

**Introduction:**

Santa Paula Unified School District is comprised of a culturally diverse population of students in grades kindergarten through 12th grade, with 94 percent of the total students being of Hispanic/Latino origin and 84.6 percent who are socioeconomically disadvantaged. The community of Santa Paula has a large number of economically disadvantaged families. According to the 2010 Census, the Median Household Income in Santa Paula is \$41,650 compared to a Ventura median household income of approximate \$62,000. Of the 8300 households within the Santa Paula Unified School District, over 15% of the population is below the federal poverty line, including 20% of those residents under the age of 18. The percentage of students that receive Free and reduced lunch ranges between 77% and 95%, depending on the school system and account for approximately 87% of students district wide. Our student enrollment includes 39% qualifying for English Language Learner support and 7% qualifying for Migrant Education Services. In November of 2012, the community of Santa Paula voted for the unification of the Santa Paula Union High School District (SPUHSD) and the Santa Paula Elementary School District (SPESD). This unification took place on July 1, 2013.

A total of 98% of our teachers are highly qualified as per the California Commission on Teacher Credentialing. All of our English, Math, English Language Development (ELD) and science teachers have participated in broad based professional development in the Common Core Standards during the 2014-15 and 2015-16 school years. The district started implementing Common Core Standards beginning in the fall of 2014-2015.

All of our Title I schools have an active School Site Council which meet on a regular basis to discuss progress towards the school's academic goals. Beginning in the fall of 2014, the Parent Institute for Quality Education (PIQE) started a parent leadership and engagement institute at our school district with the goal of increasing our parent empowerment and involvement at school sites and the district in general.

API is no longer used by the State of California and Chronic Absenteeism data not yet available.

**LEA:** Santa Paula Unified

**Contact:** Alfonso Gamino, Superintendent, [agamino@santapaulaunified.org](mailto:agamino@santapaulaunified.org), (805)933-8802

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP

August 25, 2015: LCAP District Team Planning Meeting

September 25, 2015: LCAP Training VCOE

November 9, 2015: LCAP District Advisory Meeting

December 14, 2015: LCAP District Advisory Meeting

January 11, 2015: LCAP District Advisory Meeting

February 2, 2016: LCAP Student Workshop SPHS/RHS

February 3, 2016: LCAP Student Workshop Isbell Middle School

February 17, 2016: Presentation to the Board of Trustees to Review LCAP and Stakeholder Input

February 29, 2016: LCAP District Advisory Committee Meeting

April 18, 2016 : LCAP District Advisory Committee Meeting

October 1 – February 11: School Site LCAP Meeting with Stakeholders for Input and Review LCAP

Barbara Webster Elementary – January 13, 2016 and April 7, 2016

Grace Thille Elementary – January 15, 2016

McKevett Elementary - October 4, 2015, and December 4, 2015

Glen City Elementary – October 1, 2015 and March 4, 2016

Blanchard Elementary - March 18, 2016

Bedell Elementary - November 5, 2015, February 2, 2016, February 11, 2016

Isbell Middle School – January 22, 2016

Santa Paula High School –October 6, 2011

Renaissance High School – December 17, 2015

DELAC Meetings regarding LCAP Updates and Input: September 15, 2015 – March 17, 2016,

*The initial input received from all stakeholders identified the following major focus areas for the LCAP:*

1. Continue to address Student Achievement by focusing on Professional Development, Professional Learning Communities for collaboration, and school sponsored intervention programs based on the result of student achievement data and input from parents, students, staff, and community members. Implement a school wide Tutorial Program at each site.
2. Expand course access through dual enrollment program with community college, increased electives, enrichment programs; increased A-G and A/P courses; expand P.E. offerings. Work towards smaller class sizes and a dual immersion program based on the result of student achievement data and input from parents, students, staff, and community members.. Santa Paula High School is working with Regional Occupational Program (ROP) at Ventura County Office of Education (VCOE) to add nine new elective classes to the Master Schedule. Study the idea of a Study Hall Period for SPHS, Increases the athletic program at the middle School. Increase the Leadership Activities for the middle and high school.
3. Continue to Increase student engagement by providing credit recovery programs; increased recreational offerings during the school day and after school, expanded library hours/study areas for after school and community access (Results of students, staff, and community members). A summer school program will continue to be implemented at Santa Paula High School (SPHS) which will include Enrichment classes in Spanish 1 & 2 CP, Computer arts, Math Academy and Medical Terminology. The Summer School enrollment at SPHS is estimated at 600 students. A Summer Science Academy for grades 3-5, a Summer Math Academy for 8th and 9th grade students, An ELD Program for 5th graders, A Migrant Ed and Special Education Program at Glen City Elementary School. A Credit Recovery Program was increased to provide services to students at Santa Paula and Renaissance High School. All stakeholders agreed that credit recovery and Response to Intervention efforts should continue at both middle school and high school. A Mentorship program to be implemented for "At-Risk" students in grades 6-12.
4. Continue to improve parent involvement through parent education programs, provide staff to bridge the connection

September 15, 2015

October 15, 2015

November 19, 2015

January 14, 2016

February 11, 2016

March 17, 2016

Migrant Education Parent Advisory Committee Meeting to provide update and receive input – January 19, 2016

The SPUSD District administration began the process on August 25, 2015 with the District LCAP Team forming to discuss a timeline and review of District Goals. On September 25, 2015, the District LCAP Team attended a LCAP Training Session at the Ventura County Office of Education. The LCAP District Advisory Committee of Stakeholders was formed and held its first meeting on November 9, 2015. This committee was made up of 32 members and included parents, teachers, students, administrators, and community organizations. At these meetings the focus was to provide the committee with information and updates on the LCAP funds, review district data, review community input and establish priorities for the 2016-17 LCAP Plan. . Each member received an invitation by e-mail, letter and a follow up phone call to the meeting. Translators were provided for Spanish-speaking parents at the LCAP meetings. The different meetings and opportunities allowed for parents, students, staff and community to share information, school data and have discussions regarding the State and District LCAP priorities. The LCAP District Advisory Committee meetings were continued on: April 18, 2016, and May 9, 2016.

Meetings were attended by 32 members including parents from District English Learner Advisory Committee (DELAC), Migrant PAC, District Advisory Committee (DAC) and School Site Council; students were represented by two high school students, Santa Paula Federation of Teachers (SPFT) was represented by three teachers representing grades levels of K-5, 6-8, and 9-12, California State Employees Association (CSEA) classified employees, administrators, community members, technology personnel, maintenance and operations personnel, finance.

between home and school, and provide a welcoming environment at school sites (Result of student achievement data and input from parents, students, staff, and community members). Santa Paula implemented a Parent Institute for Quality Education (PIQE) Program, 668 parents successfully completed the program during the 2-14-15 school year. . Three English Language Development (ELD) Adult classes will continue to be offered to district parents and this school year the district had over 94 parents registered for the classes. The Adult Education program will be expanded to add two more Adult Education classes for parents.

5. Continue to align curriculum to the new Common Core State Standards; provide professional development and technology resources (Result of student achievement data and input from parents, students, staff, and community members). SPUSD staff had opportunities to attend professional development sessions presented by VCOE. The District administrative team also attended a series of professional development sessions focused on Common Core. The Stakeholders recommended that the hiring of a Math Coach to support teachers K-12, a tutorial program with a focus on Math tutoring for students at all grade levels, and increase technology for Special Education Students.
6. Continue to maintain facilities in good condition, increase level of staffing to support custodial, maintenance and clerical support at school sites (Result of student achievement data and input from parents, students, staff, and community members).
7. Stakeholders recommended an increase of information regarding district wide Nutrition Program and to provide P.E. Equipment for all K-5 school sites.

**TO BE DETERMINED** After developing the draft LCAP, public hearings were held (see #6) and stakeholder groups were consulted (see #5). The following input was received and considered prior to the adoption of the final LCAP document:

#### **Revised Priorities – Steps and Actions**

After additional discussions and feedback from stakeholders, parent groups, and student input, some changes were made to the LCAP. 1. Input received from parents, students, community organizations and LCAP committee members identified the need for additional tutoring

#2 Outreach to School Communities:

As of October 1, 2015 a series of meetings were scheduled with various community and school organizations. Parent meetings (conducted in English and Spanish) were advertised with flyers sent home with all students, by US Mail and via our telephone notification software, Ed. Connect. Parents were encouraged to attend meetings, learn about the new funding, and were given the opportunity for input

As per request of the Governing Board the Superintendent contacted the site administration at Isbell Middle School, Santa Paula High School and Renaissance High School to schedule Special LCAP student meetings. The dates were scheduled for February 2, at the High School and February 3, 2016 at the Middle School. Renaissance High School students attended the high school LCAP Workshop Session with the District LCAP Team. Site Administration sent out flyers and made announcements via the school site's intercom system inviting students to attend; over 100 students attended each of the student meetings.

Students were provided with an engagement protocol that elicited input on three major questions:

1. Ideas to improve student attendance
2. Ideas and strategies to assist students to do better in school and graduate from High School
3. Programs and services students would like to see implemented to improve student learning.

Students were divided in small groups, encouraged and supported to discuss the themes and write down their thoughts. Each small group selected a "spokesperson" who summarized the group thoughts. All ideas were written down and shared first with the student body the Board of Education and then with the LCAP committee.

Stakeholder input meetings were held with the schools and community on following dates and times:

Santa Paula High School/Renaissance High School – February 2, 2016

Isbell Middle School - February 3, 2016

DELAC – February 11, 2016

Migrant Parent Advisory Committee – January 19, 2016

and intervention services in English Language Arts and Mathematics at all levels. (Goal #1i) 2. All stakeholders recommended an increase in the funding for Leadership Activities as well as the addition in the participation of Renaissance High School students in these activities. (Goal # 2i) 3. As a strategy to increase student engagement, the stakeholder groups recommended the addition of a Mentorship Program. The District is considering a contract with the Big Brothers, Big Sisters of Ventura County community organization to develop a Mentorship Program for middle and high school students. ( Goal # 2y) 4. With the implementation of the new Common Core State Standards, the stakeholders have recommended the addition of a Math Coach for teachers in grade levels 4th through 12th. Results of test scores from the previous school year showed a significant decrease in math achievement levels districtwide. Teachers are having some difficulties with math instruction under Common Core. (Goal # 1h) 5. Although the District has seen a significant decrease in the number of Out of School Suspensions, stakeholders and District Committees have recommended the addition of training in behavioral strategies for classified personnel such as noon duty supervisors and instructional assistants. (Goal # 3c) The District will also increase a school psychologist position from 0.5 FTE to 1.0 FTE (Goal #3h) and provide full funding for the Cal-Safe program in the 2016-17 school year (Goal # 3i). 6. Finally, in the area of Basic Services, the District will add a custodial/maintenance position, (Goal # 4b) and provide Hydration Station to all K-8th schools (Goal # 4i). As a result of the extensive needs assessment process, data review and goal development with input from PAC, DELAC, community stakeholders and employee groups, the goals and actions *delineated* in the Santa Paula Unified School District's LCAP are intended to expand programs and services to improve educational outcomes for our English Language Learners, and our socially and economically disadvantaged students. The district is placing human and financial resources to assure a high quality educational program geared to producing students that are ready for college and careers.

The superintendent did not need to provide responses to the LCAP committee.

District Advisory Committee (DPAC) – March 10, 2016

LCAP Meetings were conducted at each school site – October 1 – February 11, 2016

### #3. Resources Used in the Process to Help Educate Stakeholder and Develop Plan:

The following materials, resources, and data collections were used to help educate and determine the focus priorities:

- SPUSD developed PowerPoint presentations regarding LCAP and Local Control Funding Formula (LCFF)
- Handouts on the State Priority Areas, how LCFF works, as well as various articles and templates on LCFF and District LCAP Presentations on:
  - District CAASPP Data in Math and English Language Arts, disaggregated by English Learners and low social economic status results
  - Advanced Placement exams and results
  - Physical fitness test results
  - Early Assessment Program (EAP) Results
  - School Suspension, Expulsion, and Truancy Rates
  - Middle and High School Dropout Rates
  - Budget estimates of District LCFF funding
  - District Board Policies

Other Documents including:

- List of Priorities from stakeholders
- LCAP 3 Year Plan by Goals
- LCAP Data Report Prepared by California Department of Education
- LCAP Services and Action Summary

### #4. Meetings with specific stakeholders:

The district met with the following stakeholders to ensure their participation and input was included in the LCAP planning process: Title 1 Parents/Guardians, Migrant Education Parents/Guardians, Foster Youth/Social Service Workers, District English Language Advisory Committee, CSEA Union members, and Santa Paula Federation of

Teachers (SPFT) Union Members were also invited. Upon completion of the draft, we reviewed the plan with the above stated stakeholders and members of the District LCAP Advisory.

# 5. Public Hearings:

Upon completion of the LCAP and prior to the adoption of the plan, all groups were given an opportunity to comment during Public Hearings and other public meetings (District English Learner Advisory Committee (DELAC), School Site Council, parent involvement meetings.). The LCAP Public Hearing meeting took place on June 15, 2016 and the final board approval on June 29, 2016.

**Annual Update:**

LCAP Advisory Committee Meetings were scheduled with the Stakeholder committee beginning in November 2015 (see Involvement process above for all dates). At the first meeting the committee reviewed a summary of the Goals, services and actions being implemented for 2015-16, as well as the District wide results of the CAASPP assessments from 2014-15. The LCAP committee also reviewed the LCAP metrics as well as the timelines for the development of LCAP for the 2016-17 school year.

At the December 2015 meeting, the LCAP Committee was divided into three groups and each group was assigned two Goals with their corresponding actions and services. The goal of each group was to review actions/services and prioritize which actions/services should be continued for 2016-17.

At the January 11, 2016 LCAP Committee Meeting, the committee returned to the three group format they had used the previous meeting. The groups were tasked to assess if any actions/services could be considered for elimination for 2016-17 as well as to establish priorities for 2016-17.

At the February 2016 meeting, the LCAP committee had an opportunity to review the input provided by the Principals, the Board of Education, students and other District committees. The results of the prioritization of actions/services were also discussed and are reflected on the updated annual Services and Actions of the 2016-17 LCAP document. Finally, the LCAP Committee was given the opportunity to select either existing actions/services or add new actions/services to each LCAP Goal. The committee voted and prioritized new actions and services they would recommend be included in the 2016-17 LCAP.

**Annual Update:**

Stakeholders represented on the LCAP Advisory Committee represent a wide array of Employees, Management, Community Members, Students and Parents. Feedback on actions and services provided to date in the 2014/15 LCAP have been well received, and appreciated as benefiting the students of Santa Paula Unified School District.

After review of the data presented in January significant support for the following was noted:

- Reading Specialist for K-5 are making a difference, but we need to provide before/after school intervention support in reading and math for students who are struggling academically. ( Goal # 1i)
- Data shows a need for a math coach who will work with teachers in grades 4-12 to provide instructional support, coaching and professional development in Common Core math instruction. (Goal # 1h)
- Due to our increased technology needs a network technician will be added to the technology department.(Goal # 1f)
- Given the number of at-risk students at both middle and high school levels, stakeholders have recommended the implementation of a mentoring program. (Goal # 2y)
- Professional development in behavioral interventions for classified personnel is recommended to continue to decrease out of school suspension. ( Goal # 3c)
- Hydration stations will be purchased for the K-8 school sites as a heat mitigation strategy. (Goal # 4i)
- Increase a school psychologist position from 0.5 FTE to 1.0 FTE ( Goal # 3h)
- Fund the Santa Paula High School Cal Safe program at 100% of its cost ( Goal # 3i)
- Support youth leadership activities and expand them to Renaissance High School (Goal # 2i)

**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?

<b>GOAL:</b>	1) Increase academic achievement at all grade levels in ELA and Math and Implement State Standards in all core subjects.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local:  Inone
--------------	--	---

<b>Identified Need:</b>	The results of local and CAASPP data indicate that students in K-12 need more academic support to master reading, math and state standards in all core subjects; teachers in K-12 require continuing professional development, access to support staff, materials and technology to successfully implement state standards.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All teachers TK-5, and those teaching Mathematics, Science, ELA/ELD, and Reading 6-12 will participate in professional development two times during the school year to support the implementation of the California State Standards (CCSS for ELA/ELD and Math and NGSS).</p> <p>All teachers in grade levels TK-8 reading and ELD teachers will be provided coaching support by SPUSD ELD Specialists.</p> <p>All K-5 reading intervention teachers will provide small group reading instruction to students reading below grade level to accelerate reading acquisition.</p> <p>AMAO 2 will improve 2% from 61% in 2015-16 (CDE data release date 2/17) to 63% in 2016-17 (CDE target for 2016-17 is 54.7%).</p> <p>Reclassification of English Learners will increase by 2% from 14.1% in 2015-16 (CDE data release in summer 2016) to 16.1% in 2016-17</p> <p>EAP College Readiness Results will increase by 2% in ELA from 11% college ready (baseline data CDE 2015) to 13% in 2015-16 to 15% in 2016-17 and from 3% college ready in mathematics (baseline data CDE 2015) to 5% in 2015-16 to 7% in 2016-17</p> <p>API (N/A for 2016-17 school year)</p> <p>CAASPP Assessment results Districtwide will increase by 5% in ELA from 30% met/exceeded standard in 2015-16 to 35% in 2016-17 and from 19% in mathematics from to 24% met/exceeded standard in 2016-17</p> <p>CAASPP Assessment results for English Learners will increase by 5% in ELA from 8% met/exceeded standard in 2015-16 to 13% in 2016-17 and from 7% met/exceeded standard in mathematics in 2015-16 to 12% in 2016-17.</p> <p>Quantitative Reading Inventory (QRI) reading levels for students reading below grade level and served by Reading Intervention Specialists will increase by one or more levels by the end of the 2016-17 school year (baseline percentage will be established at the beginning of the 2016-17 school year).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1a.1) Professional Development for K-12 staff who provide instructional support to struggling learners including, but not limited to, Reading Specialists, Instructional/Library Assistants and any other staff who provide reading intervention services.</p> <p>1a.2) Provide professional development for all staff, through Professional Learning Communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), math, summative and formative assessment</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$350,000 Certificated &amp; Classified Salaries &amp; Benefits Books &amp; Supplies Restricted \$200,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenses \$100,000 One Time Funds Services &amp; Other Operating Expenses</p>
<p>1b) Retain 7 FTE Reading Intervention Specialists focusing on K-2. Retain 3 FTE Reading Specialists divided among the K-5 schools for grade levels 3-5. (a total of 10 specialists)</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,040,500 Certificated Salaries &amp; Benefits</p>

<p>1c) Purchase instructional materials and equipment to support State Standards.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$200,000 Books &amp; Supplies</p>
<p>1d) Continue efforts to increase computer / student ratio, purchase mobile carts, tablets and other 21st Century technology. Implement district-funded 5-year replacement plan.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,000,000 Books &amp; Supplies  Services and Other Operating Expenses</p>
<p>1e) Continue upgrades to infrastructure to support increased technology needs.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Capital Outlay Services &amp; Other Operating Expenditures</p>
<p>1f) Retain 2 FTE Computer Technicians and increase Technology Department staffing by 1 FTE Computer Technician to support the District increasing demands in the area of technology.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$236,000 Classified Salaries &amp; Benefits</p>

<p>1g) Retain Technology Teacher on Special Assignment (TOSA) to support and provide ongoing professional development to staff in the area of technology integration. (190 days per school year).</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$115,000 Certificated Salaries &amp; Benefits</p>
<p>1h) Add 1 FTE teacher with a Single Subject Credential in Math (TOSA) to provide instructional support in math 4-12. (190 days per school year)</p>	<p>4-12 Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$115,000 Certificated Salaries &amp; Benefits \$2,500 Books &amp; Supplies</p>
<p>1i) Allocate funds to school sites to provide before, during and/or after-school math intervention services for K-12.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000 Certificated Salaries &amp; Benefits</p>
<p>1j) Continue extended library hours for homework and access to technology resources: 2 additional hours, 1 extra hour during the school day and 1 hour after school. Provide materials and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$80,000 Classified Salaries &amp; Benefits \$50,000 Books &amp; Supplies</p>

<p>1k) Maintain academic intervention during school day; continue implementation of Rtl Tiers II and III for struggling students by retaining 3.4 FTE PE Teachers K-5. Provide program supplies for PE teachers.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$264,000 Certificated Salaries &amp; Benefits  \$12,000  Books &amp; Supplies</p>
<p>1l) Fund mini-grants to support use of innovative technology for teaching and learning. Projects that support English learners and/or special education students will receive additional consideration.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$400,000 One Time Funds Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>1m) Develop and revise Curriculum Maps K-12 for ELA, Math, ELD and NGSS.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$16,000 Certificated Salaries &amp; Benefits</p>

<p>1n) Retain preparatory period at Middle School to allow staff to prepare standards-based lessons.</p>	<p>6-8 Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$590,000 Certificated Salaries &amp; Benefits</p>
<p>1o) Retain 2 FTE Common Core Coordinators (1 @ K-5; 1 @ 6-12) to support implementation of Common Core Standards in ELA, ELD, Math, Science and Social Studies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$266,000 Certificated Salaries &amp; Benefits</p>
<p>1p) Retain TK and K Bilingual Instructional Assistants FTE 3.0 TK, *3.4 aproximate K FTE (for 65 days, limited Term, 3 hours per day)</p>	<p>TK, K Grades: TK, K</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$154,000 (TK) \$34,000 (K) Classified Salaries &amp; Benefits</p>

<p>1q) Provide Reading Intervention to students in K-12 who are reading below grade level. Such services will include, but not be limited to, personnel, before and after school tutoring, reading intervention software &amp; materials</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Budget for Achieve 3000 \$30,000 Services and Operating Expenditures \$30,000 Certificated and/or Classified Salaries for extra duty</p>
<p>1r) Upgrade classrooms at RHS and Isbell to increase access to labs, materials for the science for use in teaching NGSS</p>	<p>Renaissance High School Isbell Middle School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$250,000 Materials &amp; Supplies Services and Operating Supplies Capital Projects</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All teachers TK-5, and those teaching Mathematics, Science, ELA/ELD, and Reading 6-12 will participate in professional development two times during the school year to support the implementation of the California State Standards (CCSS for ELA/ELD and Math and NGSS).</p> <p>All teachers in grade levels TK-8 reading and ELD teachers will be provided coaching support by SPUSD ELD Specialists.</p> <p>All K-5 reading intervention teachers will provide small group reading instruction to students reading below grade level to accelerate reading acquisition.</p> <p>AMAO 2 will improve 2% from 63% in 2016-17 (CDE target for 2016-17 is 54.7%) to 65% in 2017-18.</p> <p>Reclassification of English Learners will increase by 2% from 16.1% in 2016-17 to 18.1% in 2017-18</p> <p>EAP College Readiness Results will increase by 2% in ELA from 15% college ready in 2016-17 to 17% in 2017-18 and from 7% in mathematics in 2016-17 to 9% college ready in 2017-18.</p> <p>API (NA for 2016-17 school year)</p> <p>CAASPP Assessment results Districtwide will increase by 2% in ELA from 35% in 2016-17 met/exceeded standard to 37% in 2015-16 and from 24% met/exceeded standard in mathematics in 2016-17 to 26% in 2017-18</p> <p>CAASPP Assessment results for English Learners will increase by 2% in ELA from 13% met/exceeded standard in 2016-17 to 15% in 2017-18 and from 12% in mathematics to 14%</p> <p>Quantitative Reading Inventory (QRI) reading levels for students reading below grade level and served by Reading Intervention Specialist will increase by one or more levels by the end of the 2017-18 school year(baseline percentage will be established at the beginning of the 2017-18 school year).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1a.1) Professional Development for K-12 staff who provide instructional support to struggling learners including, but not limited to, Reading Specialists, Instructional/Library Assistants and any other staff who provide reading intervention services.</p> <p>1a.2) Provide professional development for all staff, through Professional Learning Communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), math, summative and formative assessment</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$350,000 Certificated &amp; Classified Salaries &amp; Benefits Books &amp; Supplies Restricted \$200,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenses \$100,000 One Time Funds Services &amp; Other Operating Expenses</p>
<p>1b) Retain 7 FTE Reading Intervention Specialists focusing on K-2. Retain 3 FTE Reading Specialists divided among the K-5 schools for grade levels 3-5. (a total of 10 specialists)</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,072,000 Certificated Salaries &amp; Benefits</p>

<p>1c) Purchase instructional materials and equipment to support State Standards.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$200,000 Books &amp; Supplies</p>
<p>1d) Continue efforts to increase computer / student ratio, purchase mobile carts, tablets and other 21st Century technology. Implement district-funded 5-year replacement plan.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,000,000 Books &amp; Supplies</p>
<p>1e) Continue upgrades to infrastructure to support increased technology needs - combination of unrestricted, and restricted, one-time funding and potential funding from E-RATE</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Capital Outlay  Services &amp; Other Operating Expenditures</p>
<p>1f) Retain 3 FTE Computer Technicians to support the District increasing demands in the area of technology.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$243,000 Classified Salaries &amp; Benefits</p>

<p>1g) Retain Technology Teacher on Special Assignment (TOSA) to support and provide ongoing professional development to staff in the area of technology integration. (190 days per school year).</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$118,500 Certificated Salaries &amp; Benefits</p>
<p>1h) Retain 1 FTE teacher with a Single Subject Credential in Math (TOSA) to provide instructional support in math 4-12. (190 days per school year)</p>	<p>4-12 Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$118,000 Certificated Salaries &amp; Benefits \$2,500 Books &amp; Supplies</p>
<p>1i) Allocate funds to school sites to provide before, during and/or after-school math intervention services for K-12.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000 Certificated Salaries &amp; Benefits</p>
<p>1j) Maintain academic intervention during school day; continue implementation of Rtl Tiers II and III for struggling students by retaining 3.4 FTE PE Teachers K-5.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$272,000 Certificated Salaries &amp; Benefits</p>

<p>1k) Fund mini-grants to support use of innovative technology for teaching and learning. Projects that support English learners and/or special education students will receive additional consideration.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$400,000 Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>1l) Develop and revise Curriculum Maps K-12 for ELA, Math and ELD</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$16,000 Certificated Salaries &amp; Benefits</p>
<p>1m) Retain preparatory period at Middle School to allow staff to prepare standards-based lessons.</p>	<p>6-8 Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$608,000 Certificated Salaries &amp; Benefits</p>
<p>1n) Retain 2 FTE Common Core Coordinators (1 @ K-5; 1 @ 6-12) to support implementation of Common Core Standards in ELA, ELD, Math, Science and Social Studies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$274,000 Certificated Salaries &amp; Benefits</p>

<p>1o) Retain TK and K Bilingual Instructional Assistants FTE 3.0 TK, *3.4 aproximate K FTE (for 65 days, limited Term, 3 hours per day)</p>	<p>TK, K Grades: TK, K</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$159,000 (TK) \$35,000 (K) Classified Salaries &amp; Benefits</p>
<p>1p) Provide Reading Intervention to students in K-12 who are reading below grade level. Such services will include, but not be limited to, personnel, before and after school tutoring, reading intervention software &amp; materials</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Budget for Achieve 3000 \$30,000 Services and Operating Expenditures \$30,000  Certificated and/or Classified Salaries for extra duty</p>
<p>1q) Continue extended library hours for homework and access to technology resources: 2 additional hours, 1 extra hour during the school day and 1 hour after school. Provide materials and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$82,400 Classified Salaries &amp; Benefits \$25,000 Books &amp; Supplies</p>

<p>1r) Provide materials, equipment, consumables for science labs, activities for all grades to meet Next Generation Science curriculum needs.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$250,000 Materials &amp; Supplies Services and Operating Supplies</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All teachers TK-5, and those teaching Mathematics, Science, ELA/ELD, and Reading 6-12 will participate in professional development two times during the school year to support the implementation of the California State Standards (CCSS for ELA/ELD and Math, NGSS and History/SS).</p> <p>All teachers in grade levels TK-8 reading and ELD teachers will be provided coaching support by SPUSD ELD Specialists.</p> <p>All K-5 reading intervention teachers will provide small group reading instruction to students reading below grade level to accelerate reading acquisition.</p> <p>AMAO 2 will improve 1% from 65% in 2017-18 to 66% in 2018-19.</p> <p>Reclassification of English Learners will increase by 2% from 18.1% in 2017-18 to 20.1 in 2018-19.</p> <p>EAP College Readiness Results will increase by 2% in ELA from 17% college ready in 2017-18 to 19% in 2018-19 and from 9% in mathematics in 2017-18 to 11% college ready in 2018-19.</p> <p>API (to be determined)</p> <p>CAASPP Assessment results Districtwide will increase by 2% in ELA from 37% in 2017-18 met/exceeded standard to 39% in 2018-19 and from 26% met/exceeded standard in mathematics in 2017-18 to 28% in 2018-19.</p> <p>CAASPP Assessment results for English Learners will increase by 2% in ELA from 15% met/exceeded standard in 2017-18 to 17% in 2018-19 and from 14% in mathematics to 16% in 2018-19.</p> <p>Quantitative Reading Inventory (QRI) reading levels for students reading below grade level and served by Reading Intervention Specialist will increase by one or more levels by the end of the 2018-19 school year(baseline percentage will be established at the beginning of the 2018-19 school year).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1a.1) Professional Development for K-12 staff who provide instructional support to struggling learners including, but not limited to, Reading Specialists, Instructional/Library Assistants and any other staff who provide reading intervention services.</p> <p>1a.2) Provide professional development for all staff, through Professional Learning Communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), math, summative and formative assessment</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$350,000 Certificated &amp; Classified Salaries &amp; Benefits Books &amp; Supplies Restricted \$200,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenses \$100,000 One Time Funds Services &amp; Other Operating Expenses</p>
<p>1b) Retain 7 FTE Reading Intervention Specialists focusing on K-2. Retain 3 FTE Reading Specialists divided among the K-5 schools for grade levels 3-5. (a total of 10 specialists)</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,104,000 Certificated Salaries &amp; Benefits</p>

<p>1c) Purchase instructional materials and equipment to support State Standards.</p>	<p>K-12  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$200,000 Books &amp; Supplies</p>
<p>1d) Continue efforts to increase computer / student ratio, purchase mobile carts, tablets and other 21st Century technology. Implement district-funded 5-year replacement plan.</p>	<p>K-12  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,000,000 Books &amp; Supplies</p>
<p>1e) Continue upgrades to infrastructure to support increased technology needs - combination of unrestricted, and restricted, one-time funding and potential funding from E-RATE</p>	<p>K-12  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Capital Outlay  Services &amp; Other Operating Expenditures</p>
<p>1f) Retain 3 FTE Computer Technicians to support the District increasing demands in the area of technology.</p>	<p>K-12  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$250,000 Classified Salaries &amp; Benefits</p>

<p>1g) Retain Technology Teacher on Special Assignment (TOSA) to support and provide ongoing professional development to staff in the area of technology integration. (190 days per school year).</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$122,000 Certificated Salaries &amp; Benefits</p>
<p>1h) Retain 1 FTE teacher with a Single Subject Credential in Math (TOSA) to provide instructional support in math 4-12. (190 days per school year)</p>	<p>4-12 Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$122,000 Certificated Salaries &amp; Benefits \$2,500 Books &amp; Supplies</p>
<p>1i) Allocate funds to school sites to provide before, during and/or after-school math intervention services for K-12.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 Certificated Salaries &amp; Benefits</p>
<p>1j) Continue extended library hours for homework and access to technology resources: 2 additional hours, 1 extra hour during the school day and 1 hour after school. Provide materials and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$85,000 Classified Salaries &amp;Benefits \$25,000 Books &amp; Supplies</p>

<p>1k) Maintain academic intervention during school day; continue implementation of Rtl Tiers II and III for struggling students by retaining 3.4 FTE PE Teachers K-5.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$280,000 Certificated Salaries &amp; Benefits</p>
<p>1l) Fund mini-grants to support use of innovative technology for teaching and learning. Projects that support English learners and/or special education students will receive additional consideration.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$400,000 Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>1m) Develop and revise Curriculum Maps K-12 for ELA, Math and ELD</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$16,000 Certificated Salaries &amp; Benefits</p>
<p>1n) Retain preparatory period at Middle School to allow staff to prepare standards-based lessons.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$626,000 Certificated &amp; Classified Salaries &amp; Benefits</p>

<p>1o) Retain 2 FTE Common Core Coordinators (1 @ K-5; 1 @ 6-12) to support implementation of Common Core Standards in ELA, ELD, Math, Science and Social Studies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$282,000 Certificated Salaries &amp; Benefits</p>
<p>1p) Retain TK and K Bilingual Instructional Assistants FTE 3.0 TK, *3.4 aproximate K FTE (for 65 days, limited Term, 3 hours per day)</p>	<p>TK, K Grades: TK, K</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$164,000 (TK) \$36,000 (K) Classified Salaries &amp; Benefits</p>
<p>1q) Provide Reading Intervention to students in K-12 who are reading below grade level. Such services will include, but not be limited to, personnel, before and after school tutoring, reading intervention software &amp; materials</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Budget for Achieve 3000 \$30,000 Services and Operating Expenditures  \$30,000  Certificated and/or Classified Salaries for extra duty</p>

<p>1r) Provide materials, equipment, consumables for science labs, activities for all grades to meet Next Generation Science curriculum needs.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Unrestricted \$250,000 Materials &amp; Supplies Services and Operating Supplies</p>
--	------------------------------------	---	--

<b>GOAL:</b>	2) Increase parent involvement and enhance student engagement through a variety of enrichment opportunities.		Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: Inone	
<b>Identified Need:</b>	Student and parent feedback indicate the need to increase opportunities for students to participate in the areas of electives, advanced placement classes, extra curricular and leadership activities; parents indicated a need to continue to their involvement in opportunities to assist and support their child's learning.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>AP Pass Rate will increase by 1% from 32% 2014-15 (baseline 2015 CDE data) to 33% in 2015-16 (data not yet released) to 34% in 2016-17.</p> <p>The percentage of student who took at least one AP Exam will increase from 20.6% in 2014-2015 (baseline 2015 CDE data) to 21.6% in 2015-2016 and 22.6% in 2016-2017.</p> <p>Maintained PIQE Parent Education and Leadership Program at level 1 and 2 to parents at all school sites in 2016-2017. Parent attendance goal to PIQE levels 1 &amp; 2 will be 200 parents for the 2016-2017 school year.</p> <p>As a result of the expanded enrichment programs aligned to college, career, and leadership, the number of students entering four-year colleges/universities (Local data collection, 30 out of 300 students) will increase from 10% to 12% of the graduating class in 2016-17.</p> <p>Through the addition of new College and Career Pathways and a Broad Course of Study, student participation will increase by 50% in 2016-2017 to enroll 160 students. Recruitment will focus on unduplicated and special education students.</p> <p>The District will offer five adult education classes and establish a baseline of 125 adult student participation in 2016-2017.</p>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>2a) Continue Parent Investment Quality Education Program (PIQE) at all schools in order to enhance parent's knowledge of the educational system.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$100,000 Classified Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>2b) Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent-home-family connections.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$142,000 Certificated Salaries &amp; Benefits</p>
<p>2c) Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home-family connections</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$125,000 Certificated Salaries &amp; Benefits</p>

<p>2d) Support AP Programs by providing materials and supplies, study trips, professional development, tutorial services and AP exams.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Salaries &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2e) Increase the CTE opportunities in grades 6-12 (provide training, curriculum development, certifications, study trips, books &amp; materials).</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2f) District will provide training, materials, study trips to support career exploration activities at Isbell Middle School.</p>	<p>6-8 Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2g) Maintain support for recreational/elective activities during school/lunch time; maintain personnel and continue recruitment efforts of additional Resource Services Specialist-PE or Instructional Assistant to organize/supervise sports and recreational activities. Provide materials and supplies. (total 1.75 FTE)</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$76,000 Classified Salary &amp; Benefits \$7,000 Books &amp; Supplies</p>
<p>2h) Retain Band Instruction K-5; support the purchase/repair of Band Instruments/Uniforms; materials &amp; supplies and transportation to District approved events/competitions.</p>	<p>K-12 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$30,000 Certificated Salary &amp; Benefits \$25,000 Services and Other Operating Expenditures \$50,000 - 6-12 \$15,000 - K-5 Books &amp; Supplies (for uniforms, equipment)</p>

<p>2i) Continue to promote Youth Leadership Activities at Santa Paula High School, Renaissance High and Isbell Middle School in partnership with with community organizations.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2j) Continue to support AVID program: fees, materials &amp; supplies, professional development, AVID tutors and prepatory period for District AVID Lead Teacher.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$80,000 Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2k) Continue expansion of College &amp; Career Pathways at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>VC Innovates Grant/ \$200,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2l) The District will fund transportation services for district approved athletic events</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$120,000 Services &amp; Other Operating Expenditures</p>
<p>2m) Retain 1 FTE Athletic Director at High School.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$44,000 Certificated Salaries &amp; Benefits</p>
<p>2n) Continue summer enrichment and intervention programs which includes collaboration with community based agencies including but not limited to the Boys &amp; Girls Club, City Recreation, Blanchard Library and Ventura Community College District.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted/ Special Education / Migrant \$375,000 Certificated Salaries &amp; Benefits  Classified Salaries &amp; Benefits  Books &amp; Supplies  Services &amp; Other Operating Expenditures</p>

<p>2o) The District will begin the implementation of a GATE Program for 2016-2017 in grades 3-5, through contracted services and study trips.</p>	<p>3-5 Grades: 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$20,000 Services and Other Operating Expenditures</p>
<p>2p) Ongoing negotiations with bargaining unit to add a Study Hall/Excel Period during the school day, pending contract negotiations.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TBD</p>
<p>2q) Continue Dual Enrollment Program through Ventura Community College District.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p>2r) Continue to fund 2 FTE teachers to provide electives at Middle School and High Schools (1 FTE HS, 1 FTE MS)</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$174,000 Certificated Salaries &amp; Benefits</p>

<p>2s) Continue to provide opportunities for enrichment including after school and summer programs through contracted services and district support for after school program (ASPIRE)</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$300,000 Certificated &amp; Classified Salaries Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2.t.1) Continue efforts to increase communications with parents/guardians and community stakeholders using electronic platforms, social-media, local-media, brochures and other avenues of public relations.  2.t.2) Retain a Public Information Officer to monitor communications and website/social media platforms, work with local media to increase positive images and stories about the District. PIO will assist staff and administration with communications to staff, parents, students and media.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$120,000 Classified Salary and Benefits \$10,000 Services &amp; Other Operating Expenditures</p>
<p>2u) Continue to provide increased opportunities for parent/guardian participation in school and District programs. Provide funding for translators at parent/teacher conferences &amp; childcare at parent evening events.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$10,000 Classified Salaries &amp; Benefits</p>

<p>2v) Continue counseling support and connections to community-based agencies. Assess and serve the needs of Foster Youth, EL and low-income students.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$5,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2w) Retain clerical support at all school site offices to meet clerical needs, provide coverage, and respond to parent's needs at K-5 schools. (Funds an increase of 2 hours to bring office assistant positions to 1.0 FTE (8hrs/day) at all K-8 sites in 2016/17.)</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$175,000 Classified Salaries &amp; Benefits</p>
<p>2x) The District will offer Adult Education Programs including literacy classes for adults to support student achievement.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restricted \$320,000 Certificated Salary &amp; Benefits Materials &amp; Supplies</p>
<p>2y) Provide a district-wide mentorship program in partnership with community organizations such as, Big Brothers and Big Sisters.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Certificated &amp; Classified Salaries &amp; Benefits Services and Operating Expenditures</p>

**LCAP Year 2**

**Expected Annual Measurable Outcomes:**

AP Pass Rate will increase by 1% from 33% 2015-16 (baseline 2016 CDE data) to 34% in 2016-17 (data not yet released) to 35% in 2017-18.

The percentage of student who took at least one AP Exam will increase from 21.6% in 2015-2016 (baseline 2016 CDE data) to 22.6% in 2016-2017 and 23.6% in 2017-2018.

Maintained PIQE Parent Education and Leadership Program at level 1 and 2 to parents at all school sites in 2017-18. Parent attendance goal to PIQE levels 1 & 2 will be 300 parents for the 2017-2018 school year. PIQE parent attendance will increase by 100 parents for level 1 and 2 in 2018.

As a result of the expanded enrichment programs aligned to college, career, and leadership, the number of students entering four-year colleges/universities (local data collection, 30 out of 300 students) will increase from 12% to 14% of the graduating class in 2017-18.

Through the addition of new College and Career Pathways and a Broad Course of Study, student participation will increase by 80 students in 2017-18 to enroll 240 students. Recruitment will focus on unduplicated and special education students.

The District will offer five adult education classes and establish a baseline of 125 adult student participation in 2016-2017. The adult education program will increase one adult education class in 2017-18 to enroll 150 adult students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a) Continue PIQE Program at all schools.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures

<p>2b) Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent-home-family connections</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$146,000 Certificated Salaries &amp; Benefits</p>
<p>2c) Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home-family connections</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$129,000 Certificated Salaries &amp; Benefits</p>
<p>2d) Support AP Programs by providing materials and supplies, study trips, professional development, tutorial services and AP exams.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Salaries &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2e) Increase the CTE opportunities in grades 6-12 (provide training, curriculum development, certifications, study trips, books &amp; materials).</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2f) District will continue to provide training and materials to support beginning career exploration activities.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2g) Maintain support for recreational/elective activities during school/lunch time; maintain personnel and continue recruitment efforts of additional Resource Services Specialist-PE to organize/supervise sports and recreational activities. Provide materials and supplies. (total 1.75 FTE)</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$78,000 Classified Salary &amp; Benefits  \$14,000 Books &amp; Supplies</p>
<p>2h) Retain Band Instruction K-5; support the purchase/repair of Band Instruments/Uniforms; materials &amp; supplies and transportation to District approved events/competitions.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$30,000 Certificated Salary &amp; Benefits \$25,000 Services and Other Operating Expenditures \$50,000 Books &amp; Supplies (for uniforms, equipment)</p>

<p>2i) Continue to promote Youth Leadership Activities at Santa Paula High, Renaissance High and Isbell Middle School in partnership with with community organizations.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies  Services &amp; Other Operating Expenditures</p>
<p>2j) Continue to support AVID program: fees, materials &amp; supplies, professional development, AVID tutors and prepatory period for District Lead AVID Teacher.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$80,000 Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2k) Continue expansion of College &amp; Career Pathways at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>VC Innovates Grant \$200,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2l) The District will continue to fund transportation services for district approved athletic events</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$120,000 Services &amp; Other Operating Expenditures</p>

<p>2m) Retain 1 FTE Athletic Director at High School.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$45,000 Certificated Salaries &amp; Benefits</p>
<p>2n) Continue summer enrichment and intervention programs which includes collaboration with community based agencies including but not limited to the Boys &amp; Girls Club, City Recreation, Blanchard Library and Ventura Community College District.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted/Sp pecial Education /Migrant \$400,000 Certificated Salaries &amp; Benefits Classified Salaries &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2o) The District will continue to provide a GATE Program for 2017-2018 in grades 3-5.</p>	<p>3-5 Grades: 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Certificated Salaries &amp; Benefits Materials &amp; Supplies</p>

<p>2p) Ongoing negotiations with bargaining unit to add a Study Hall/Excel Period during the school day.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Ongoing negotiations</p>
<p>2q) Continue Dual Enrollment Program through Ventura Community College District.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p>2r) Continue to fund 2 FTE teachers to provide electives at Middle School and High Schools (1 FTE HS, 1 FTE MS)</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$179,000 Certificated Salaries &amp; Benefits</p>
<p>2s) Continue to provide opportunities for enrichment including after school and summer programs through contracted services.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$200,000 Services &amp; Other Operating Expenditures</p>

<p>2.t.1) Continue efforts to increase communications with parents/guardians and community stakeholders using electronic platforms, social-media, local-media, brochures and other avenues of public relations.</p> <p>2.t.2) Retain a Public Information Officer to monitor communications and website/social media platforms, work with local media to increase positive images and stories about the District. PIO will assist staff and administration with communications to staff, parents, students and media.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$124,000 Classified Salary and Benefits \$10,000 Services &amp; Other Operating Expenditures</p>
<p>2u) Continue to provide increased opportunities for parent/guardian participation in school and District programs. Provide funding for translators at parent/teacher conferences &amp; childcare at parent evening events.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$10,000 Classified Salaries &amp; Benefits</p>
<p>2v) Continue counseling support and connections to community-based agencies. Assess and serve the needs of Foster Youth, EL and low-income students.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$5,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2w) Retain clerical support at all school site offices to meet clerical needs, provide coverage, and respond to parent's needs at K-5 schools.</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$180,000 Classified Salaries &amp; Benefits</p>
<p>2x) The District will continue to offer Adult Education Programs including literacy classes for adults to support student achievement.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restricted \$320,000 Certificated Salary &amp; Benefits Materials &amp; Supplies</p>
<p>2y) Continue to provide a district-wide mentorship program in partnership with community organizations such as, Big Brothers and Big Sisters.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Certificated &amp; Classified Salaries &amp; Benefits Services and Operating Expenditures</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>AP Pass Rate will increase by 1% from 34% 2016-17 (baseline 2015 CDE data) to 35% in 2017-18 (data not yet released) to 36% in 2018-19.</p> <p>The percentage of student who took at least one AP Exam will increase from 22.6% in 2017-18 (baseline 2015 CDE data) to 23.6% in 2017-18 and 24.6% in 2018-19.</p> <p>Maintained PIQE Parent Education and Leadership Program at level 1 and 2 to parents at all school sites in 2016-2017. Parent attendance goal to PIQE levels 1 &amp; 2 will be 400 parents for the 2018-19 school year. PIQE participation will increase by 100 parents in 2018-19.</p> <p>As a result of the expanded enrichment programs aligned to college, career, and leadership, the number of students entering four-year colleges/universities (local data collection, 30 out of 300 students) will increase from 14% to 16% of the graduating class in 2018-19.</p> <p>Through the addition of new College and Career Pathways and a Broad Course of Study, student participation will increase by 80 students in 2018-19 to enroll 320 students. Recruitment will focus on unduplicated and special education students.</p> <p>The District will offer five adult education classes and establish a baseline of 125 adult student participation in 2016-2017, 150 participating in 2017-18, and 175 adult students participating in 2018-19.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a) Continue PIQE Program at all schools.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures Unrestricted \$100,000 Classified Salaries & Benefits Services & Other Operating Expenditures

<p>2b) Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent-home-family connections.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Certificated Salaries &amp; Benefits</p>
<p>2c) Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home-family connections</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$133,000 Certificated Salaries &amp; Benefits</p>
<p>2d) Support AP Programs by providing materials and supplies, study trips, professional development, tutorial services and AP exams.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Salaries &amp; benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2e) Increase the CTE opportunities in grades 6-12 (provide training, curriculum development, certifications, study trips, books &amp; materials).</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2f) District will continue to provide training and materials to support beginning career exploration activities.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2g) Maintain support for recreational/elective activities during school/lunch time; maintain personnel and continue recruitment efforts of additional Resource Services Specialist-PE to organize/supervise sports and recreational activities. Provide materials and supplies. (total 1.75 FTE)</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$81,000 Classified Salary &amp; Benefits \$14,000 Books &amp; Supplies</p>
<p>2h) Retain Band Instruction K-5; support the purchase/repair of Band Instruments/Uniforms; materials &amp; supplies and transportation to District approved events/competitions</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$30,000 Certificated Salary &amp; Benefits \$25,000 Services and Other Operating Expenditures \$50,000 Books &amp; Supplies (for uniforms, equipment)</p>

<p>2i) Continue to promote Youth Leadership Activities at High Schools and Isbell Middle School in partnership with with community organizations</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$27,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2j) Continue to support AVID program: fees, materials &amp; supplies, professional development, AVID tutors and prepatory period for District Director.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$80,000 Certificated Salary &amp; Benefits Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2k) Continue expansion of College &amp; Career Pathways at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>VC Innovates Grant \$200,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>

<p>2l) The District will continue to fund transportation services for district approved athletic events</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$120,000 Services &amp; Other Operating Expenditures</p>
<p>2m) Retain 1 FTE Athletic Director at High School.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$47,000 Certificated Salaries &amp; Benefits</p>
<p>2n) Continue summer enrichment and intervention programs which includes collaboration with community based agencies including but not limited to the Boys &amp; Girls Club, City Recreation, Blanchard Library and Ventura Community College District.</p>	<p>K-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted/Sp ecial Education/ Migrant \$400,000 Certificated Salaries &amp; Benefits Classified Salaries &amp; Benefits Books &amp; Supplies  Services &amp; Other Operating Expenditures</p>

<p>2o) The District will continue to provide a GATE Program for 2018-19 in grades 3-5.</p>	<p>3-5 Grades: 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Certificated Salaries &amp; Benefits Materials and Supplies</p>
<p>2p) Ongoing negotiations with bargaining unit to add a Study Hall/Excel Period during the school day.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Ongoing negotiations</p>
<p>2q) Continue Dual Enrollment Program through Ventura Community College District.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p>2r) Continue to fund 2 FTE teachers to provide electives at Middle School and High Schools (1 FTE HS, 1 FTE MS)</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$185,000 Certificated Salaries &amp; Benefits</p>

<p>2s) Continue to provide opportunities for enrichment including after school and summer programs through contracted services.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$200,000 Services &amp; Other Operating Expenditures</p>
<p>2.t.1) Continue efforts to increase communications with parents/guardians and community stakeholders using electronic platforms, social-media, local-media, brochures and other avenues of public relations.</p> <p>2.t.2) Retain a Public Information Officer to monitor communications and website/social media platforms, work with local media to increase positive images and stories about the District. PIO will assist staff and administration with communications to staff, parents, students and media.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$127,500  Classified Salary and Benefits  \$10,000 Services &amp; Other Operating Expenditures</p>
<p>2u) Continue to provide increased opportunities for parent/guardian participation in school and District programs. Provide funding for translators at parent/teacher conferences &amp; childcare at parent evening events.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$10,000 Classified Salaries &amp; Benefits</p>

<p>2v) Continue counseling support and connections to community-based agencies. Assess and serve the needs of Foster Youth, EL and low-income students.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$5,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>2w) Retain clerical support at all school site offices to meet clerical needs, provide coverage, and respond to parent's needs at K-5 schools. (Funds an increase in hours)</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$185,000 Classified Salaries &amp; Benefits</p>
<p>2x) The District will continue to offer Adult Education Programs including literacy classes for adults to support student achievement.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restricted \$320,000 Certificated Salary &amp; Benefits Materials &amp; Supplies</p>
<p>2y) Continue to provide a district-wide mentorship program in partnership with community organizations such as, Big Brothers and Big Sisters.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$40,000 Certificated &amp; Classified Salaries &amp; Benefits Services and Operating Expenditures</p>

<b>GOAL:</b>	3) Increase graduation rates, reduce suspensions/expulsions and improve social-emotional skills.			Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 X 8 Local:  Inone
<b>Identified Need:</b>	Continue to increase A-G completion rates at Santa Paula High School; continue to increase graduation rates by 1% per year; reduce suspension rates by at least 5% per year at both High Schools and Middle School.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Isbell Middle School, Renaissance High School & Santa Paula High School		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• High School graduation rates will continue to increase at 1% per year from 87.9% in 2015-16 to 88.9% in 2016-17. ( Source: DataQuest)</li> <li>• A-G completion rates will continue to increase by 3% per year from 34.9% in 2014-2015, 37.9% in 2015-2016 and up to 40.9% in 2016-17.</li> <li>• District will maintain district attendance rates at 95% or higher.</li> <li>• Middle School will maintain a 0.0% dropout rate on a yearly basis (Source: DataQuest)</li> <li>• Santa Paula High School dropout rate will decrease by 0.5% per year from 4.0% in 2014-15 to 3.5% in 2015-16 to 3.0% in 2016-2017 (Source DataQuest)</li> <li>• Renaissance High School dropout rate will decrease by 0.5% per year from 4.7% in 2014-15 to 4.2% in 2015-16, to 3.7% in 2016-2017 (Source DataQuest)</li> <li>• District will reduce Out of School Suspension by 5% from 229 suspensions in 2015-16 to 213 suspensions in 2016-17 (Source DataQuest)</li> <li>• District will maintain expulsion rate at 0.09% from 2015-16 to 2016-17 (Source DataQuest)</li> <li>• District Truancy rate will decrease by 2% per year from 35.3% in 2014-15 to 31.3% in 2016-17 (Source DataQuest)</li> </ul>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>3a) Continue services for credit recovery; implement afterschool intervention program for academically at-risk students.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Services &amp; Other Operating Expenditures</p>
<p>3b) Continue to use and implement alternatives for Suspensions and Expulsions; ongoing staff training in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$18,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>3c) Continue implementation of CHAMPS (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at all schools.</p>	<p>K-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>

<p>3d) Continue to provide school based substance abuse intervention at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$25,000 Services &amp; Other Operating Expenditures</p>
<p>3e) Retain .4 FTE Response to Intervention (Rtl) Coordinator at SPSHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$36,000 Certificated Salaries &amp; Benefits</p>
<p>3f) Retain 10 FTE counseling positions; 2.0 FTE High School, 2.0 FTE Middle School, 6.0 FTE K-5 site.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$855,000 Certificated Salaries &amp; Benefits</p>
<p>3g) Maintain Insight to Behavior Program/Planning for at-risk students</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$20,000 Services &amp; Other Operating Expenditures</p>

<p>3h) Increase .5 FTE to a 1.0 FTE School Psychologist K-5 to address the needs for behavior support services and assessments K-5. (1.0 position 50% LCAP, 50% Medi-Cal Administrative Activities (MAA) funding.</p>	<p>K-5 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted LCAP \$68,000 Certificated Salaries &amp; Benefits Unrestricted MAA \$68,000 Certificated Salaries &amp; Benefits</p>
<p>3i) Fund 100% of the Cal-Safe Program which supports teen-age parents and their infants.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures</p>
<p>3j) Retain School Resource Officers for 6-12 in partnership with the Santa Paula Police Department</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$60,000 Services &amp; Other Operating Expenditures</p>

<p>3k) Retain District Safety Coordinator to enhance schoolwide safety programs and preparedness. Provide budget for necessary training and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$109,000 Classified Salaries &amp; Benefits Unrestricted (Safety Credit funding) \$50,000  Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>3l) Fund the Outreach Coordinator position at RHS to provide outreach services to parents, connect students and families with additional resources and promote school attendance and academic successes.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$91,000  Classified Salaries &amp; Benefits</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• High School graduation rates will continue to increase at 1% per year from 88.9% in 2016-17 to 89.9% in 2017-18. ( Source: DataQuest)</li> <li>• A-G completion rates will continue to increase at 3% per year</li> <li>• SPUSD will maintain attendance rates at 95% or better</li> <li>• Middle School dropout rate will decrease 0.5% on a yearly basis (Source: DataQuest)</li> <li>• High School dropout rate will decrease by 0.5% per year from 3.5% in 2016-17 to 3.0% in 2017-18 (Source DataQuest)</li> <li>• District will reduce Out of School Suspension by 5% from 213 suspensions in 2016-17 to 202 suspensions in 2017-18 (Source DataQuest)</li> <li>• District Truancy rate will decrease by 2% per year from 31.3% in 2016-17 to 29.3% in 2017-18 (Source DataQuest)</li> </ul>
--	---

<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
---	---	---	--

<p>Continue services for credit recovery; implement afterschool intervention program for academically at-risk students.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Services &amp; Other Operating Expenditures</p>
<p>3b) Continue to use and implement alternatives for Suspensions and Expulsions; ongoing staff training in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$18,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>3c) Continue implementation of CHAMPS (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at all schools.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>3d) Continue to provide school based substance abuse intervention at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$25,000 Services &amp; Other Operating Expenditures</p>

<p>3e) Retain .4 FTE Response to Intervention (Rtl) Coordinator at SPHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$37,000 Certificated Salaries &amp; Benefits</p>
<p>3f) Retain 10 FTE counseling positions; 2.0 FTE High School, 2.0 FTE Middle School, 6.0 FTE K-5 site.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$881,000 Certificated Salaries &amp; Benefits</p>
<p>3h) Maintain Insight to Behavior Program/Planning for atrisk students</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$20,000 Services &amp; Other Operating Expenditures</p>

<p>3h) Maintain a 1.0 FTE School Psychologist K-5 to address the needs for behavior support services and assessments K-5. (1.0 position 50% LCAP, 50% Medi-Cal Administrative Activities (MAA) funding.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted LCAP \$70,000 Certificated Salaries &amp; Benefits Unrestricted MAA \$70,000 Certificated Salaries &amp; Benefits</p>
<p>3i) Fund 100% of the Cal-Safe Program which supports teen-age parents and their infants.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures</p>
<p>3j) Retain School Resource Officers for 6-12 in partnership with the Santa Paula Police Department</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$250,000 Services &amp; Other Operating Expenditures</p>

<p>3k) Retain District Safety Coordinator to enhance schoolwide safety programs and preparedness. Provide budget for necessary training and supplies</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$112,000 Classified Salaries &amp; Benefits Unrestricted (Safety Credit funding) \$50,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>3l) Continue to fund the Outreach Coordinator position at RHS to provide outreach services to parents, connect students and families with additional resources and promote school attendance and academic successes.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$94,000  Classified Salaries &amp; Benefits</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• High School graduation rates will continue to increase at 1% per year from 89.9% in 2017-18 to 90.9% in 2018-19. (Source: DataQuest)</li> <li>• A-G completion rates will continue to increase at 3% per year</li> <li>• SPUSD will maintain attendance rates at 95% or better</li> <li>• Middle School dropout rate will decrease 0.5% on a yearly basis (Source: DataQuest)</li> <li>• High School dropout rate will decrease by 0.5% per year from 3.0% in 2017-18 to 2.5 % in 2018-19 (Source DataQuest)</li> <li>• District will reduce Out of School Suspension by 5% from 202 suspensions in 2017-18 to 192 in 2018-19 (Source DataQuest)</li> <li>• District Truancy rate will decrease by 2% per year from 29.3% in 2017-18 to 27.3 % in 2018-19 (Source DataQuest)</li> </ul>
--	--

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

<p>3a) Continue services for credit recovery; implement afterschool intervention program for academically at-risk students.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Services &amp; Other Operating Expenditures</p>
<p>3b) Continue to use and implement alternatives for Suspensions and Expulsions; ongoing staff training in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$18,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>3c) Continue implementation of CHAMPS (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at all schools.</p>	<p>K-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$7,000 Certificated Salaries &amp; Benefits Services &amp; Other Operating Expenditures</p>
<p>3d) Continue to provide school based substance abuse intervention at 6-12.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$25,000 Services &amp; Other Operating Expenditures</p>

<p>3e) Retain .4 FTE Response to Intervention (Rtl) Coordinator at SPHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$38,000 Certificated Salaries &amp; Benefits</p>
<p>3f) Retain 10 FTE counseling positions; 2.0 FTE High School, 2.0 FTE Middle School, 6.0 FTE K-5 site.</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$907,000 Certificated Salaries &amp; Benefits</p>
<p>3g) Maintain Insight to Behavior Program/Planning for at risk students</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$20,000 Services &amp; Other Operating Expenditures</p>

<p>3h) Retain 1.0 FTE School Psychologist K-5 to address the needs for behavior support services and assessments K-5. (1.0 position 50% LCAP, 50% Medi-Cal Administrative Activities (MAA) funding.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted LCAP \$72,000 Certificated Salaries &amp; Benefits Unrestricted MAA \$72,000 Certificated Salaries &amp; Benefits</p>
<p>3i) Fund 100% of the Cal-Safe Program which supports teen-age parents and their infants.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures</p>
<p>3j) Retain School Resource Officers for 6-12 in partnership with the Santa Paula Police Department</p>	<p>6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$250,000 Services &amp; Other Operating Expenditures</p>

<p>3k) Retain District Safety Coordinator to enhance schoolwide safety programs and preparedness. Provide budget for necessary training and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$115,000 Classified Salaries &amp; Benefits Unrestricted (Safety Credit funding) \$50,000 Books &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p>3l) Continue to fund the Outreach Coordinator position at RHS to provide outreach services to parents, connect students and families with additional resources and promote school attendance and academic success.</p>	<p>9-12 Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$96,000 Classified Salaries &amp; Benefits</p>

<b>GOAL:</b>	4) Create a welcoming and efficient school climate for staff, students, parents and public.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: None
<b>Identified Need:</b>	Increase services to staff, parents and students by increased staffing in school offices and service functions. Improve school facilities and maintain in good condition. Improve the nutrition program with nutritious and delicious food choices for students, provide nutrition education. Improve learning conditions for students during periods of extreme outdoor temperatures.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1) The district will maintain appropriately assigned and fully credentialed teachers for the pupils they are teaching at 98% or higher.</li> <li>2) All schools will continue to receive a rating of "good" or better on the annual FIT Inspections</li> <li>3) Identified corrections on Fire Department, Health &amp; Safety, or Risk Management Inspection Reports will be handled and corrected within 45 days of receipt of report.</li> <li>4) Nutrition Program will introduce the Harvest of the Month Program at the Middle School</li> <li>5) Nutrition Specialist will introduce Nutrition Education Opportunities for K-5 Schools and participate in planning a Family Health Fair event in September.</li> <li>6) Maintenance Work Orders will be assigned to a maintenance staff within 48 hours. 2016/17 the response time to close and complete a work order will be tracked for a baseline to improve in future years.</li> <li>7) At least one water hydration station will be added to each of the K-8 school sites.</li> <li>8) A plan will be established for a priority list and location of future Literacy Centers.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

<p>4a) Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TBD  Certificated Salaries &amp; Benefits  Classified Salaries &amp; Benefits</p>
<p>4b) Add 1 FTE Custodial Supervisor, 1 FTE Floating Custodian and retain previously added 1.25 FTE custodial support at sites, as needed.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted  \$202,000  Classified Salaries &amp; Benefits</p>
<p>4c) Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted  \$275,000 Other Outgo</p>

<p>4d) Retain Nutrition Specialist to enhance nutrition services and provide nutrition education. Support nutrition program with materials and supplies.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$76,600 Classified Salaries &amp; Benefits Unrestricted \$5,000 Books &amp; Supplies</p>
<p>4e) Retain maintenance staff to support ongoing maintenance needs.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restricted \$81,500 Classified Salaries &amp; Benefits Routine Restricted Maintenance</p>
<p>4f) Continue implementation strategies and facilities modifications to improve conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures Capital Outlay</p>

<p>4g) Retain Health Specialist Services (6 hrs/day) at all K-5 sites to provide health coverage throughout the regular school day.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$175,000 Classified Salary &amp; Benefits</p>
<p>4h) Continue to work with the City of Santa Paula to improve traffic conditions surrounding school sites; implement a Traffic Safety Education awareness program.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$3,000 Books &amp; Supplies</p>
<p>4i) Provide hydrations stations at all K-8 school sites.</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Books &amp; Supplies</p>
<p>4j) Modify existing facilities to create a Literacy Center at Barbara Webster School and begin planning for the next site.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$1,000,000 Capital Outlay Materials &amp; Supplies Services &amp; Other Operating Expenditures</p>

<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	1) The district will maintain appropriately assigned and fully credentialed teachers for the pupils they are teaching at 98% or higher. 2) Schools will receive a rating of "good" or better on the annual FIT Inspections 3) Identified corrections on Fire Department, Health & Safety, or Risk Management Inspection Reports will be handled and corrected within 30 days of receipt of report. 4) Nutrition Program will introduce the Harvest of the Month Program at the Elementary Schools. 5) Maintenance Work Orders will be assigned to a maintenance staff within 48 hours. 6) Response and closure time for M&O work orders will be improved by 5%.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
4a) Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	TBD Certificated Salaries & Benefits Classified Salaries & Benefits
4b) Retain 1 FTE Custodial Supervisor, Retain 1.0 FTE Floating Custodian and retain previously added 1.25 FTE custodial support at sites, as needed.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$208,000 Classified Salaries & Benefits

<p>4c) Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$275,000 Other Outgo</p>
<p>4d) Retain Nutrition Specialist to enhance nutrition services and provide nutrition education. Support nutrition program with materials and supplies</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$79,000 Classified Salaries &amp; Benefits Unrestricted \$5,000 Books &amp; Supplies</p>
<p>4e) Retain maintenance staff to support ongoing maintenance needs.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restricted \$84,000 Classified Salaries &amp; Benefits Routine Restricted Maintenance</p>
<p>4f) Continue implementation strategies and facilities modifications to improve conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures Capital Outlay</p>

<p>4g) Retain Health Specialist Services (6 hrs/day) at all K-5 sites to provide health coverage throughout the regular school day.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$180,000 Classified Salary &amp; Benefits</p>
<p>4h) Continue to work with the City of Santa Paula to improve traffic conditions surrounding school sites; implement a Traffic Safety Education awareness program.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$3,000 Books &amp; Supplies</p>
<p>4i) Provide additional hydrations stations at all K-8 school sites.</p>	<p>K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$15,000 Books &amp; Supplies</p>
<p>4j) Modify existing facilities to create a Literacy Center at TBD School location and begin planning for the next site.</p>	<p>K-12 (site TBD) Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$650,000 Capital Outlay Materials &amp; Supplies Services &amp; Other Operating Expenditures</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1) The district will maintain appropriately assigned and fully credentialed teachers for the pupils they are teaching at 98% or higher.</p> <p>2) Schools will receive a rating of "good" or better on the annual FIT Inspections</p> <p>3) Identified corrections on Fire Department, Health &amp; Safety, or Risk Management Inspection Reports will be handled and corrected within 30 days of receipt of report.</p> <p>4) Maintenance Work Orders will be assigned to a maintenance staff within 48 hours.</p> <p>5) Response and closure time for M&amp;O work orders will be improved by 5%.</p> <p>6) Nutrition Education for students and Parents will be offered at all school sites</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>4a) Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TBD Certificated Salaries &amp; Benefits Classified Salaries &amp; Benefits</p>
<p>4b) Retain 1 FTE Custodial Supervisor, Retain FTE Floating Custodian and retain previously added 1.25 FTE custodial support at sites, as needed.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$214,000 Classified Salaries &amp; Benefits</p>

4c) Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$275,000 Other Outgo
4d) Retain Nutrition Specialist to enhance nutrition services and provide nutrition education. Support nutrition program with materials and supplies.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$81,000 Classified Salaries & Benefits Unrestricted \$5,000 Books & Supplies
4e) Retain maintenance staff to support ongoing maintenance needs.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Restricted \$86,500 Classified Salaries & Benefits Routine Restricted Maintenance
4f) Continue implementation strategies and facilities modifications to improve conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.	K-12 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Unrestricted \$150,000 Services & Other Operating Expenditures Capital Outlay

<p>4g) Retain Health Specialist Services (6 hrs/day) at all K-5 sites to provide health coverage throughout the regular school day.</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$186,000 Classified Salary &amp; Benefits</p>
<p>4h) Continue to work with the City of Santa Paula to improve traffic conditions surrounding school sites; implement a Traffic Safety Education awareness program.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$3,000 Books &amp; Supplies</p>
<p>4j) Modify existing facilities to create a Literacy Center at <i>site TBD</i> and begin planning for the next site.</p>	<p>K-12 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted \$650,000 Capital Outlay Materials &amp; Supplies Services &amp; Other Operating Expenditures</p>

**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?

<b>Original Goal from prior year LCAP:</b>	All students read at grade level, focusing first on K-5 and then any other students needing additional support.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	All teachers TK-5, and those teaching ELA and Reading 6-12 will participate in professional development in ELA/ELD. Teachers TK-5 and 6-12 reading and ELD teachers will receive coaching support. Reading intervention specialist K-5 will	Actual Annual Measurable Outcomes:	100% of regular education and selected special education teachers in grades K-5 attended at least two professional development workshops in English Language Arts and mathematics to support the transition to the CCSS.

support students to increase the number of students reading at grade level by 5%.

AMAO 2 will improve 3% from 58% in 2014-15 to 61% in 2015-16

Reclassification of English Learners will increase by 2% from 12.1% in 2014-15 to 14.1% in 2015-16

AP Pass Rate will increase by 1% from 36% in 2013-14 to 37% 2014-15 (current data not yet available) and to 38% in 2015-16

EAP and API are not available

100% of 6-12 grade core subject area teachers in English, mathematics, social science, and science attended at least three professional development workshops to support CCSS and the NGSS.

100% of K-5 teachers and ELA teachers in grades 6-12 received an overview of the 2012 ELD Standards.

K-8 ELD Coaches provided grade level and individual coaching lesson planning support to over 30% of teachers.

AMAO 2 will improve 3% from 58% in 2014-15 to 61% in 2015-16 (data not yet available form CDE)

Reclassification of English Learners will increase by 2% from 12.1% in 2014-15 to 14.1% in 2015-16

(data not yet available form CDE)

AP Pass Rate decreased from 36% in 2013- 14 to 32% districtwide in 2014-15 (2015-16 not yet available)

In 2013-14, 86.6% of grade 11 students took the EAP in English Language Arts (ELA) with 7% of students scoring "College Ready" and 11% scoring "Conditionally Ready." In 2014-15, 98.6% of students took the EAP in ELA, with 11% scoring "College Ready" and 29% scoring "Conditionally Ready."

In 2013-14, 30% of grade 11 students took the EAP in mathematics with 2% of students scoring "College Ready" and 28% scoring "Conditionally Ready." In 2014-15, 97.4% of students took the EAP mathematics, with 3% scoring "College Ready" and 16% scoring "Conditionally Ready."

API-not applicable

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment. New math adoption will include professional development.		Unrestricted \$50,000 Certificated Salaries & Benefits Restricted \$100,000 One Time Funds \$100,000	All K-5 mathematics teachers received professional development in Math Expressions (new adoption) and identified and administered common summative chapter assessments. Results of assessments were discussed in data teams facilitated by VCOE. 6-8 grade mathematics teachers piloted three math programs aligned to the CCSS. All teachers received professional development facilitated by VCOE to support pilot implementation. All K-12 science teachers received at least three professional development collaborations to develop lessons and assessments based on the 5-E Model.		Unrestricted \$50,000 Certificated Salaries & Benefits Restricted \$100,000 One Time Funds \$100,000
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue extended library hours for homework and access to technology resources: 2 additional hours, 1 hour open after school		Unrestricted \$100,000  Classified Salaries & Benefits  Books & Supplies	All libraries were open an additional two hours from August-May. Each month the number of students and parents utilizing library services were monitored. Each month approximately 1,300 to 1,800 students and 40 to 90 adults visited libraries districtwide. During the month of April, 2,336 students and 58 adults visited the libraries. LED monitors were added to Santa Paula High School & Isbell Middle School libraries to support innovative instruction. Expenditures were less due to delayed installation of technology (will be scheduled Summer 2016).	Unrestricted \$ 79,500 Total: Estimated Classified Salaries & Benefits : \$72,000 Books & Supplies: \$7,500
<b>Scope of service:</b>	K-12  Grades: All		<b>Scope of service:</b>  K-12  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Retain intervention during School day; implementation of Rtl Tiers II and III for struggling students by retaining 1.4 PE Teachers, K-5 and adding 1 FTE to Glen City School.		Unrestricted \$175,000  Certificated Salaries & Benefits	All six elementary schools provided Tiers II and III Rtl small group instruction during PE instruction. A schedule was developed at each school to ensure that all students received the required number of PE minutes.	Unrestricted \$137,000 Certificated Salaries & Benefits: One position was not hired until 1/1/2016
<b>Scope of service:</b>	K-5  Grades: K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>  K-5  Grades: K, 1st, 2nd, 3rd, 4th, 5th	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Retain Reading Intervention Specialists focusing on K-2.</p>		<p>Unrestricted \$627,000</p> <p>Certificated Salaries &amp; Benefits</p>	<p>Six K-2 reading teachers provided small group reading instruction to students reading below grade level. At the end of the 1st Trimester, approximately 212 students received services and 65% of the students served increased one or more reading levels. At the end of the 2nd Trimester, approximately 194 students received services and 70% of the students increased one or more reading levels as measured by QRI.</p>	<p>Unrestricted \$660,000 Certificated Salaries &amp; Benefits: Salaries increased due to salary schedule increase in 2015-16.</p>
<p><b>Scope of service:</b></p>	<p>K-2</p> <p>Grades: K, 1st, 2nd</p>		<p>Scope of service:</p>	<p>K-2</p> <p>Grades: K, 1st, 2nd</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

Retain additional TK and K Bilingual Instructional Assistants FTE 3.0 TK, *7.125 FTE (for 65 days, limited Term)		Unrestricted \$133,000 (TK) \$66,000 (K) Classified Salaries & Benefits	Due to staffing, TK and K Instructional Assistants began to work in classrooms at the end of September. K IAs supported students through the end of 1st Trimester and TK IAs continued to work in classrooms throughout the remainder of the school year. For the 2016-17 school year staff recruitment will begin May 2016.		Unrestricted \$200,000 Total Estimated Salaries: Classified Salaries & Benefits: \$152,000 for TK; \$48,000 for K
<b>Scope of service:</b>	TK, K Grades: TK		Scope of service:	TK-K Grades: TK, K	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Addition of 4 FTE Reading Specialists 1 at Glen City (K-2); 3 FTE divided among the other K-5 schools (3-5). A total of 10 specialists.</p>		<p>Unrestricted \$400,000 Certificated Salaries &amp; Benefits</p>	<p>An additional K-2 reading teacher was hired to provide small group reading instruction at Glen City School. An additional 3 FTE were hired to support the 3-5 grade level students who were struggling in the reading process. In grades 3-5, three reading teachers provided small group reading instruction to students reading below grade level. At the end of the 1st Trimester, approximately 187 students received services and 39% of the students served increased one or more reading levels. At the end of the 2nd Trimester, approximately 156 students received services and 49% of the students increased one or more reading levels as measured by QRI.</p>		<p>Unrestricted \$337,000 Certificated Salaries &amp; Benefits: Based on actual hiring costs</p>
<p><b>Scope of service:</b></p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p>	<p>K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p><b>What changes in actions, services, and expenditures</b></p>		<p>All services and actions will be retained for the 2016-17 school year. Staff recruitment for TK and K instructional assistants will begin May 2016.</p>			

<b>Original Goal from prior year LCAP:</b>	Provide Enrichment Opportunities and Course Access		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	By June 2016, the district will have implemented at least four enrichment sessions at each elementary site, one enrichment session at Isbell Middle School, and expanded opportunities at SPSHS/RHS to allow students to participate in college and careers, leadership and extracurricular activities to enrich their education.	Actual Annual Measurable Outcomes:	Four enrichment sessions provided by StarNova were offered at each elementary school for students in grades K-5. Session topics included: Lego Robotics, Art Studio, Soccer Camp, Zumba, Digital Photography, and Media Arts were offered at each elementary school site. An eight week Rock Band session was offered at IMS. Approximately 1,184 students participated districtwide.  120 SPSHS/RHS students participated in a Spring Youth Leadership Conference.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Continue Dual Enrollment Program, Ventura College	No cost	The following Ventura College courses were offered at SPSHS: Fall: Criminal Justice, Child Growth and Development, and American Sign Language Spring: Introduction to Business, Child Growth and Development, American Sign Language Summer: Criminal Justice, American Sign Language, Child Development	No cost. MOU with Ventura College to use Santa Paula High School classrooms for program.

<b>Scope of service:</b>	9-12 Grades: All		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue electives offered at Middle School and High Schools, by retaining 1 FTE HS, 1 FTE MS (YR 2)		Unrestricted \$140,000 Certificated Salaries & Benefits	An additional Spanish teacher at SPHS and an additional teacher at IMS was retained during the 2015-16 school year to support elective offerings. An elective wheel class was added to the master schedule.	\$172,000 Certificated Salaries & Benefits : actual cost of 2 FTEs	
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue opportunities for Enrichment through contracted services including After School and Summer Enrichment STAR Nova.		Unrestricted \$200,000 Services & Other Operating Expenditures	Four enrichment sessions provided by StarNova were offered at each elementary school for students in grades K-5. Session topics included: Lego Robotics, Art Studio, Soccer Camp, Zumba, Digital Photography, and Media Arts were offered at each elementary school site. An eight week Rock Band session was offered at IMS. Approximately 1,184 students participated districtwide.	As of May 2016 expenditures total \$152,000. Summer enrichment for June 2016 will provide additional expenditures.
<b>Scope of service:</b>	9-12  Grades: 9th, 10th, 11th, 12th		Scope of service:  K-8  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Add an AP Psychology Class for 2015-2016. Support costs of AP Exams		Unrestricted \$32,000 Books & Supplies Services & Other Operating Expenditures	38 students enrolled in AP Psychology class.  Supplemental instructional materials, student study trips, conference fees, and exam fees were purchased to support all AP offerings. Approximately 375 AP exams were taken by SPHS students. All exams were paid for by LCAP funds.	Estimated total expenditures \$31,406: Certificated Salaries and Benefits, Books & Supplies, and Services and Other Operating Expenditures.

<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase the CTE offerings and courses at High School (provide training, curriculum development, materials).		Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures	Medical Terminology was offered to SPHS students during summer and fall. Introduction to Emergency Management was offered at RHS. A Future Business Leaders of America CTSO was added at RHS.	Courses were offered as ROP courses, at no cost to District	
<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Responsibilities for Career Exploration activities will be shared by academic counselors. District will provide training and materials to support career exploration.		Unrestricted \$7,000 Books & Supplies Services & Other Operating Expenditures	College and Career Club curriculum was offered at Isbell Middle School for 6-8 grade students. At Santa Paula High School career exploration services were provided through the College and Career Center as well as the school counselors.		\$6,300 expended as of May 2016.
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Increase support for recreational/elective activities during school/lunch time; add Resource Services Specialist-PE to organize/supervise sports and recreational activities</p>		<p>Unrestricted \$51,000  Classified Salary &amp; Benefits</p>	<p>Two of the six elementary sites funded a Resource Services Specialist to organize and supervise sports and recreational activities during lunch recess. Four of the elementary schools were able to access substitute IAs to provide support.</p>	<p>\$25,335 Classified Salaries/Benefits K-5. Vacancies existed throughout the year.  \$33,576 Total cost of Classified Salaries/Benefits includes middle school staff.</p>
<p><b>Scope of service:</b></p>	<p>K-5  Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>		<p>Scope of service:</p>	<p>K-5  Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Retain increase Band Instruction; vocal music year 2 will require the use of a stipend at the middle school.</p>		<p>Unrestricted \$30,000  Certificated Salary &amp; Benefits</p>	<p>Increase in band instruction was retained. The stipend position for vocal music at IMS was not filled.</p>	<p>\$26,000 Certificated Salaries &amp; Benefits</p>

<b>Scope of service:</b>	6-8 Grades: 6th, 7th, 8th		<b>Scope of service:</b>	6-8 Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to promote Youth Leadership Activities with community support at High Schools and Isbell Middle School.		Unrestricted \$20,000 Books & Supplies Services & Other Operating Expenditures	At IMS, six video cameras were purchased to plan and film student activities; students participated in MESA conference; 15 students attended the Future Leaders of America Summer Camp  At SPHS/RHS, 170 students attended a Spring Leadership Conference, 15 students attended a Summer Leadership Conference sponsored by the Ronald Reagan Library Foundation; 20 students and parents participated in the College Access Information Continuum (CAIC) at UCLA; 150 students attended the Channel Islands National Parks "Bioblitz" to explore careers in national park service	\$21,740 Books & Supplies and Services & Other Operating Expenditures	
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue to Support AVID program: program fee, training, prep period for District Director.</p>		<p>Unrestricted</p> <p>\$65,000</p> <p>Certificated Salary &amp; Benefits</p> <p>Books &amp; Supplies</p> <p>Services &amp; Other</p> <p>Operating Expenditures</p>	<p>Funds supported the SPHS and IMS AVID program by providing salary (one period) for District AVID Teacher lead, college tutors for all high school and middle school AVID elective classes, program fees, and summer institute conference fees. A two-day AVID conference is being offered to 6-12 grade teachers to support language and literacy instruction for English learners</p>	<p>\$65,000</p> <p>Certificated Salary &amp; Benefits and Services &amp; Other Operating Expenditures</p>
<p><b>Scope of service:</b></p>	<p>6-12</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>6-12</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Expand career pathways through VC Innovates at Santa Paula High School		VC Innovates Grant \$75,000 Books & Supplies Services & Other Operating Expenditures	All 9th grade students were enrolled in a College and Career Readiness course utilizing the Get Focused, Stay Focused curriculum. Teachers participated in regional planning collaboratives to prepare for five pathways to be implemented in the 2016-17 school year. A College and Career Day was implemented at SPSHS and guest speakers provided information on each industry sector to market and promote pathways. Twenty-two students participated in the VC Innovates Entrée to Employment dinners in Public Service, Agriculture, Healthcare, and Engineering. SPSHS students also participated in fieldtrips related to the five SPSHS pathways .	\$28,000 Estimated Actual Expenditures: Certificated Salaries & Benefits, Books & Supplies, Services and Other Operating Expenditures. Planned expenditures for equipment for new pathways has been delayed until 2016/17, resulting in lower expenditures this year.
<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>The District will fund all transportation services for athletics, music, and chorus. Provide funds to support new band uniforms for middle and high school.</p>		<p>Unrestricted \$120,000 Services &amp; Other Operating Expenditures Restricted \$50,000 Books &amp; Supplies</p>	<p>All athletic league and championship travel and expenditures were funded in 2015-16  Funds were provided to SPHS and IMS to purchase new band uniforms. Due to ordering and time constraints, the actual purchase will occur in July 2016.</p>	<p>\$122,000 Services &amp; Other Operating Expenditures  \$ 1,534 Actual Expenditures.  Uniform orders will post in July 2016.</p>
<p><b>Scope of service:</b></p>	<p>6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Increase Athletic Director by .33 FTE to 1 FTE Position. Add to 16-17</p>		<p>Unrestricted \$41,000  Certificated Salaries &amp; Benefits</p>	<p>Athletic Director position was funded full-time at SPHS</p>	<p>\$43,427 Certificated Salaries &amp; Benefits</p>

<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement "Summer Matters" Enrichment Program which includes collaboration with community based agencies such as Boys & Girls Club, City Recreation and Blanchard Library. Enrichment courses and activities will be expanded K-12 to include college readiness courses.		Unrestricted \$350,000 Certificated Salaries & Benefits Classified Salaries & Benefits Books & Supplies Services & Other Operating Expenditures	Will provide K-12 summer enrichment and intervention program from June 12-July 13, 2016. The following classes will be offered: <ul style="list-style-type: none"> <li>• Reading Intervention classes at the Blanchard Library and the Boys and Girls Club</li> <li>• 9th-12th Grade EL Newcomer class</li> <li>• 5th Grade Long-Term English learner class</li> <li>• K-5th Grade Makerspace class at Boys and Girls Club</li> <li>• 2nd -5th Grade Summer Science Camp</li> <li>• 8th Grade Math Academy</li> <li>• 9th Grade Math Academy</li> <li>• K-12th Grade Special Education</li> <li>• K-12th Grade Migrant Education</li> <li>• 9-12th Grade Credit recovery classes in core subject areas at SPSHS</li> <li>• 9-12th Grade Spanish I, Spanish II, Computer Art, and Medical Terminology will be offered in order for students to fulfill college A-G graduation requirements to create flexibility in student schedules for the upcoming school year.</li> </ul>	Expenditures through June 30, 2016 expected to be \$412,100. Includes Special Ed, Migrant and Title I funding.	

<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The Assistant Superintendent of Educational Services will develop a committee to plan and implement a GATE Program for 2016-2017. Update assessment instrument for GATE eligibility; fund teacher extra-hour duties as needed to support the implementation.		Unrestricted \$7,500 Certificated Salaries & Benefits	A cohort of six teachers in grades 3-5 attended the California Association for the Gifted Conference. An after-school enrichment program for GATE students in grades 3-5 is being planned and will be offered in the 2016-17 school year.	\$6,581 actual expenditures. Certificated Salaries & Benefits and Supplies & Materials and Services and Other Operating Expenditures	
<b>Scope of service:</b>	3-5 Grades: 3rd, 4th, 5th		<b>Scope of service:</b>	3-5 Grades: 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Upgrade existing facilities to add Science Labs for use in teaching NGSS.		Unrestricted \$250,000 Capital Projects	The District explored capital improvements at RHS and IMS. At RHS, it was determined that enlarging the existing site is not feasible. Options for adding mobile lab equipment and virtual lab instructional materials are being explored. Funding will be rolled over to 2016-17 school year.  At IMS, a current assessment is underway to ascertain potential state funding for renovations to currently existing, but unusable classroom facilities. The assessment will continue in 2016-17 for a long-term solution. However, funding will be provided for additional equipment and supplies for science labs.		\$10,000 Mitigation Study, Capital Projects
<b>Scope of service:</b>	Isbell Middle School  RHS  Grades: 9th, 10th, 11th, 12th		Scope of service:	6-12  Renaissance High School  Isbell Middle School  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

**What changes in actions, services, and expenditures**

Increased funding will be allocated to the AVID program in order to add an AVID Excel class for struggling long-term English learners. Additional funding for student leadership opportunities will be provided at SPHS and Renaissance High School to support college and career opportunities. Additional funding will continue to support the GATE program by providing after school enrichment opportunities.

Reevaluation of facilities at RHS and IMS will provide viable opportunities to house science labs and/or virtual labs. Two additional AP courses (Government and European History) will be added. Funding will be provided to enhance enrichment opportunities in the after-school ASPIRE program.

<b>Original Goal from prior year LCAP:</b>	Increase Parent Involvement/Student Engagement		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	By June of 2016, there will be 450 new parents district-wide who will complete the PIQE certification; District will implement Level 2 PIQE to create a cadre of Parent Leaders at each site. Family engagement specialists/school counselors will outreach to families and provide evidence based "Triple P" parenting programs at all school sites. There will be 2 series of Triple P seminars for K-5 parents, as well as Teen Triple P seminars at Middle and High School.	Actual Annual Measurable Outcomes:	An estimated 400 parents participated and completed the Parent Institute for Quality Education and received their certification of completion.  Triple "P" Parenting classes were offered at elementary, middle, and high school sites with an average attendance of 15 parents per evening.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Continue PIQE Program: add another session of PIQE level two, Parent Leadership, at all schools.	Unrestricted \$100,000  Classified Salaries & Benefits  Services & Other  Operating Expenditures	PIQE levels 1 and 2 were offered at every site. Expenditures were less than budgeted due to a lower number of parents signing up for PIQE in year 2.	\$64,000 Actual expenditures, Classified Salaries & Benefits, Services & Other Operating Expenditures	

<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue efforts to increase communications with parents/guardians using a variety of methods.		Unrestricted \$10,000 Services & Other Operating Expenditures	District printed fall and spring newsletters in English and Spanish highlighting District programs and accomplishments. Copies were mailed to all parents as well as community-based organizations	\$10,775 Actual expenditures, Cost of printing and mailing two newsletters	
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue to provide increased opportunities for parent/guardian participation in school and District programs. Provide funding for translators at Parent/Teacher conferences, childcare at parent evening events.		Unrestricted \$10,000 Classified Salaries & Benefits	District translators were provided for Back to School Nights, parent-teacher conferences in fall and spring.		\$2,607 Unrestricted  (cost of extra duty translators)
<b>Scope of service:</b>	K-12  Grades: All		<b>Scope of service:</b>	K-12  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue counseling support and connections to community -based agencies. Assess and serve the needs of Foster Youth, ELL and low-income students. Train 2 FTE School Counselor/Family Engagement Specialists K-12 on parent outreach strategies.		Unrestricted \$5,000  Books & Supplies  Services & Other  Operating Expenditures	All K-5 counselors attended a 2-day Family Engagement Conference in the fall. Counselors are utilizing engagement strategies to bring more parents to educational activities at the k-5 schools.  All K-12 counselors attended a districtwide McKinney Vento workshop with county agencies where they received information on services available in Ventura County.		\$4,209 Actual expenditures. Services & Other Operating Expenditures
<b>Scope of service:</b>	K-12  Grades: All		<b>Scope of service:</b>	K-12  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Retain Assistant Principal at Santa Paula High School to provide support in reducing the number of suspensions/expulsion, increase school safety and increase parent-home-family connections.</p>		<p>Unrestricted</p> <p>\$131,000</p> <p>Certificated Salaries &amp; Benefits</p>	<p>Assistant Principal at Santa Paula High School retained. Out of school suspensions were reduced by 8%. A restorative justice process was implemented to address disciplinary concerns.</p>	<p>\$135,557</p> <p>Estimated Actual Expenditures. Certificated Salaries &amp; Benefits</p>
<p><b>Scope of service:</b></p>	<p>9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p> <p>9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Retain Assistant Principal at Glen City Elementary School to provide support for larger enrollment, and increase parent-home -family connections.</p>		<p>Unrestricted</p> <p>\$121,000</p> <p>Certificated Salaries &amp; Benefits</p>	<p>Assistant Principal at Glen City Elementary School retained. Assistant Principal attended all school events and met with parents on a regular basis to support student discipline and attendance.</p>	<p>\$128,703</p> <p>Estimated Actual Expenditure. Certificated Salaries &amp; Benefits</p>

<b>Scope of service:</b>	Glen City  Grades: K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>	K-5  Glen City School  Grades: K, 1st, 2nd, 3rd, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain increased clerical support in school offices to meet clerical needs, provide for coverage, and respond to parent's needs.		Unrestricted  \$96,000  Classified Salaries & Benefits	All office assistant positions were funded by LCAP for a minimum of six hours per site. This resulted in an increase in services to parents, office coverage, and decrease in response time		\$97,275 Estimated Actual Classified Salaries & Benefits
<b>Scope of service:</b>	K-8  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		<b>Scope of service:</b>	K-8  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue services of School Resource Officers at SPHS and Isbell Middle School.		Unrestricted \$60,000 Services & Other Operating Expenditures	SROs continue to offer services at SPHS/RHS and IMS. The officers have established strong relationships with students and staff and have assisted administration in resolving student conflicts at school. SROs assisted elementary principals when needed.		\$60,000 Estimated Actual Expenditures: Services & Other Operating Expenditures
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Retain District Safety Coordinator, provide supply budget for training		Unrestricted \$100,000 Classified Salaries & Benefits Restricted \$50,000 Books & Supplies Services & Other Operating Expenditures	The District Safety and Risk Manager position continued to by funded. Activities supported include: <ul style="list-style-type: none"><li>• Safety Site Plans</li><li>• Emergency Preparedness and Supplies</li><li>• Safety Drills</li><li>• CPR, AED, First-Aid and Epi-Pen Trainings</li><li>• Emergency Response</li><li>• Coordination with Public Agencies</li><li>• District Safety Committee</li><li>• Injury Investigations and Follow-up</li></ul> Risk and Safety Inspections and Follow-up Safety bins will be updated and new supplies purchased in Summer 2016		\$103,663 Estimated actual Classified Salaries & Benefits \$21,000 Books & Supplies and Services & Other Operating Expenditures. Unspent funds from 2015-16 will carryover to next year.
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Partnership with Ventura County Adult Education Consortium to provide ESL classes and adult education offerings on or before January 1, 2016. ELD Literacy Adult Classes will be funded for the school year.		Unrestricted \$20,000  Certificated/ Classified Salaries & Benefits  Books & Supplies	District received 280,000 in March of 2016 to implement the following Adult Education classes in the fall of 2016: <ul style="list-style-type: none"><li>• ESL, Levels 1-3</li><li>• Citizenship Classes</li><li>• Financial Math</li><li>• Computer Literacy</li><li>• High-School Equivalency courses</li></ul> Hired Adult Education Lead Teacher in April, 2016 and purchased laptops for computer instruction	\$30,925 Estimated Actual Expenditures: Certificated Salaries & Benefits, Books & Supplies
<b>Scope of service:</b>	K-12  Grades: All		Scope of service:  Adults  Grades: Adult	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Modifications/modernizations to accommodate library changes that support innovative library spaces/literacy centers.		Unrestricted \$650,000  Capital Outlay	District completed its first new Literacy Center on the Glen City campus. The center officially opened in January 2016 providing a 21st century learning environment. Contract for construction was lower than budgeted.	\$580,464 Actual YTD expenditures, Capital Outlay and Books & Supplies
<b>Scope of service:</b>	K-12  Grades: All		Scope of service:  K-5  Grades: 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>Add funding for new literacy center with parking at Barbara Webster Elementary School. Increase office assistant positions from six hours to eight hours. Continue to implement and expand the Adult Education program. The Governing Board expressed a Board Priority to increase the positive communications and improve website and other social media platforms. A Public Information Officer was hired midyear and will be supported by LCAP funding beginning in the 2016/17 fiscal year.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Implement Common Core, Next Generation Science Standards (NGSS), ELD</p>		<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Grades:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>All teachers will participate in professional development. Instructional materials will be purchased. Technology resources will be provided/purchased.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>All regular education and selected special education teachers in grades K-5 attended at least two professional development workshops in English Language Arts and mathematics to support the transition to the CCSS.</p> <p>6-12 grade core subject area teachers in English, mathematics, social science, and science attended at least three professional development workshops to support CCSS and the NGSS.</p> <p>All K-5 teachers and ELA teachers in grades 6-12 received an overview of the 2012 ELD Standards.</p>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development for all staff, through Professional Learning communities in technology, ELD/ELA, Next Generation Science Standards (NGSS), Math, summative and formative assessment.	Unrestricted \$50,000 Books & Supplies	All K-5 mathematics teachers received professional development in Math Expressions (new adoption) and identified and administered common summative chapter assessments. Results of assessments were discussed in data teams facilitated by VCOE.	\$50,000 Projected Actual Expenditures: Certificated Salaries & Benefits (Unrestricted)
	Restricted \$100,000 Books & Supplies	6-8 grade mathematics teachers piloted three math programs aligned to the CCSS. All teachers received professional development facilitated by VCOE to support pilot implementation.	\$100,000 Projected Actual Expenditures: Certificated Salaries & Benefits, Services and Other Operating Expenditures (R estricted)
	\$100,000 One Time Funds	All K-8 science teachers received at least three professional development collaborations to developed lessons and assessments based on the 5-E Model.	\$100,000 Projected Actual Expenditures: Certificated Salaries & Benefits, Services and Other Operating Expenditures (One-Time Funds)
	Services and Other Operating Expenses		

<b>Scope of service:</b> K-12 Grades: All			<b>Scope of service:</b> K-12 Grades: All		
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase instructional materials and equipment to support State Standards	Unrestricted \$200,000 Books & Supplies Restricted \$400,000 One Time Funds Books & Supplies	Supplemental assessment materials were purchased to support CCSS Reading standards for K-5 reading teachers. Supplemental reading books and instructional materials were purchased to support text sets for CCSS ELA instructional units. Replaced damaged and lost textbooks at SPHS Purchased core math curriculum for K-5.	\$645,923 Estimated Actual Expenditures: Books & Supplies, Services & Other Operating Expenditures		
<b>Scope of service:</b> K-12 Grades: All			<b>Scope of service:</b> K-12 Grades: All		

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop and revise Curriculum Maps for ELA, Math and ELD		Unrestricted \$16,000 Certificated Salaries & Benefits	Extra duty hours were provided to K-8 teachers to revise and refine ELA/ELD instructional units. K-8 teachers created and completed instructional units aligned to CCSS.		\$16,042 Actual expenditures: Certificated Salaries & Benefits
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue upgrades to infrastructure to support increased technology needs - combination of unrestricted, and restricted, one-time funding and potential funding from E-RATE		Unrestricted \$50,000 Restricted \$700,000 E-Rate Funding Services & Other Operating Expenditures	An E-RATE project was completed that increased wireless access points to all Elementary and Middle School Campuses. Project costs came in lower than budgeted.	\$83,710 Estimated actual expenditures: Capital Outlay \$133,071 Estimated actual expenditures: Capital Outlay \$433,429 USAC (E-RATE Program) funds: Capital Outlay
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-8 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Continue efforts to increase computer / student ratio and implement district-funded 5-year replacement plan.		Unrestricted \$600,000 Books & Supplies	Continue efforts to increase computer / student ratio, purchase mobile carts, tablets and other 21st Century technology. Implement district-funded 5-year replacement plan. Replacements included 51 desktops, 6 servers, 332 laptops and 6 mobil carts were purchased and installed.		\$604,087 Estimated Actual Expenditures: Books & Supplies and Services and Other Operating Expenditures
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Fund mini-grants to support use of innovative technology for teaching and learning. Projects that support ELL's to receive additional consideration.		Unrestricted \$400,000 One Time Funds Certificated Salary & Benefits Books & Supplies Services & Other Operating Expenditures	Twelve teachers received funded grants through this innovative program. Technology requested to support classroom was funded, along with a yearlong support program including professional development sessions and attendance at the CUE conference.	\$384,229 Estimated Actual Expenditures: Certificated Salary & Benefits, Books & Supplies and Services & Other Operating Expenditures
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Retain increased Technology Department staffing to support District.		Unrestricted \$139,000 Classified Salaries & Benefits	Two additional FTEs, Computer Technicians were retained. Response to technology work orders had improved to a response time of 24 hours or less.	\$149,756 Estimated Actual Classified Salaries & Benefits
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b> K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Retain Technology/Professional Development Teacher to support teaching staff in how to use technology resources		Unrestricted \$105,000 Certificated Salaries & Benefits	Technology/Professional Development TOSA was retained and supported approximately 60 administrators, teachers, and classified staff with technology integration. Trainings included: <ul style="list-style-type: none"> <li>• Utilizing SmartBoards</li> <li>• Supporting desktops and Ipads in the classroom</li> <li>• Technolgy in Literacy Centers</li> <li>• SBAC</li> <li>• Makerspace</li> <li>• Website Development</li> <li>• EADMS</li> </ul>	\$109,032 Estimated Actual Expenditures: Certificated Salaries & Benefits
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b> K-12 Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain Preparatory Period at Middle School for preparation and implementation of common core.		Unrestricted \$540,000  Certificated Salaries & Benefits	Preparatory periods were maintained at IMS.		\$593,442 Estimated Actual Expenditures: Certificated Salaries & Benefits. Reflects impact of negotiated salary schedule increase for 2015-16.
<b>Scope of service:</b>	6-8  Grades: 6th, 7th, 8th		Scope of service:	6-8  Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Hire 2 FTE Common Core Coordinators to support implementation of Common Core standards in ELA, ELD, Math, Science and Social Studies		Unrestricted \$200,000  Certificated Salaries & Benefits	Hired two CC Coordinators to support the implementation of the California State Standards. Services included; plan, coordinate and attend professional development trainings, facilitate the pilot process for curriculum adoptions, coordinate and support the development of a comprehensive assessment system to monitor student progress towards mastery of the state standards.		\$257,449 Estimated Actual Expenditures: Certificated Salaries & Benefits. Reflects salary schedule increase negotiated for 2015-16 and salary placement of 2.0 FTEs.
<b>Scope of service:</b>	K-12  Grades: All		Scope of service:	K-12  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Purchase Achieve3000 Reading Software for 6-12 students needing reading support.		Unrestricted \$24,000 Restricted \$6,000 Special Ed. Services & Other Operating Expenditures	Purchased and implemented Achieve 3000 curriculum in 6-12 grade reading intervention and ELD classes.		\$30,000 unrestricted services and other operating expenditures.
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<p>Impact of 2015/16 Actions: Teachers improved instructional practices aligned with California State Standards after participating in professional development. The technology mini-grants and increased wireless access have contributed to a better integration of technology in the classroom and has provided staff that serve as ambassadors to their fellow colleagues. The addition of a Technology TOSA has also supported over 60 teachers and administrators.</p> <p>Changes for next year: Increase technology funding to include a replacement and first-time purchase of visual display monitors. Increased number of devices had led to a need for an additional computer technician position. Hire a math TOSA to support CCSS math implementation. Provide additional duty hours to classroom teachers to provide before/after school math intervention. Provide funds for PE teachers to purchase equipment and nutrition materials. Due to the success of the Mini-Grant Program the program will continue in 2016/17 with a new cohort of teachers. "Cohort 1" will continue to receive support as needed.</p>
--	--

<b>Original Goal from prior year LCAP:</b>	Increase Graduation Rates and Reduce Suspensions & Expulsions	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:						
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Schools:</td> <td>Isbell Middle School, Renaissance High School &amp; Santa Paula High School</td> </tr> <tr> <td style="background-color: #cccccc; vertical-align: top;">Grades:</td> <td>6th, 7th, 8th, 9th, 10th, 11th, 12th</td> </tr> <tr> <td style="background-color: #cccccc; vertical-align: top;">Grades:</td> <td>6th, 7th, 8th, 9th, 10th, 11th, 12th</td> </tr> </table>	Schools:	Isbell Middle School, Renaissance High School & Santa Paula High School	Grades:	6th, 7th, 8th, 9th, 10th, 11th, 12th	Grades:	6th, 7th, 8th, 9th, 10th, 11th, 12th	
Schools:	Isbell Middle School, Renaissance High School & Santa Paula High School							
Grades:	6th, 7th, 8th, 9th, 10th, 11th, 12th							
Grades:	6th, 7th, 8th, 9th, 10th, 11th, 12th							

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>The district will continue to increase graduation rates by 1% per year from 84.8% in 2013-14 to 85.8% in 2014-15 (current data not available) and 86.8% in 2015-16</p> <p>Santa Paula High School will continue to increase A-G completion rates by 3% per year from 31.9% in 2013-14 to 34.9% in 2014-15 (current data not available) to 37.9% in 2015-16</p> <p>Maintain attendance rate at 95% or better</p> <p>Chronic absenteeism will be reduced by .5% from .08% in 2014-15 to 0.75% in 2015-16</p> <p>Middle school drop-out rate will reduce by .5% from 0.9 % in 2014-15 to 0.85% in 2015-16</p> <p>High school drop-out rate will reduce from 5.1% in 2014-15 to 4.9% in 2015-16</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>High School graduation rates have increased to 85.8% in 2014/15. Current data not yet available for 2015-16 ( Source: DataQuest)</li> <li>A-G completion rates increased by 3% from 31.9% to 34.9% in 2014-2015. Current data not yet available for 2015-16 (Source: DataQuest)</li> <li>District maintained attendance rates at 95%.</li> <li>Data for Chronic Absenteeism is not yet available.</li> <li>Middle School maintained a 0.0% dropout rate. (Source: DataQuest)</li> <li>Santa Paula High School dropout rate decreased by .5% from 4.5% in 2013-14 to 4.0% in 2014-15 Current data not yet available for 2015-16 ( Source: DataQuest)</li> </ul>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Continue services through Cyber-High for credit recovery; implement afterschool remedial program for academically at-risk students.	<p>Unrestricted \$15,000</p> <p>Services &amp; Other Operating Expenditures</p>	Cyber-High curriculum was offered to students who were credit deficient. 220 students enrolled in Cyber-High courses and received 545 credits.	Unrestricted \$14,435 Services & Other Operating Expenditures

<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to use and implement alternatives for Suspensions and Expulsions; train staff in Positive Behavior Support and Restorative Justice practices and implement Restorative Conferences and Healing Circles.		Unrestricted \$10,000 Certificated Salaries & Benefits Services & Other Operating Expenditures	Teachers and Administrators have continued to receive training in Restorative Justice. Restorative Justice conferences have been continued to be used at SPHS/RHS/IMS. There were 15 Restorative Circles done which prevented Out of School Suspensions. Fifteen (15) staff from SPHS attended a Restorative Justice training at VCOE.		Unrestricted \$16,543 Certificated Salaries & Benefits Services & Other Operating Expenditures
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 9th, 10th, 11th, 12th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue implementation of "CHAMPS" (school-wide positive support program); provide professional development on CHAMPS and Positive Behavior Intervention and Support at Santa Paula High School and Isbell Middle school.		Unrestricted \$10,000  Certificated Salaries & Benefits  Services & Other Operating Expenditures	Training was provided to all new teachers in the CHAMPS program. CHAMPS program continues to be implemented at both Isbell and Santa Paula High School.	Training was provided via a Trainer of Trainers who is a staff person during a professional development day resulting in zero expenditures.
<b>Scope of service:</b>	6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Continue to provide school based substance abuse intervention utilizing a mentoring program and/or "Brief Intervention" at Santa Paula High School. Expand the based substance abuse program to include Isbell Middle School.		Unrestricted \$15,000 Services & Other Operating Expenditures	SPHS has continued to use the Palmer Drug and Alcohol Program (PDAP) as a substance abuse intervention program for first time offenders. 21 students participated in PDAP this year. Expenditures were lower than expected.	Unrestricted \$5,000 Certificated Salaries & Benefits Services & Other Operating Expenditures  Contracted services were less than expected.
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	9-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Retain .4 FTE Response to Intervention (Rtl) Coordinator at SPHS to support Positive Behavior Intervention Strategies for behavioral and academic concerns		Unrestricted \$30,000 Certificated Salaries & Benefits	2 periods of a SPHS Teacher were funded for Intervention activities, strategies, and implementation of Positive Behavior Intervention Strategies for behavioral and academic concerns. Over 70 students participated in a Mentoring Program. 180 9th grade students participated in After School tutoring and academic support services. A total of 615 after school tutorial sessions were provided during the school year.	Unrestricted \$27,003 Certificated Salaries & Benefits

<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain 5 FTE counseling positions and add 5 FTE school counselors: 1.0 High School, 1.0 Middle School, .5 each K-5 site.		Unrestricted \$750,000 Certificated Salaries & Benefits	10 Counseling positions have been funded in 2015/16 to support students and families. Over 550 students received counseling services during the 2015-16 school year in grades K-12.	Unrestricted \$818,767 Certificated Salaries & Benefits	
<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12 Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Increase college and career exploration including CTE Pathway Development, field-trips and speakers.  Selected services to be provided by VC Innovates Grant.		VC Innovates \$5,000  Services & Other Operating Expenditures	SPHS provided College and Career Fair which included guest speakers from five industry sectors. The site provided field trips to various industries to create awareness of job opportunities.  Isbell Middle School provided University and Industry field trips. MIT provided guest speakers to promote careers in Engineering.	VC Innovates has provided opportunities for students to participate in study trips and guest speakers at no cost to the district.
<b>Scope of service:</b>	6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	6-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase Insight to Behavior Program/Behavior Planning for at-risk students.		Unrestricted \$20,000  Services & Other Operating Expenditures	Insight to Behavior Program was purchased and staff received training. School Psychologist use the program plan response strategies for at-risk student behaviors.	Unrestricted \$25,000 Services & Other Operating Expenditures
<b>Scope of service:</b>	K-12  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	K-12  Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
.5 FTE School Psychologist K-5 to address the need for behavior support services and assessments K-5.		Unrestricted \$57,000  Certificated Salaries & Benefits	A 0.5 FTE School Psychologist was hired to provide services at McKeveitt School and to Special Education pre-schoolers.	Unrestricted \$39,948 Certificated Salaries & Benefits  Lower estimate due to vacancy
<b>Scope of service:</b>	K-5  Grades: All		Scope of service:	K-5  Grades: K, 1st, 2nd, 3rd, 4th, 5th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Supplement funding with Ventura County Office of Education to maintain current Cal-Safe Program which supports teen-age parents and their babies.		Unrestricted \$75,000 Services & Other Operating Expenditures	The Cal-Safe Program was funded and provided services to ten students with babies. The services support teenage parents and allow them to continue education and stay on track for graduation. (Six out of six twelfth grade students are on track to graduate).  All students in the program have a 2.0 GPA or better.		Unrestricted \$75,000 Services & Other Operating Expenditures
<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	9-12 Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	The .5 School Psychologist position will be increased to a 1.0 FTE to serve K-5 students. The District will engage in ongoing negotiations with the bargaining unit to add an Excel/Study period during the High School instructional day. An identified need for a student/family outreach coordinator for our continuation/alternative education students will be included in the funding for 2016/17. The Cal-Safe program will also be funded at 100%.				

<b>Original Goal from prior year LCAP:</b>	Create a welcoming and efficient school climate for staff, students, parents and public.		Related State and/or Local Priorities: _1 _2 X3 _4 _5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	A client satisfaction survey will be available to staff, parents, students and public. At the end of the 2015-2016 school year, the ratings will show a higher degree of satisfaction with services and facilities.		Actual Annual Measurable Outcomes:	The School Climate survey has been administered to staff, results not known yet.  California Healthy kid's survey has been administered. Both Surveys will provide base line data for future LCAP. A Parent Survey in selected grade levels will be administered in 2016/17
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
Continue to make progress towards paying competitive salaries (County Average) to attract and retain highly qualified staff to District and make efforts to maintain low student to teacher class ratios, considering District Facilities.	TBD  Certificated Salaries & Benefits  Classified Salaries & Benefits		The District attracted and retained highly qualified staff (98%) and offered a competitive salary schedule.	2015-16 Total Compensation Increase for Certificated: \$1,544,131  2015-16 Total Compensation Increase for Classified: \$621,122

<b>Scope of service:</b>	K-12 Grades: All		Scope of service:	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain custodial support at sites, as needed.		Unrestricted \$53,000 Classified Salaries & Benefits	Increased custodial staffing was maintained at sites as needed.	\$45,229 Estimated Actual Expenditures: Classified Salaries & Benefits	
<b>Scope of service:</b>	K-12 Grades: All		Scope of service:	K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Transfer .05% of Expenditures into Fund 140, Deferred Maintenance, annually for long term maintenance needs.		Unrestricted \$275,000 Other Outgo	The District transferred .05% of Expenditures into Fund 140 for long term maintenance needs	\$275,000 Actual Expenditure: Other Outgo
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b> K-12 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Retain Nutrition Specialist to enhance nutrition services and provide nutrition education.		Unrestricted \$75,000 Classified Salaries & Benefits	The Nutrition Specialist was hired in July 2015. Programs and menus have been improved with new menu items. The Harvest of the Month Program was fully implemented at SPSHS. Nutrition newsletters were produced 3 times. Nutrition education classes have been introduced for parents and students. Services have been provided in English and Spanish, including workshops to EL and Migrant Parents.	\$71,548 Estimated Actual Expenditure: Classified Salaries & Benefits
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b> K-12 Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Retain maintenance staff to support ongoing maintenance needs.		Restricted \$79,000  Classified Salaries & Benefits  Routine Restricted Maintenance	Maintenance staff (an additional 1.0 FTE) was retained to support the ongoing maintenance and operations program. Work-orders have been addressed on a timely basis.	\$81,391 Estimated Actual Expenditures: Classified Salaries & Benefits
<b>Scope of service:</b>	K-12  Grades: All		Scope of service:	K-12  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Continue implementation strategies and facilities modifications to improve conditions in school settings during periods when outdoor temperatures exceed 90°, since most classrooms do not have air-conditioning.</p>		<p>Unrestricted \$150,000 Services &amp; Other Operating Expenditures Capital Outlay</p>	<p>The District has implemented several strategies to improve classroom conditions including:</p> <ul style="list-style-type: none"> <li>Hired a consultant to analyze options for creating “cooling centers” at all sites, using multi-purpose rooms and library spaces</li> <li>Added shade structures at Isbell Middle School, Bedell Elementary School, and Barbara Webster Elementary School</li> <li>Window Replacement at Barbara Webster</li> </ul> <p>New heat reducing Window shades at various school sites</p>	<p>\$155,736 Estimated Actual Expenditures: Capital Outlay</p>
<p><b>Scope of service:</b></p>	<p>K-12 Grades: All</p>		<p>Scope of service:</p>	<p>K-12 Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Increase 2.5 FTE for Health Specialist services K-5 to provide health coverage throughout the regular school day.</p>		<p>Unrestricted \$165,000 Classified Salary &amp; Benefits</p>	<p>Health Specialist positions were increased to provide coverage at all K-5 sites. The higher staffing levels provided all sites with staff to assist students with health needs during the school day.</p>	<p>\$125,646 Estimated Actual Expenditures: Classified Salary &amp; Benefits. Lower estimate due to vacancies.</p>

<b>Scope of service:</b>	K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th		<b>Scope of service:</b>	K-5 Grades: K, 1st, 2nd, 3rd, 4th, 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to work with the City of Santa Paula to improve traffic conditions surrounding school sites; implement a Traffic Safety Education awareness program.		Unrestricted \$3,000 Books & Supplies	Bike Safety Rodeos were conducted at various sites. The District funded the Fire Department "Smoke House/Earthquake" program. Staff has coordinated site traffic studies and reviews with the City of Santa Paula and funded a Traffic Study of the streets around Santa Paula High School. This funding of the study increased expenditures over the budget.		\$41,000 Estimated Actual Expenditures: Services and Other Operating Expenditures. Funding of a traffic study resulted in higher expenditures than budgeted.
<b>Scope of service:</b>	K-12 Grades: All		<b>Scope of service:</b>	K-12 Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>Staffing in the Custodial area needs to be increased to provide a night supervisor and a floating custodian for coverage for vacations and sick time. Nutrition Specialist needs funding for materials to maintain an education program. Sites / parents identified the need for “hydration stations” to be installed on the Middle School and K-5 campuses. Continue to support strategies for inclement weather depending on the analysis of the “cooling center” study. Health Specialist at Isbell Middle School will be increased from 7 to 8 hours x day to provide full day coverage at that site.</p>	

**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.)

<p><b>Total amount of Supplemental and Concentration grant funds calculated:</b></p>	<p>12174855</p>
<p>For the 2016-17 school year, The Santa Paula Unified School District will receive approximately Twelve Million in Local Control Funding Formula funds based on the unduplicated number and concentration of socio-economically disadvantaged students, English Language Learners, and foster youth attending the district in grades TK-12th. (per May Revision).</p> <p>The Districts unduplicated pupil percentage is 87.73%. A great majority of the students attending the Santa Paula Unified School District belong to the subgroups of English Language Learners (46.6%) and socio-economically disadvantaged (83.4%). Although the school district serves</p>	

foster youth, homeless students (9.3%) and migrant education students (7%), they represent a small percentage of our total student population. Based on our student demographic composition, the SPUSD has chosen to allocate the LCAP funding on a District-Wide basis. Our actions, services and funds targeted our English Language Learners, low income, foster youth and students with disabilities.

In achieving both State priorities and District goals, we will use a significant amount of funds principally directed towards professional development in the California State Standards, technology equipment and infrastructure enhancements, instructional materials, and student support services for our at risk student population. The district recognizes that maintaining high expectations for all students requires an ongoing effort towards improvements in curriculum and instruction, technology, ongoing assessment and leadership support systems. To maintain the progress we have achieved academically, we must engage in a continued cycle of effective and high quality professional development to expand our teacher's knowledge of the California State Standards and the instructional practices to support its implementation. The District will also use LCAP funds to extend library hours, provide access to technology in the libraries and classrooms, as well as a multi-tiered system of academic and behavioral interventions for all struggling learners. LCAP funds will also support "Innovative Applications of Technology in the Classroom" which will consist of educational grants to our teachers to implement promising technology-based instructional practices.

In the Districts ongoing efforts towards full implementation of the California State Standards as well as in preparation for the Next Generation Science Standards (NGSS), the district will use the increased funding through LCFF/LCAP toward supporting high levels of student achievement at every school site. The District is one of the partners in the Ventura County Innovates grant and it is leveraging these funds to increase our Career Pathways course offerings at the high school level. Support for the CCSS will include the addition of two Common Core Coordinators, one at the K-5 level and the second one for grades 6-12. We will be hiring additional coaching and reading interventions specialists to assure that all of our students achieve higher literacy levels and our English Language Learners continue to progress towards reclassification. District will purchase a K-5 Math adoption, and will support the purchase ELD, ELA and Science materials. Our technology infrastructure will continue to be upgraded to meet the instructional and assessment requirements of the California State Standards.

To address the barriers for enrichment opportunities associated with our demographics, the SPUSD has placed significant efforts in increasing opportunities for students to participate in extra-curricular enrichment activities, recreational events, sports and music. Given the fact that unequal summer learning opportunities during the elementary school years may account for about two-thirds of the 9th grade achievement gap between lower and higher income youth, SPUSD will be implementing the *Summer Matters Initiative* by collaborating with the Boys and Girls Club of Santa Clara Valley, the City of Santa Paula Recreation Department, the Blanchard Library and the Santa Paula Police Department to blend academic, recreation, sports and community safety activities in accelerating student learning and engagement for youth in our community. The District will also facilitate access to a variety of higher education opportunities, support Youth Development and Leadership activities and expand Career Pathways and Career and Technical Education classes.

As a district in which 94% of our families are of Hispanic origin, we are committed to provide a culturally sensitive and competent learning environment for all of our students and families. Parent engagement and a welcoming school climate have become key components in creating and maintaining a culturally competent and engaging educational program. To that extent, the SPUSD will continue to implement the PIQE program at all school sites and will incorporate the Leadership Institute associated with PIQE for parents who already received their Certificate of Completion last year. To expand our family support services, and to support students in their efforts toward career exploration and high school graduation, we are committing LCAP funds to maintain school counselors at the middle school, high school and continuation school. We will also expand our counseling program by adding two more bilingual counselors for the middle school and high school, and increase all of our K-5 counselors from part-time to full time positions. It is the District's expectation that these mental health professionals will assist in connecting families and students with needed community services and will provide the academic and social-emotional support services that students need to succeed at school.

Finally, the District will commit funding to improve our facilities to be able to offer modern 21st century classrooms and libraries to better address

the academic, social, career and technical, and emotional needs of all students. To that effect, the District will continue to invest funds for the modernization all library facilities and establish "Learning Resource/Literacy Centers" which will provide access to Wi-Fi and advanced technology access to students, parents and staff.

District leaders and stakeholders believe these actions and services are the most effective use of the funds.

- 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.

29.51	%
-------	---

The services to English learners, low income pupils and foster youth provided for in this LCAP, meet or exceed the MPP of 29.51%. Specifically, reading intervention specialists, increased counseling services and access to community based agencies for students and their families, AVID, staff development on English Language Development standards, family engagement activities including Parent Institute for Quality Education (PIQE), youth leadership activities designed for unduplicated students, implementation of CHAMPS and Restorative Justice to increase inclusiveness and positive behaviors, translators for parent teacher conferences, instructional assistants for Transitional Kindergarten and Kindergarten classes, extended library hours for increased access of unduplicated students and their families to reading materials and technology, create partnership with Adult Education Consortium to provide English as a Second Language classes to students and their families, all contribute to a wide-reaching program that is principally directed to the needs of our unduplicated students.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the

district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).