motion to adjourn. Motion to close the meeting was made by Mrs. Laura Ayala and Mrs. Lizeth Heredia seconded the motion. The meeting was adjourned at 9:00 pm.

Minutes by Maria Avina DELAC Secretary