

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Santa Monica-Malibu Unified

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# 2017-20 Plan Summary

## THE STORY

Briefly describe the students and community and how the LEA serves them.

The Santa Monica-Malibu Unified School District (SMMUSD) is headquartered in Santa Monica and serves the coastal communities of Santa Monica and Malibu. It is located in Los Angeles County and serves 11,000 students in preschool through 12th grade in 10 elementary schools, two middle schools, one middle / high school, one comprehensive high school, a continuation high school and a K - 8th grade alternative school. The district is also home to 11 early childhood education centers and an adult school. The first classroom opened with 52 students in March 1876. SMMUSD's annual budget for the 2017-18 school year is \$155,371,152.

U.S. News and World Report has named both Santa Monica High School and Malibu High School as Top High Schools in the nation and state, awarding a silver medal to Samohi with the ranking of 606 in the nation and 105 in the state and a gold medal to Malibu High School for rankings of 279 and 45, respectively in 2017.

Three schools have been recognized as National Blue Ribbon Schools: Edison Language Academy, Will Rogers Learning Community and Lincoln Middle School. Lincoln Middle School has earned the Gold School designation in 2015 and is one of nine schools recognized as a California Distinguished School. The others are: Franklin, McKinley, Roosevelt, Will Rogers, Webster and Point Dume elementary schools and Malibu and Santa Monica high schools.

The SMMUSD Mission Statement, *Extraordinary achievement for all students while simultaneously closing the achievement gap*, guides the work of the Excellence through Equity plan that includes the following three priorities: All graduates are ready for college and careers; English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum and all students engage in schools that are safe, well-maintained and family-friendly.

Students attending Santa Monica High School and Malibu High School have a graduation rate of about 95%, with the majority of students moving forward with post-secondary education options.

Extra-curricular programs including visual and performing arts and athletics at the high school level are focal points within each campus. Students begin their visual and performing arts instruction in elementary school and access continues through high school. The district is currently developing a Career Technical Education program, along with a growing Science, Technology, Engineering and Math (STEM) options to meet the demands of 21st century careers.

The communities of Santa Monica and Malibu have approved two bonds in recent years for the modernization, technology and safety updates of schools. Measure BB was approved in 2006 for \$268 million and Measure ES in 2012 for \$385 million. Local voters also passed Measure Y/YY in 2010 and Measure GSH/GS in 2016, along with Measure R parcel tax in 2008. The district appreciates the support of the communities it serves.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP includes the following features:

- The previous plan's twenty-seven goals have been compacted into three:
  1. All graduates are ready for college and careers.
  2. English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum.
  3. All students engage in schools that are safe, well-maintained and family-friendly.
- The secondary math metric has been eliminated since the goal has been met.
- Since college course completion is part of the State's College and Career Indicator, it is no longer included as an individual metric.
- The preschool metric is now based on the Early Development Instrument's (EDI) student vulnerability rate. Preschool teachers will be given release time to review student data and to develop intervention plans as needed.
- Providing the PSAT to all tenth-graders on a school day was one effective strategy for increasing student enrollment in advanced placement and college courses, particularly for those who have been historically under-represented. This year plan funds the SAT for all seniors on a school day in the fall.
- The school day will be extended for English Learners in middle school so that they can participate in a designated ELD course and take an elective (Music, AVID, Project Lead the Way, etc.)

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

In reviewing the District's data from all metrics, the following illustrate our greatest progress:

## GREATEST PROGRESS

- Student in grades 3 – 8 performed at the very high level (Blue) on the CAASPP in ELA. These data also reflect an increase over the previous year's scores by 11.8 points. Subgroups that performed at the two highest levels (Blue, green) include English Learners, Asian, African American, Two or more races and White.
- Student in grades 3 – 8 performed at the high level (Green) on the CAASPP in math. These data also reflect an increase over the previous year's scores by 12.7 points. Subgroups that performed at the two highest levels (Blue, green) include English Learners, Asian, Two or more races and White.
- Twelve out of fourteen schools serving students in grade K-8 are at the high or very high level on the CAASPP in ELA and math.
- English learners progress was rated at the high level (Green) with an increase of 3.3% over last year's data.
- The District maintained a high (Green) graduation rate. The following subgroups were at the very high or high levels: English learners, socio-economically disadvantaged, Asian, Hispanic and White.
- Gaps in Advanced Placement course enrollments are closing. In 2013-14, 8% of high school students were African American but

- they only represented just 4% of AP course enrollment. In 2015-16, those rates were 7% and 5%. Similar improvements were seen with the Hispanic and socio-economically disadvantaged subgroups. More than 51% of graduates passed at least one AP exam with a score of 3 or higher.
- Twenty-one percent of 2015-16 graduates successfully completed one or more college courses while in high school.
  - The percent of English Learners considered "long term English Learner" (LTEL) decreased from 25% in 2012-13 to 12% in 2015-16.
  - Fourteen of sixteen schools rated "Good" or "Exemplary" on the State's Facility Inspection Tool (FIT.)
  - Nine of fifteen schools had low or very low suspension rates, and eight decreased those rates even more between 2013-14 and 2014-15.
  - Fail rates in secondary math classes decreased from 25% in 2012-13 to 14% in 2015-16.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

#### GREATEST NEEDS

According to the LCAP Dashboard, the following subgroups performed at either the low or lowest ("orange" or "red") levels:

##### Suspension Rates

Orange: Socioeconomically disadvantaged; students with disabilities; American Indian; African American; Pacific Islander

Red: None

##### Graduation Rates

Orange: Students with disabilities; African American; Pacific Islander

Red: None

##### Remedy for 2016-17

School and district leadership teams will look at the annual suspension and graduation data in August 2017 and set goals for interim improvement. In November and February, these same teams will review monthly suspension data and report card pass rates. If interim results are not as desired, school and district plans will be adjusted.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

#### PERFORMANCE GAPS

##### Suspension Rates

No subgroup was two or more levels below the "All Students" group of "yellow."

##### Graduation Rates

Subgroups performing two or more levels below the "All Students" group of "green" include: Students with disabilities (orange); African Americans (orange.)

##### CAASPP ELA 3-8

Subgroups performing two or more levels below the "All Students" group of "blue" include: Socio-economically disadvantaged (yellow); students with disabilities (yellow); Hispanic (yellow.)

##### CAASPP Math 3-8

No subgroup was two or more levels below the "All Students" group of "green."

##### Remedy for 2016-17

School and district leadership teams will look at the annual graduation and CAASPP data in August 2017 and set goals for interim improvement. In November and February, these same teams will review interim data on progress report grades and district interim assessments in ELA. If interim results are not as desired, school and district plans will be adjusted.

#### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Four ways the District will increase or improve services to English Learners, foster youth and socio-economically disadvantaged students are:

1. Train and implement all district and school leadership teams in Fullan's coherence framework which includes the following components:
  - a. Clarity
  - b. Commitment
  - c. Collaboration
  - d. Accountability
2. Implement a system of reviewing lag (annual) and lead (interim) metrics so that district and school leadership teams have annual and during-year feedback to monitor and adjust school plans. This year, lag and lead metrics will align with State indicators on the LCAP Dashboard:
  - a. Attendance
  - b. Suspensions

- c. Graduation rates (final and progress report grades)
- d. Proficiency in ELA and Math (Annual CAASPP and district interim assessment results)
- 3. Train and monitor all ELD teachers in designated ELD. Train all other teachers in integrated ELD.
- 4. Implement a social justice framework to include the following components:
  - a. Social Justice Standards PreK-12
  - b. Ethnic Studies embedded in Freshmen Seminar
  - c. Ethnic Studies Electives

#### **BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION  | AMOUNT                                      |
|--|---|
| Total General Fund Budget Expenditures for LCAP Year   | \$155,371,152                               |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year  | \$120,932,150                               |
| <p>The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.</p> <p>Other general fund expenditures not itemized in the LCAP include:</p> <ul style="list-style-type: none"> <li>1. Special Education</li> <li>2. Transportation</li> <li>3. Utilities</li> <li>4. Food Services</li> <li>5. Preschool/Afterschool programs</li> <li>6. Facility Use</li> </ul> |   |
| \$94,200,253   | Total Projected LCFF Revenues for LCAP Year |

## Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

|               |  |
|---------------|--|
| <b>Goal 1</b> | Goal 1.1 All teachers are credentialed for the subject(s) they teach OR are on a path to obtaining the appropriate credential. |
|---------------|--|

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

|  |   |
|--|---|
| Maintain 100% of teachers fully credentialed and appropriately assigned or on a path to meet this requirement. | 100% of teachers are fully credentialed and appropriately assigned or on a path to meet this requirement. |
|--|---|

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations                              | <b>ACTUAL</b><br>The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include: • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations   |
|                  | <b>BUDGETED</b><br>74000 - 1000-1999 Certificated Salaries - LCFF Base: \$371,386<br>74000 - 2000-2999 Classified Salaries - LCFF Base: \$894,485<br>74000 - 3000-3999 Employee Benefits - LCFF Base: \$503,835<br>74000 - 4000-4999 Books and Supplies - LCFF Base: \$44,874<br>74000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$402,733<br>74000 - 6000-6999 Capital Outlay - LCFF Base: \$0 | <b>ESTIMATED ACTUAL</b><br>74000 - 1000-1999 Certificated Salaries - LCFF Base: \$427,948<br>74000 - 2000-2999 Classified Salaries - LCFF Base: \$1,058,282<br>74000 - 3000-3999 Employee Benefits - LCFF Base: \$582,217<br>74000 - 4000-4999 Books and Supplies - LCFF Base: \$51,898<br>74000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$471,802<br>74000 - 6000-6999 Capital Outlay - LCFF Base: \$1,661 |
| Expenditures     | <b>PLANNED</b><br>The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements.  | <b>ACTUAL</b><br>The Beginning Teacher Support and Assessment (BTSA) program provided support to new teachers in completing credential requirements.   |
|                  | <b>BUDGETED</b><br>In House PD 21400 - 1000-1999 Certificated Salaries - LCFF Base: \$122,127<br>3000-3999 Employee Benefits - LCFF Base: \$40,011<br>4000-4999 Books and Supplies - LCFF Base: \$8,747<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,095   | <b>ESTIMATED ACTUAL</b><br>In House PD 21400 - 1000-1999 Certificated Salaries - LCFF Base: \$151,106<br>In House PD 24000 - 3000-3999 Employee Benefits - LCFF Base: \$46,998<br>In House PD 24000 - 4000-4999 Books and Supplies - LCFF Base: \$9,750<br>In House PD 24000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$7,650  |
| Actions/Services | <b>PLANNED</b>   | <b>ACTUAL</b>  |

|                  |  |  |
|------------------|--|--|
|                  | Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district.  | Each school has a teacher who served as a professional development leader. Together with his/her professional development team and principal, they planned and implemented training related to school and/or district goals. In this way, each new teachers quickly learned about the vision of his/her school and the district.   |
| Expenditures     | <b>BUDGETED</b><br>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$54,592<br>3000-3999 Employee Benefits - Federal Revenues - Title II: \$10,471<br>4000-4999 Books and Supplies - Federal Revenues - Title II: \$126,500<br>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$0   | <b>ESTIMATED ACTUAL</b><br>Title II 10000 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$140,969<br>Title II 10000 - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$27,070<br>Title II 10000 - 4000-4999 Books and Supplies - Federal Revenues - Title II: \$84,614<br>Title II 10000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$34,109  |
| Actions/Services | <b>PLANNED</b><br>Develop a plan and metrics such that teacher ethnicity demographics mirror student ethnicity demographics.   | <b>ACTUAL</b><br>This did not occur.   |
| Expenditures     | <b>BUDGETED</b><br>HR 74000 - 1000-1999 Certificated Salaries - LCFF Base: \$371,386 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$894,485 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$503,835 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$44,874 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$402,733 (repeated expenditure)<br>HR 74000 - 6000-6999 Capital Outlay - LCFF Base: \$0 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>HR 74000 - 1000-1999 Certificated Salaries - LCFF Base: \$427,948 (repeated expenditure)<br>HR 74000 - 2000-2999 Classified Salaries - LCFF Base: \$1,058,282 (repeated expenditure)<br>HR 74000 - 3000-3999 Employee Benefits - LCFF Base: \$582,217 (repeated expenditure)<br>HR 74000 - 4000-4999 Books and Supplies - LCFF Base: \$51,898 (repeated expenditure)<br>HR 74000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$471,802 (repeated expenditure)<br>HR 74000 - 6000-6999 Capital Outlay - LCFF Base: \$1,661 (repeated expenditure) |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | The actions are supporting the continued 100% goal.  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Actions/services taken by the Human Resources department have effectively met the articulated goal.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-17 plan which explains a significant difference between Budgeted and Estimated Actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.                                       |

|               |   |
|---------------|---|
| <b>Goal 2</b> | Goal 1.2 All students have access to standards-aligned textbooks. |
|---------------|---|

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

#### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

|   |   |
|---|---|
| All (100%) students have access to standards-aligned textbooks. | All (100%) students have access to standards-aligned textbooks. |
|---|---|

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>Complete the second year of a two year selection, adoption and implementation of textbooks aligned to the new California standards in English Language Arts. The selection process requires providing substitutes for classroom teachers so that they may hear from and respond to various textbook vendors. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation in three to four days of training in support of the new adoption. (Schools add or replace lost/damaged textbooks and renew consumable materials from school-based lottery funds.) | <b>ACTUAL</b><br>The ELA adoption K-12 is complete.  |
| Expenditures     | <b>BUDGETED</b><br>4000-4999 Books and Supplies - Other State Revenues: \$800,000  | <b>ESTIMATED ACTUAL</b><br>4000-4999 Books and Supplies - Other State Revenues: \$800,000  |
| Actions/Services | <b>PLANNED</b><br>Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs.  | <b>ACTUAL</b><br>Librarian, elementary library coordinators and other library staff managed the textbook inventories. Annually, they managed worn or lost materials and supplement where needed. They also worked with staff to stock the collection with resources aligned to curricular needs.   |
| Expenditures     | <b>BUDGETED</b><br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 1000-1999 Certificated Salaries - LCFF Base: \$348,534<br>2000-2999 Classified Salaries - LCFF Base: \$564,449<br>3000-3999 Employee Benefits - LCFF Base: \$446,885<br>4000-4999 Books and Supplies - LCFF Base: \$18,059<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,300   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 1000-1999 Certificated Salaries - LCFF Base: \$340,990<br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 2000-2999 Classified Salaries - LCFF Base: \$543,740<br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 3000-3999 Employee Benefits - LCFF Base: \$419,846<br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 4000-4999 Books and Supplies - LCFF Base: \$21,377<br>INSTRUCTIONAL LIBRARY, MEDIA, TECH :24200 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,355 |

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | The district's textbook adoption cycle, inventory system and practices for ensuring students have textbooks continues to support this goal.  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The district's practices are effectively promoting the success on this goal.   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | No significant difference.   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | When funds become available, it is recommended that the district accelerate it's adoption cycle for NGSS and social studies.<br><br>This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers. |

|               |  |
|---------------|--|
| <b>Goal 3</b> | Goal 1.3 All 16 schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT by 2018-19. |
|---------------|--|

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

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

##### ACTUAL

Fourteen schools have an overall rating of "Exemplary" or "Good" level as measured by the FIT.

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br><br>M&O employees: 1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities. | <b>ACTUAL</b><br><br>M&O employees: 1. Maintained and repaired/replaced as necessary each facility's mechanical, electrical, structural, technical and safety systems. 2. Cleaned and sanitized educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities. 3. Maintained the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities. |
|                  | <b>BUDGETED</b><br><br>81000,82000 - 2000-2999 Classified Salaries - LCFF Base: \$3,425,545<br>3000-3999 Employee Benefits - LCFF Base: \$1,672,454<br>4000-4999 Books and Supplies - LCFF Base: \$307,036<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,583,156<br>6000-6999 Capital Outlay - LCFF Base: \$0   | <b>ESTIMATED ACTUAL</b><br><br>81000,81100 and 82000 - 2000-2999 Classified Salaries - LCFF Base: \$6,346,705<br>81000,81100 and 82000 - 3000-3999 Employee Benefits - LCFF Base: \$3,049,847<br>81000, 81100 and 82000 - 4000-4999 Books and Supplies - LCFF Base: \$768,510<br>81000, 81100 and 82000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,871,901<br>81000, 81100 and 82000 - 6000-6999 Capital Outlay - LCFF Base: \$335,589   |
| Actions/Services | <b>PLANNED</b><br><br>The district will implement a windows, paint, floors and doors project. Those schools with the lowest FIT rating will be serviced first.  | <b>ACTUAL</b><br><br>The district completed projects at Cabrillo, Grant and Rogers as planned.   |
| Expenditures     | <b>BUDGETED</b><br><br>Bond Proceeds - 6000-6999 Capital Outlay - Other Local Revenues: \$2,000,000   | <b>ESTIMATED ACTUAL</b><br><br>Bond Proceeds - 6000-6999 Capital Outlay - Other Local Revenues: \$2,000,000  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.                       | <p>This year, the district did the following:</p> <ul style="list-style-type: none"> <li>Initiated a multi-year Windows, Paint and Floors project starting at three schools: Grant, Cabrillo, Rogers (paint and floors).</li> <li>Continued Window, Paint, and Floors at Malibu High School.</li> <li>Continued Best Management Practices for summer cleaning and on-going.</li> <li>Hired a Chief Operations Officer and Director of Maintenance &amp; Operations in order to ensure efficiencies of facilities departments.</li> </ul> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | <ul style="list-style-type: none"> <li>The expected target to have 12 schools rate at exemplary and good was achieved in the fall of 2015.</li> <li>In 2016 ratings showed an improvement from 2015 with 14 schools meeting the expected target with ratings at exemplary or good.</li> </ul>  |



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

- o The number of schools rating fair decreased by two (2).
- o The team notes that the number of schools rating exemplary has remained at one (1) school for the last four years.

The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.

Continue with current facilities plan. This goal will now be included in Goal 3 of the 2017-2020 LCAP.

## Goal 4

Goal 2.1 All teachers in grades K-12 are implementing the new California Standards: ELA, math, Next Generation Science.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of district curriculum guides in ELA and math are based on the new California standards in ELA and math.

#### ACTUAL

100% of district curriculum guides in ELA and math are based on the new California standards in ELA and math.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Teachers participate in awareness training related to the Next Generation Science standards (NGSS) and know the shifts and practices. (Teachers have an option of participating in 15-16 or 16-17 with the expectation that all teachers will be fully implementing NGSS during the 17-18 school year.) They will also be trained in project-based learning aligned to the NGSS. A number of staff, programs and services support students with disabilities so that they have access to standards-aligned curriculum and other learning opportunities. | <b>ACTUAL</b><br>All staff participated in NGSS awareness training.   |
|                  | <b>BUDGETED</b><br>Instructional 10000 All elementary teachers; all secondary science teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583<br>2000-2999 Classified Salaries - LCFF Base: \$506,096<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117<br>4000-4999 Books and Supplies - LCFF Base: \$809,412<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025<br>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$0   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963<br>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$9,989 |
| Actions/Services | <b>PLANNED</b><br>Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district standards-aligned, curriculum guides based on experience, new knowledge and assessment results.  | <b>ACTUAL</b><br>Teachers met throughout the year and will continue to meet over the summer so that guides are revised and ready for distribution in August.  |
| Expenditures     | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>   |

|                  |  |   |
|------------------|--|---|
|                  | 1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322<br>3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245<br>4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898<br>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842  | INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$194,781  |
| Actions/Services | <b>PLANNED</b><br><br>Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training and facilitated learning walks. These actions include all school administrators, educational services staff and computer techs. | <b>ACTUAL</b><br><br>Site and some district leaders were in classrooms more frequently than ever before. Curriculum guides are helping site leaders understand what teachers should be teaching related to content standards in ELA and math.   |
| Expenditures     | <b>BUDGETED</b><br><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779<br>4000-4999 Books and Supplies - LCFF Base: \$202,104<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278<br>21000, 27000 - 6000-6999 Capital Outlay - LCFF Base: \$0  | <b>ESTIMATED ACTUAL</b><br><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185<br>21000, 27000 - 6000-6999 Capital Outlay - LCFF Base: \$72,344                                |
| Actions/Services | <b>PLANNED</b><br><br>A number of other departments support classroom teachers and/or promote student success. These include any cost related to: Other General Business and fiscal services Purchasing Printing Services  | <b>ACTUAL</b><br><br>A number of other departments supported classroom teachers and/or promote student success. These included any cost related to: Other General Business and fiscal services Purchasing Printing Services   |
| Expenditures     | <b>BUDGETED</b><br><br>2000-2999 Classified Salaries - LCFF Base: \$1,470,942<br>3000-3999 Employee Benefits - LCFF Base: \$684,163<br>4000-4999 Books and Supplies - LCFF Base: \$84,413<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,380,014<br>6000-6999 Capital Outlay - LCFF Base: \$39,364  | <b>ESTIMATED ACTUAL</b><br><br>72000, 73000, 73100, 75300, 75500 - 2000-2999 Classified Salaries - LCFF Base: \$1,713,657<br>72000, 73000, 73100, 75300, 75500 - 3000-3999 Employee Benefits - LCFF Base: \$790,989<br>72000, 73000, 73100, 75300, 75500 - 4000-4999 Books and Supplies - LCFF Base: \$142,445<br>72000, 73000, 73100, 75300, 75500 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,753,321<br>72000, 73000, 73100, 75300, 75500 - 6000-6999 Capital Outlay - LCFF Base: \$124,701 |
| Actions/Services | <b>PLANNED</b><br><br>The Board of Education creates the vision for student learning and the superintendent moves that vision forward.   | <b>ACTUAL</b><br><br>The Board and superintendent continue to support their vision of equity.   |
| Expenditures     | <b>BUDGETED</b><br><br>71100,71500,71800,71900 - 1000-1999 Certificated Salaries - LCFF Base: \$218,686<br>2000-2999 Classified Salaries - LCFF Base: \$281,955<br>3000-3999 Employee Benefits - LCFF Base: \$259,733<br>4000-4999 Books and Supplies - LCFF Base: \$11,634<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$856,113<br>71100, 71500, 71800, 71900 - 6000-6999 Capital Outlay - LCFF Base: \$0  | <b>ESTIMATED ACTUAL</b><br><br>71100, 71500, 71800, 71900 - 1000-1999 Certificated Salaries - LCFF Base: \$311,076<br>71100, 71500, 71800, 71900 - 2000-2999 Classified Salaries - LCFF Base: \$307,938<br>71100, 71500, 71800, 71900 - 3000-3999 Employee Benefits - LCFF Base: \$294,149<br>71100, 71500, 71800, 71900 - 4000-4999 Books and Supplies - LCFF Base: \$0<br>71100, 71500, 71800, 71900 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$827,550                                       |

|                  |   |   |
|------------------|---|---|
|                  |   | 71100, 71500, 71800, 71900 - 6000-6999 Capital Outlay - LCFF Base: \$43,261   |
| Actions/Services | <b>PLANNED</b><br>Literacy and math coaches provide additional teacher support in the elementary schools.   | <b>ACTUAL</b><br>Literacy and math coaches provided additional teacher support in the elementary schools.   |
|                  | <b>BUDGETED</b><br>10000 Elementary literacy coaches (full time release) stipends for elementary math coaches - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)<br>Lit Coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$382,903<br>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$0 (repeated expenditure)<br>Lit. Coaches - 3000-3999 Employee Benefits - LCFF S & C: \$154,384<br>2000-2999 Classified Salaries - LCFF S & C: \$0<br>4000-4999 Books and Supplies - LCFF S & C: \$0<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0 | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)<br>INSTRUCTIONAL:10000 All - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035<br>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$9,989 (repeated expenditure)<br>INSTRUCTIONAL:10000 All - 3000-3999 Employee Benefits - LCFF S & C: \$506,065<br>INSTRUCTIONAL:10000 All - 2000-2999 Classified Salaries - LCFF S & C: \$297,519<br>INSTRUCTIONAL:10000 All - 4000-4999 Books and Supplies - LCFF S & C: \$407,574<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$650,451 |
| Expenditures     |   |   |
|                  |   |   |
| Actions/Services | <b>PLANNED</b><br>Teacher representatives will develop curriculum guides based on the NGSS.   | <b>ACTUAL</b><br>Sixth grade teachers developed curriculum guides.  |
|                  | <b>BUDGETED</b><br>1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322 (repeated expenditure)<br>3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245 (repeated expenditure)<br>4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$194,781 (repeated expenditure)   |
| Expenditures     |   |   |
|                  |   |   |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.                       | Overall, the implementation appears to be effective. The curriculum guides for ELA and Math have been published and are available for teachers to use. The development of these guides is evidence that the actions/services have been met. However, the monitoring of classrooms by principals and co-administrators to ensure that the guides are being implemented is not evident from this metric. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | The actions/services selected were effective at meeting the articulated goal.  |

|  |  |
|--|--|
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.   |

|               |   |
|---------------|---|
| <b>Goal 5</b> | Goal 2.2 All elementary teachers and secondary teachers of ELA, ELD, math and science will implement the new English Language Development standards by 2017-18. |
|---------------|---|

|   |   |
|---|---|
| State and/or Local Priorities Addressed by this goal: | STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL |
|---|---|

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

|  |   |
|--|---|
| 100% of district curriculum guides in ELA, ELD and math have been aligned to the new California ELD standards. | The ELD standards have not been included in the district's ELA and math guides. |
|--|---|

##### ACTUAL

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Ed. Services staff will work with teachers to review and revise ELD curriculum guides. Include curriculum guides as training materials in the ELD Standards training activities. Publish the revised curriculum guides on the district website for each access by staff and parents.  | <b>ACTUAL</b><br>The ELA guides are under development to include the ELD standards.   |
| Expenditures     | <b>BUDGETED</b><br>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$10,905<br>2000-2999 Classified Salaries - Federal Revenues - Title III: \$29,200<br>3000-3999 Employee Benefits - Federal Revenues - Title III: \$5,375<br>4000-4999 Books and Supplies - Federal Revenues - Title III: \$19,547<br>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$43,675 | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$20,000<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$2,200<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$4,507<br>91,670 - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$91,670<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$41,215 |
| Actions/Services | <b>PLANNED</b><br>The Coordinator of Literacy and Language supports schools in serving its English Learners. She also coordinates training and Learning Walks.  | <b>ACTUAL</b><br>The Coordinator of Literacy and Language supported schools in serving its English Learners. She also coordinated training and Learning Walks.  |
| Expenditures     | <b>BUDGETED</b><br>Coor. Lit/Lang - 1000-1999 Certificated Salaries - LCFF S & C: \$117,034<br>Coor. Lit/Lang - 3000-3999 Employee Benefits - LCFF S & C: \$37,842<br>INSTRUCTION SUPERVISION :21000 - 2000-2999 Classified Salaries - LCFF S & C: \$0  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTION SUPERVISION :21000 - 1000-1999 Certificated Salaries - LCFF S & C: \$109,040<br>INSTRUCTION SUPERVISION :21000 - 3000-3999 Employee Benefits - LCFF S & C: \$43,851<br>INSTRUCTION SUPERVISION :21000 - 2000-2999 Classified Salaries - LCFF S & C: \$6,301  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>• ELD standards have not been aligned to curriculum guides</li> <li>• This year we are finishing the ELA/ELD adoption for all levels</li> <li>• The next step would be to connect the ELD standards to our adopted materials and guides</li> <li>• We are working on analyzing our math curriculum guides in elementary and looking at resources that would support ELs and outlining this in the curriculum guides</li> </ul>   |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | <ul style="list-style-type: none"> <li>• Based on the survey data, the actions/services have not yet been effective because only half of the responders were aware of the ELD standards</li> <li>• Based on the survey data, staff members are aware of support staff including literacy coaches and language interventionists</li> </ul>   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The ELD curriculum guide work did not begin this year, causing a reduced amount spent on certificated staff. Additional supplementary materials were need for LTEL intervention, causing an increase in material expenditures. Classified cost was not included in budgeted expenditure.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"> <li>• We recommend developing a systematic way to train teachers on the ELD standards</li> <li>• We recommend once ELD standards are implemented into curriculum guides, administrators check in on classrooms to see that ELD standards are being embedded into instruction and daily activities</li> <li>• We need to be more specific in the plan with realistic action steps for introducing both the updated curriculum guides and learning walks</li> <li>• We recommend developing a plan for involving and informing parents and families about the ELD standards, how they are being implemented, and what support is available at home</li> <li>• This goal will now be included in Goal 2 of the 2017-2020 LCAP.</li> </ul> |

|               |   |
|---------------|---|
| <b>Goal 6</b> | Goal 3.1 Increase the percentage of families who feel welcomed, valued and connected in their school community. |
|---------------|---|

|   |   |
|---|---|
| State and/or Local Priorities Addressed by this goal: | STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL |
|---|---|

#### ANNUAL MEASURABLE OUTCOMES

| EXPECTED  | ACTUAL   |
|---|--|
| Collect baseline data in 2016-17 and disaggregate by school:<br><br>% of parents who feel welcome<br><br>% of parents who feel valued<br><br>number of parents who participate in School Smarts | No survey was given in 2016-17; therefore, baseline data could not be collected. |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.  | <b>ACTUAL</b><br>Bilingual Community Liaisons served their schools' parents/families and connected them to school and community resources.  |
|                  | <b>BUDGETED</b><br>Bil. Community Liaisons - 2000-2999 Classified Salaries - LCFF S & C: \$407,268<br>Bil. Community Liaisons - 3000-3999 Employee Benefits - LCFF S & C: \$239,363 | <b>ESTIMATED ACTUAL</b><br>PARENT PARTICIPATION:24950 - 2000-2999 Classified Salaries - LCFF S & C: \$366,393<br>PARENT PARTICIPATION:24950 - 3000-3999 Employee Benefits - LCFF S & C: \$209,505 |
| Actions/Services | <b>PLANNED</b>  | <b>ACTUAL</b>   |

|                  |   |  |
|------------------|---|--|
|                  | The District in partnership with SMMPTA and SMMCTA, administers the Parent Engagement Survey in August/September annually. Results from the survey are used to inform PTA leadership, school site councils, district leadership and the Board.  | Because the data needs of the district, PTA and CTA are so diverse, the joint survey became too long. The survey was not given this year. An alternative survey through K12 Insight will be administered in 2017-18 and every two years after that. (See Goals Section, Goal 3.)   |
| Expenditures     | <b>BUDGETED</b><br>71100 Supt's Office - 1000-1999 Certificated Salaries - LCFF Base: \$218,686 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$281,955 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$259,733 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$11,634 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$856,113 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 6000-6999 Capital Outlay - LCFF Base: \$0 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>71100, 71500, 71800, 71900 - 1000-1999 Certificated Salaries - LCFF Base: \$311,076 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 2000-2999 Classified Salaries - LCFF Base: \$307,938 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 3000-3999 Employee Benefits - LCFF Base: \$294,149 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 4000-4999 Books and Supplies - LCFF Base: \$0 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$827,550 (repeated expenditure)<br>71100, 71500, 71800, 71900 - 6000-6999 Capital Outlay - LCFF Base: \$43,261 (repeated expenditure) |
| Actions/Services | <b>PLANNED</b><br>Train elementary parents from under-represented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.   | <b>ACTUAL</b><br>Elementary parents from under-represented subgroups were trained through the School Smarts or other parent education program. Parents of ELs and ED students were strongly represented in attendance.   |
| Expenditures     | <b>BUDGETED</b><br>School Smarts - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$19,500   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 (School Smarts) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000 (repeated expenditure)  |
| Actions/Services | <b>PLANNED</b><br>The coordinator of parent and student engagement works with schools in developing a family involvement plan to include in their SPSAs.  | <b>ACTUAL</b><br>The coordinator of parent and student engagement worked with schools in developing a family involvement plan to include in their SPSAs.   |
| Expenditures     | <b>BUDGETED</b><br>Coor. Parent Engagement - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$117,034<br>Coor. Parent Engagement - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$37,842<br>INSTRUCTION SUPERVISION :21000 - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$0   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTION SUPERVISION :21000 - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$140,441<br>INSTRUCTION SUPERVISION :21000 - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$37,370<br>INSTRUCTION SUPERVISION :21000 - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$45,465   |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- A Parent Engagement survey was given in 2015 - 2016.
- A Parent Engagement survey is expected to be given in Spring of 2017.
- Created position for, and hired, a Bilingual Parent and Student Engagement Coordinator in the Spring of 2016.
- Every school as have a community liaison.
- Have representatives from most schools on the LCAP Parent Advisory committee. Do not have representatives from Malibu schools, Franklin and SMASH.
- Have at least two representatives from every site on DELAC.
- Schools Smarts parent training program continued at all schools in Santa Monica. In Malibu, and Franklin, the elementary schools collaborated to provide a modified form of School Smarts training.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

- o 91% of parents were “Satisfied” or “Very Satisfied” with the quality of their children’s education on the 2015 - 2016 Parent Engagement Survey. This percentage remains unchanged from the 2014 - 2015 survey.
- o It is expected that the District will conduct a Parent Engagement survey in Spring 2017.
- o The work group notes that the starting point is high.

The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. Laptops were purchased for board members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional Title I funds were needed to support extra hours of bilingual community liaisons and to purchase materials for parent training and workshops.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A new metric must be established asap. This goal will now be included in Goal 3 of the 2017-2020 LCAP.

## Goal 7

Goal 4.1 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP ELA test to 80% by 2019-20.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase CAASPP ELA Baseline Data to the following:

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

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

| CAASPP Math Results by Ethnicity |         |         |         |         |         |         |        |        |        |        |        |
|----------------------------------|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
|                                  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |        |        |        |        |        |
|                                  | Actual  | Target  | Actual  | Target  | Actual  | Target  | Actual | Target | Actual | Target | Actual |
| A                                | 75      | 77      | 82      | 79      | 80      |         | 81     | 82     | 82     |        |        |
| AA                               | 29      | 31      | 33      | 33      | 35      |         | 37     | 39     | 39     |        |        |
| H                                | 33      | 35      | 39      | 37      | 39      |         | 41     | 43     | 43     |        |        |
| W                                | 69      | 71      | 74      | 73      | 75      |         | 77     | 79     | 79     |        |        |

#### CAASPP Math Results by Economic Status

#### ACTUAL

2016-17 data was not available. Previous data was analyzed as below.

| CAASPP ELA Results by Ethnicity |         |         |         |         |         |         |        |        |        |        |        |
|---------------------------------|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
|                                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |        |        |        |        |        |
|                                 | Actual  | Target  | Actual  | Target  | Actual  | Target  | Actual | Target | Actual | Target | Actual |
| A                               | 83      | 85      | 86      | 87      | 88      |         | 89     | 90     | 90     |        |        |
| AA                              | 44      | 46      | 50      | 48      | 50      |         | 52     | 54     | 54     |        |        |
| H                               | 49      | 51      | 52      | 53      | 55      |         | 57     | 59     | 59     |        |        |
| W                               | 79      | 81      | 82      | 83      | 84      |         | 85     | 86     | 86     |        |        |

| CAASPP ELA Results by Economic Status |         |         |         |         |         |         |        |        |        |        |        |
|---------------------------------------|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
|                                       | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |        |        |        |        |        |
|                                       | Actual  | Target  | Actual  | Target  | Actual  | Target  | Actual | Target | Actual | Target | Actual |
| ED                                    | 50      | 52      | 49      | 54      | 56      |         | 58     | 60     | 60     |        |        |
| Not ED                                | 71      | 73      | 79      | 75      | 77      |         | 79     | 80     | 80     |        |        |

| CAASPP ELA Results by Disability Status |         |         |         |         |         |         |        |        |        |        |        |
|---|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
|   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |        |        |        |        |        |
|   | Actual  | Target  | Actual  | Target  | Actual  | Target  | Actual | Target | Actual | Target | Actual |
| SWD                                     | 27      | 29      | 32      | 31      | 33      |         | 35     | 37     | 37     |        |        |
| Not SWD                                 | 72      | 74      | 76      | 76      | 78      |         | 80     | 81     | 81     |        |        |

| CAASPP ELA Results by Language Proficiency |         |         |         |         |         |         |        |        |        |        |        |
|--|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |        |        |        |        |        |
|  | Actual  | Target  | Actual  | Target  | Actual  | Target  | Actual | Target | Actual | Target | Actual |

|               | 2014-15       | 2015-16       | 2016-17       | 2017-18       | 2018-19       | 2019-20       |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|               | <i>Actual</i> | <i>Target</i> | <i>Actual</i> | <i>Target</i> | <i>Actual</i> | <i>Target</i> |
| <i>ED</i>     | 30            | 32            | 35            | 34            | 36            | 38            |
| <i>Not ED</i> | 59            | 61            | 70            | 63            | 65            | 67            |

| CAASPP Math Results by Disability Status |         |        |         |        |         |        |         |        |         |        |         |        |
|--|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|  | 2014-15 |        | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|  | Actual  | Target | Actual  | Target | Actual  | Target | Actual  | Target | Actual  | Target | Actual  | Target |
| SWD                                      | 23      | 25     | 27      | 27     |         | 29     |         | 31     |         |        | 33      |        |
| Not SWD                                  | 59      | 61     | 65      | 63     |         | 65     |         | 67     |         |        | 69      |        |

| CAASPP Math Results by Language Proficiency |         |         |        |         |        |         |        |         |        |         |        |
|---|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|   | 2014-15 | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|   | Actual  | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual |
| EO  | 60      | 62      | 64     | 64      |        | 66      |        | 68      |        | 70      |        |
| IFEP  | 66      | 68      | 73     | 70      |        | 72      |        | 74      |        | 76      |        |
| RFEP  | 46      | 48      | 50     | 50      |        | 52      |        | 54      |        | 56      |        |
| EL  | 29      | 31      | 30     | 33      |        | 35      |        | 37      |        | 29      |        |

|             |    |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|----|
| <i>EO</i>   | 72 | 74 | 74 | 76 | 78 | 80 | 81 |
| <i>IFEP</i> | 79 | 81 | 81 | 82 | 83 | 84 | 85 |
| <i>RFEP</i> | 64 | 66 | 68 | 68 | 70 | 72 | 74 |
| <i>EL</i>   | 31 | 33 | 33 | 35 | 37 | 39 | 41 |

2016-17 data is not yet available. So two years of "trend" data was analyzed.

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br><br>Develop a system of early warning indicators (including district interim assessments) and comprehensive, systematic interventions in academics, behavior and attendance.  | <b>ACTUAL</b><br><br>This did not occur.   |
|                  | <b>BUDGETED</b><br><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)<br>21000, 27000 - 6000-6999 Capital Outlay - LCFF Base: \$0 (repeated expenditure)   | <b>ESTIMATED ACTUAL</b><br><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)<br>21000, 27000 - 6000-6999 Capital Outlay - LCFF Base: \$72,344 (repeated expenditure) |
| Expenditures     | <b>PLANNED</b><br><br>Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. In the SMMUSD, the RTI process begins with high-quality instruction and universal screening of all elementary children in the general education classroom. Based on assessment data, students participate in small groups for high quality reteaching, practice or enrichment. General classroom instructional assistants support elementary classrooms as well as those in the general education alternative setting. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. Some do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. These children may need Tier III services: intensive, individualized or very small group approaches. | <b>ACTUAL</b><br><br>We have completed our third year of RTI implementation in the elementary schools.   |
|                  | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>  |



|                  |  |   |
|------------------|--|---|
|                  | <p>10000 elementary classroom teachers; literacy coaches - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p> <p>Fastbridge/Reflex - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$80,351</p> <p>Literacy Coach Offset - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$88,693</p> <p>Literacy Coach Offset - 3000-3999 Employee Benefits - LCFF S &amp; C: \$17,011</p> <p>RTI IA's offset - 2000-2999 Classified Salaries - LCFF S &amp; C: \$240,000</p> <p>RTI IA's offset - 3000-3999 Employee Benefits - LCFF S &amp; C: \$60,000</p> <p>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$0 (repeated expenditure)</p> | <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$650,451 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 6000-6999 Capital Outlay - LCFF Base: \$9,989 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Students in grades 1 through 6 are identified to participate in the district's summer school program in reading. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. In all grades, standards-based instruction and RTI are integral parts of the instructional program. Teachers and instructional assistants participate in two days of intensive literacy training.</p>  | <p><b>ACTUAL</b></p> <p>Students in grades 1 through 6 participated in the district's summer school program in reading and math. Besides smaller class size, the program had two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. In all grades, standards-based instruction and RTI were integral parts of the instructional program. Teachers and instructional assistants participated in two days of intensive literacy training.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>10000 IISS Summer School teachers; IISS SpEd IA's; IISS classified support and materials - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p> <p>IISS - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$108,415</p> <p>IISS - 2000-2999 Classified Salaries - LCFF S &amp; C: \$16,919</p> <p>IISS - 3000-3999 Employee Benefits - LCFF S &amp; C: \$25,105</p> <p>IISS - 4000-4999 Books and Supplies - LCFF S &amp; C: \$70,000</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p> <p>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p>  | <p><b>ACTUAL</b></p>  |

|                  |  |   |
|------------------|--|---|
|                  | School guiding coalitions have been trained in Professional Learning Communities. All schools' teams will continue to evaluate and improve their Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS.)  | Schools continue to develop their PLCs. POI and MTSS is at the awareness level.   |
| Expenditures     | <b>BUDGETED</b><br>PD PLCs - 1000-1999 Certificated Salaries - LCFF S & C: \$147,859<br>PD PLCs - 3000-3999 Employee Benefits - LCFF S & C: \$11,553<br>PD PLCs - 4000-4999 Books and Supplies - LCFF S & C: \$153,666<br>PD PLCs - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$157,278  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S & C: \$297,519 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$506,065 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$650,451 (repeated expenditure)                            |
| Actions/Services | <b>PLANNED</b><br>District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.  | <b>ACTUAL</b><br>The new superintendent has developed a three-pronged approach to equity in the SMMUSD and will use selected LCAP metrics and/or dashboard indicators to measure progress over time.  |
| Expenditures     | <b>BUDGETED</b><br>1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322 (repeated expenditure)<br>3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245 (repeated expenditure)<br>4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997 (repeated expenditure)<br>153,997 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$153,997 (repeated expenditure) |
| Actions/Services | <b>PLANNED</b><br>Additional supplies and services support students' special assessment needs.   | <b>ACTUAL</b><br>Additional supplies and services supported students' special assessment needs.   |
| Expenditures     | <b>BUDGETED</b><br>31600 - 2000-2999 Classified Salaries - LCFF Base: \$437<br>3000-3999 Employee Benefits - LCFF Base: \$56<br>4000-4999 Books and Supplies - LCFF Base: \$15,745<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$27,554  | <b>ESTIMATED ACTUAL</b><br>PUPIL TESTING:31600 - 2000-2999 Classified Salaries - LCFF Base: \$500<br>PUPIL TESTING:31600 - 3000-3999 Employee Benefits - LCFF Base: \$64<br>PUPIL TESTING:31600 - 4000-4999 Books and Supplies - LCFF Base: \$7,833<br>PUPIL TESTING:31600 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$31,778  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The stated goals and services for this goal have been mostly implemented. The development of early warning indicators has been only partially implemented due to changes in superintendents and an effort to allow the new superintendent to determine what these would include. The RTI model has expanded significantly in the elementary schools, through effective incorporation of Literacy Coaches and Literacy and Language Interventionists. Classroom assistants have been trained to more effectively address the needs of all students. Sites have continued working on their PLC structures. The work with Pedro Noguera continued, although it is being modified under the direction of the new Superintendent.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions/services appear to have been effective, as only one target was not met (growth for the Economically Disadvantaged subgroup). Notably, the African American subgroup exceeded their target by 4%.

The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.

This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.

## Goal 8

Goal 4.2 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Level 3 (Standard Met) or Level 4 (Standard Exceeded) on the CAASPP math test to 80% by 2019-20.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase by the following amounts:

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

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

#### ACTUAL

2016-17 data was not yet available. Previous year data (below) was analyzed.

| CAASPP Math Results by Ethnicity |         |         |        |         |        |         |        |         |        |         |        |
|----------------------------------|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|                                  | 2014-15 | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|                                  | Actual  | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual |
| A                                | 75      | 77      | 82     | 79      |        | 80      |        | 81      |        | 82      |        |
| AA                               | 29      | 31      | 33     | 33      |        | 35      |        | 37      |        | 39      |        |
| H                                | 33      | 35      | 39     | 37      |        | 39      |        | 41      |        | 43      |        |
| W                                | 69      | 71      | 74     | 73      |        | 75      |        | 77      |        | 79      |        |

| CAASPP Math Results by Economic Status |         |         |        |         |        |         |        |         |        |         |        |
|--|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|  | 2014-15 | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|  | Actual  | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual |
| ED                                     | 30      | 32      | 35     | 34      |        | 36      |        | 38      |        | 40      |        |
| Not ED                                 | 59      | 61      | 70     | 63      |        | 65      |        | 67      |        | 69      |        |

| CAASPP Math Results by Disability Status |         |         |        |         |        |         |        |         |        |         |        |
|--|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|  | 2014-15 | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|  | Actual  | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual |
| SWD                                      | 23      | 25      | 27     | 27      |        | 29      |        | 31      |        | 33      |        |
| Not SWD                                  | 59      | 61      | 65     | 63      |        | 65      |        | 67      |        | 69      |        |

| CAASPP Math Results by Language Proficiency |         |         |        |         |        |         |        |         |        |         |        |
|---|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|   | 2014-15 | 2015-16 |        | 2016-17 |        | 2017-18 |        | 2018-19 |        | 2019-20 |        |
|   | Actual  | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual | Target  | Actual |
| EO  | 60      | 62      | 64     | 64      |        | 66      |        | 68      |        | 70      |        |
| IFEP  | 66      | 68      | 73     | 70      |        | 72      |        | 74      |        | 76      |        |
| RFEP  | 46      | 48      | 50     | 50      |        | 52      |        | 54      |        | 56      |        |
| EL  | 29      | 31      | 30     | 33      |        | 35      |        | 37      |        | 29      |        |

#### Guiding Questions

### ACTIONS / SERVICES

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Develop a system of early warning indicators (including district interim assessments) and comprehensive, systematic interventions in academics, behavior and attendance.</p>   | <p><b>ACTUAL</b></p> <p>This did not occur.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/> 21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/> 21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/> 21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/> 21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Students in grades 1 through 6 are identified to participate in the district's summer school program in math. Besides smaller class size, the program has two coteachers in grades 1 and 2. In grades 3 - 6, an instructional assistant supports the teacher. Teachers and instructional assistants participate in two days of intensive literacy training.</p>  | <p><b>ACTUAL</b></p> <p>Students in grades 1 through 6 participated in the district's summer school program in math.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>10000 IISS Summer School teachers; IISS SpEd IA's; IISS classified support and materials - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)<br/> IISS - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$108,415 (repeated expenditure)<br/> IISS - 2000-2999 Classified Salaries - LCFF S &amp; C: \$16,919 (repeated expenditure)<br/> IISS - 3000-3999 Employee Benefits - LCFF S &amp; C: \$25,105 (repeated expenditure)<br/> IISS - 4000-4999 Books and Supplies - LCFF S &amp; C: \$70,000 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.</p>  | <p><b>ACTUAL</b></p> <p>The new superintendent created a three-pronged approach to equity, using LCAP metrics and/or dashboard indicators to monitor progress.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322 (repeated expenditure)<br/> 3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245 (repeated expenditure)<br/> 4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927 (repeated expenditure)</p>   |

|                  |  |   |
|------------------|--|---|
|                  | 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842 (repeated expenditure)  | INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$194,781 (repeated expenditure)   |
| Actions/Services | <p>PLANNED</p> <p>Add a flexible, middle school summer program that provides targeted instruction in math to any student who needs it.</p>   | <p>ACTUAL</p> <p>This flexible middle school program in math occurred.</p>  |
| Expenditures     | <p>BUDGETED</p> <p>10000 IISS Summer School teachers; IISS classified support and materials - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p> | <p>ESTIMATED ACTUAL</p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)</p> |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | The stated goals and services for this goal have been mostly implemented. The development of early warning indicators has been only partially implemented due to changes in superintendents and an effort to allow the new superintendent to determine what these would include. The RTI model has expanded significantly in the elementary schools, through effective incorporation of Literacy Coaches and Literacy and Language Interventionists. Classroom assistants have been trained to more effectively address the needs of all students. Sites have continued working on their PLC structures. The work with Pedro Noguera continued, although it is being modified under the direction of the new Superintendent. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The actions/services appear to have been effective, as only one target was not met (growth for the English Learner subgroup). Notably, several subgroups exceeded their targets, including Students with Disabilities (+2%); Economically Disadvantaged (+3%); African Americans (+2%) and Hispanics/Latinos (+4%).  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.   |

|        |   |
|--------|---|
| Goal 9 | Goal 4.3 Seventy-five percent of students will graduate from high school meeting the a-g courses required for admission to UC/C's by 2019-20. |
|--------|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

## EXPECTED

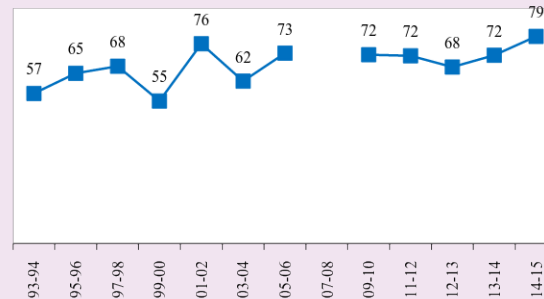
The percentage of students meeting a-g requirements will be no less than the following:

All: 72%  
 W: 73%  
 A: 75%  
 H: 69%  
 AA: 64%  
 SED: 66%  
 EL: 49%

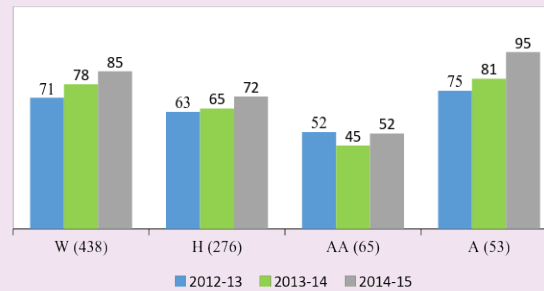
## ACTUAL

Data through 2014-15 was analyzed.

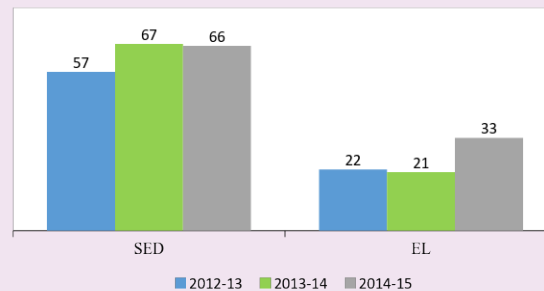
**A-G Rate (%): 1993/4 - 2014/15**



**A-G Rate (%) by Ethnicity**



**A-G Rate (%) by Program**



## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support. | <b>ACTUAL</b><br>Counselors and advisers supported students in their academic planning in grades 6 -12. In high school, college counselors provided additional support. |
|                  |   |   |
| Expenditures     | <b>BUDGETED</b>   | <b>ESTIMATED ACTUAL</b>   |

|                  |   |  |
|------------------|---|--|
|                  | 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$862,643<br>3000-3999 Employee Benefits - LCFF Base: \$306,326  | GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161   |
| Actions/Services | <p><b>PLANNED</b></p> <p>The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID. Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials.</p>                                 | <p><b>ACTUAL</b></p> <p>The AVID program continues to thrive.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>10000 AVID Elective Teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)<br/>AVID - 2000-2999 Classified Salaries - LCFF S &amp; C: \$18,000<br/>AVID - 4000-4999 Books and Supplies - LCFF S &amp; C: \$4,000<br/>AVID - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$13,582</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$0 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$650,451 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.</p>   | <p><b>ACTUAL</b></p> <p>Counselors/advisers used the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31100 High School counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)<br/>PSAT fees - 4000-4999 Books and Supplies - LCFF S &amp; C: \$11,824</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br/>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>District staff will work with Dr. Pedro Noguera in developing and implementing a long term plan, including goals, benchmarks, metrics and activities to close achievement and opportunity gaps.</p>  | <p><b>ACTUAL</b></p> <p>The new superintendent developed a three-pronged plan to equity, using LCAP metrics and/or dashboard indicators to measure progress.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p>  | <p><b>ESTIMATED ACTUAL</b></p>   |

|                  |   |  |
|------------------|---|--|
|                  | 1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322 (repeated expenditure)<br>3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245 (repeated expenditure)<br>4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842 (repeated expenditure) | INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$194,781 (repeated expenditure) |
| Actions/Services | PLANNED<br>At Samohi, three student intervention specialists work with at risk freshmen.  | ACTUAL<br>At Samohi, three student intervention specialists worked with at risk freshmen.  |
| Expenditures     | BUDGETED<br>Student Outreach Specialists - 2000-2999 Classified Salaries - LCFF S & C: \$179,176<br>Student Outreach Specialists - 3000-3999 Employee Benefits - LCFF S & C: \$72,690   | ESTIMATED ACTUAL<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S & C: \$297,519 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure)   |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- A. Counselors and Advisors worked with students in Grades 6-12
  - a. Currently, being administered across-the-board
  - b. In addition, college counselors at Samohi/Malibu
- B. High School college counselors provided additional support in Grades 9-12
  - a. College counselors at Samohi only work on college (e.g. no discipline)
- C. Implementation of AVID program and AVID classes in Grades 7-12 (in Santa Monica)
  - a. Get Ahead (summer) provided by district
- D. Young collegians program in Grades 9-12
  - a. Ongoing
- E. Administration of PSAT to identify potential AP Students
  - a. This is the 2nd year given to all 10th graders; at Olympic there are not a lot of 10th graders; next year working with Stephanie to identify Olympic students.
- F. Outsourced consultation with Dr. Pedro Noguera
  - a. Ongoing
- G. At Samohi 3 Student Intervention Specialists work with at-risk Freshman
  - a. Actual Title SOS - Student Outreach Specialists - work with at-risk Freshman during tutorial period; in addition, working with chronic absenteeism

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

According to the data the District met the overall percentage goal for all students, but did not meet the goal for all subgroups. 5/7 subgroups either met the target or exceeded the target goal. African American and English Language Learners have not meet their targeted goals of 64% and 49% respectively.

Based on the goal as written, the data from 1993 through 2014-15 (one year gap with no report) show an increase in 22% (57-79%). But, in the last 5 years from 2009-10 through 2014-15, the increase is a net total of 7% (11% in the last 3).

There is a possibility that within the historical data there is a year where the Illuminate default setting included the letter grade of "D" as opposed to "C."



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will need to look at outcomes more closely to determine which action were or were not effective and for which sub groups.

The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.

Monitor course grades several times through the year so that interventions can be more timely. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.

## Goal 10

Goal 4.4 The percentage of English Learners making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

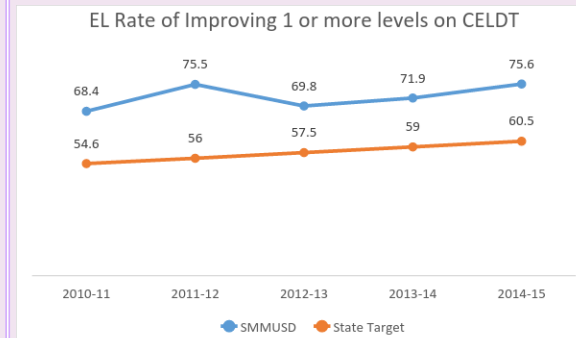
### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

The percentage of English Learners making progress towards proficiency in English will exceed 60.5%.

#### ACTUAL

There has been no recent data. The following was reviewed:



### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  | PLANNED   | ACTUAL   |
|------------------|---|--|
| Actions/Services | English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.   | Secondary ELs who are in designated ELD classes and elementary students identified as at risk of becoming an LTEL received designated instruction in the ELD standards. Designated instruction in elementary classrooms is inconsistent and should improve with the distribution and training on the ELD curriculum guides (embedded in ELA guides.) At the secondary level, little integrated ELD occurred. |
| Expenditures     | BUDGETED<br>10000 All teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | ESTIMATED ACTUAL<br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and                         |

|                  |   |  |
|------------------|---|--|
|                  | <p>ELD Coaches - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$317,175<br/>ELD Coaches - 3000-3999 Employee Benefits - LCFF S &amp; C: \$132,660</p>  | <p>Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.</p>   | <p><b>ACTUAL</b></p> <p>English Learners participated in summer ELD classes to extend the school year and to accelerate proficiency in English.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Summer ELD program - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Rather than having intervention delivered by either reading teachers or ELD coaches, create an elementary interventionist who is trained in both to support EL seamlessly.</p>   | <p><b>ACTUAL</b></p> <p>Literacy and Language interventions provided seamless support to ELs in the elementary schools.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Lit/Lang Interventionists - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$184,912<br/>Lit/Lang Interventionists - 3000-3999 Employee Benefits - LCFF S &amp; C: \$56,917</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Train and monitor teachers in delivering designated/integrated ELD.</p>  | <p><b>ACTUAL</b></p> <p>Some training in designated ELD has occurred as related to the ELA standards and the new textbook adoption.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$10,905 (repeated expenditure)<br/>2000-2999 Classified Salaries - Federal Revenues - Title III: \$29,200 (repeated expenditure)<br/>3000-3999 Employee Benefits - Federal Revenues - Title III: \$5,375 (repeated expenditure)<br/>4000-4999 Books and Supplies - Federal Revenues - Title III: \$19,547 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$43,675 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$20,000 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$2,200 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$4,507 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$91,670 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$41,215 (repeated expenditure)</p> |

|                  |  |   |
|------------------|--|---|
| Actions/Services | <b>PLANNED</b><br>Use research-based methods to serve ELs. Evaluate programs that serve ELs. | <b>ACTUAL</b><br>The prior "pull-out" program was not effective. Local data suggest that the EL intervention programs are more successful than "pullout". |
|                  | <b>BUDGETED</b><br>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000    | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000 (repeated expenditure)            |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>Interventionists and literacy coaches are developing ILPs for identified students based on CELDT data</li> <li>Literacy coaches are beginning to work with teachers and share strategies to develop designated and integrated language instruction</li> </ul>  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | It's difficult to make a correlation between the effectiveness of the actions and the CELDT data. It shows that we're making good gains, but we need additional measures. Should we include LEAD metrics in addition to the LAG metrics.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. The ELD curriculum guide work did not begin this year, causing a reduced amount spend on certificated staff. Additional supplementary materials were need for LTEL intervention, causing an increase in material expenditures. Classified cost was not included in budgeted expenditure.   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"> <li>Clarify title and description of the language and literacy interventionist role with staff members and families</li> <li>Students receive designated ELD time within their classroom</li> <li>We need additional metrics to evaluate the actions/services, not just the overall goal</li> <li>Additional metrics for students with IEPs would be beneficial to evaluate programming and instruction for this disaggregate group.</li> <li>This goal will now be included in Goal 2 of the 2017-2020 LCAP.</li> </ul> |

|  |   |
|--|---|
| <b>Goal 11</b>   | Goal 4.5 The English Learner reclassification rate will be no less than 12% by 2017-18. |
| State and/or Local Priorities Addressed by this goal: <div>           STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br/>           COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br/>           LOCAL         </div> |   |

#### ANNUAL MEASURABLE OUTCOMES

| EXPECTED   | ACTUAL  |         |         |      |         |      |
|--|---------|---------|---------|------|---------|------|
| The district reclassification rate will equal or exceed 12%. | 2012-13 | 2013-14 | 2014-15 |      | 2015-16 |      |
|  | Actual  |         | Actual  | Goal | Actual  | Goal |
|  | 6.8     | 7.9     | 9.2     | 8    | 15.8    | 10   |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner. | <b>ACTUAL</b><br>ILPs were not developed. |
|                  |   |   |

|              |   |  |
|--------------|---|--|
| Expenditures | <p><b>BUDGETED</b></p> <p>ELD Coaches - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$317,175 (repeated expenditure)<br/>ELD Coaches - 3000-3999 Employee Benefits - LCFF S &amp; C: \$132,660 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p>  |
|              | <p><b>PLANNED</b></p> <p>Develop EL Benchmarks and metrics for measuring and monitoring academic growth, language proficiency and achievement.</p>  | <p><b>ACTUAL</b></p> <p>These were not developed this year.</p>  |
| Expenditures | <p><b>BUDGETED</b></p> <p>21000, 24000 Dir. of PReK-5 Curriculum - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)<br/>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$10,905 (repeated expenditure)<br/>2000-2999 Classified Salaries - Federal Revenues - Title III: \$29,200 (repeated expenditure)<br/>3000-3999 Employee Benefits - Federal Revenues - Title III: \$5,375 (repeated expenditure)<br/>4000-4999 Books and Supplies - Federal Revenues - Title III: \$19,547 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$43,675 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$20,000 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - Federal Revenues - Title III: \$2,200 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$4,507 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Federal Revenues - Title III: \$91,670 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$41,215 (repeated expenditure)</p> |
|              | <p><b>PLANNED</b></p> <p>Develop the EL Master Plan.</p>  | <p><b>ACTUAL</b></p> <p>The EL Master Plan is under development.</p>   |
| Expenditures | <p><b>BUDGETED</b></p> <p>21000, 24000 Dir. of Curr. PReK-5 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)<br/>Clerical Support - 2000-2999 Classified Salaries - LCFF S &amp; C: \$6,428<br/>Clerical Support - 3000-3999 Employee Benefits - LCFF S &amp; C: \$3,699</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)<br/>SCHOOL ADMINISTRATION: 27000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$6,008<br/>SCHOOL ADMINISTRATION: 27000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,403</p>  |
|              | <p><b>PLANNED</b></p> <p>Bilingual instructional assistants supports students in content classes.</p>   | <p><b>ACTUAL</b></p> <p>Bilingual instructional assistants supported students in content classes at the secondary level.</p>   |
| Expenditures | <p><b>BUDGETED</b></p> <p>Bilingual IA's - 2000-2999 Classified Salaries - LCFF S &amp; C: \$53,079<br/>Bilingual IA's - 3000-3999 Employee Benefits - LCFF S &amp; C: \$6,768</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee</p>  |

|  |   |
|--|---|
|  | Benefits - LCFF S & C: \$506,065 (repeated expenditure) |
|--|---|

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>Although benchmarks have been developed for academic growth, we have not yet developed language proficiency benchmarks.</li> <li>Some pieces of the EL master plan (procedural manual) are currently being worked on and there is a draft, but the final plan has not been compiled. We need to identify which pieces are not being worked on and determine who will be assigned to them.</li> <li>The bilingual assistants are in secondary classrooms, but we need to develop a plan for monitoring and supporting them.</li> </ul>   |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | We can not yet determine the effectiveness of the benchmarks for EL since they have not yet been developed. The same is true of the EL Master plan. There is no evidence pro/con regarding the effectiveness of the bilingual assistants.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. The ELD curriculum guide work did not begin this year, causing a reduced amount spend on certificated staff. Additional supplementary materials were need for LTEL intervention, causing an increase in material expenditures. Classified cost was not included in budgeted expenditure.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"> <li>ILPs need to be revised and we need to ensure that it is used consistently</li> <li>Use the Illuminate bank to create benchmarks for language proficiency</li> <li>We now need to revise our alternate reclassification process for students with IEPs.</li> <li>Bilingual assistants should receive professional development in the provision of strategies and supports for ELs.</li> <li>Identify how school sites schedule bilingual assistant supports for students in classrooms (e.g. use of a student-centered scheduling method to identify clusters of students for support).</li> <li>This goal will now be included in Goal 2 of the 2017-2020 LCAP.</li> </ul> |

|                |  |
|----------------|--|
| <b>Goal 12</b> | Goal 4.6: The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%. |
|----------------|--|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

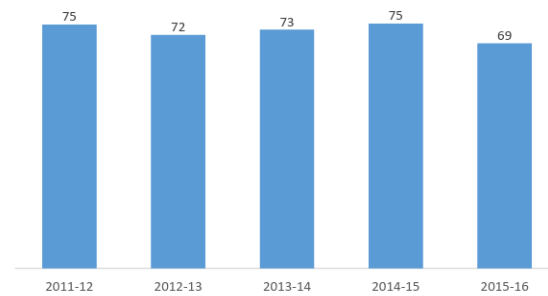
COE ☐ 9 ☐ 10

LOCAL

#### ANNUAL MEASURABLE OUTCOMES

| EXPECTED   | ACTUAL  |
|--|---|
| The percentage of students who pass an AP exam with a 3, 4 or 5 will meet or exceed 70%. | 2016-17 data is not yet available. The following trend data was reviewed: |

AP Pass Rates (3, 4 or 5)

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Counselors and advisers support students in their academic planning in grades 6 -12. In high school, college counselors provide additional support.                 | <b>ACTUAL</b><br>Counselors and advisers supported students in their academic planning in grades 6 -12. In high school, college counselors provided additional support.   |
|                  | <b>BUDGETED</b><br>31100 - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure) |
| Expenditures     | <b>PLANNED</b><br>Provide additional subsidies for AP exam fees.  | <b>ACTUAL</b><br>AP exam fees were waived for qualifying students.  |
|                  | <b>BUDGETED</b><br>AP Fee subsidies - 4000-4999 Books and Supplies - LCFF S & C: \$26,235   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$407,574 (repeated expenditure)  |

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | <ul style="list-style-type: none"> <li>The district increased enrollment in AP classes at SAMO among all subgroups (including lower SES, Latino, AA, and Foster Youth) using data supplied through EOS.               <ul style="list-style-type: none"> <li>Visiting professor program supports English AP classrooms with push-in assistance from retired English professors</li> <li>“AP Pals” program (peer-to-peer tutoring) weekly</li> </ul> </li> <li>Advisors and counselors supported students in their academic planning in grades 6-12.               <ul style="list-style-type: none"> <li>College counselors at Samohi only work on college (e.g. no discipline)</li> </ul> </li> <li>At Samohi three Student Intervention Specialists work with at-risk Freshmen</li> <li>Schools provided add'l subsidies for AP exam fees.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>Although the rates dipped from 2014-15, an increased and more diverse population of students were represented in AP classes.</li> <li>Because more students took the exam, more students benefited from a more rigorous curriculum and exam experience.</li> </ul>   |

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

|  |  |
|--|--|
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.           |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"><li>• This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.</li></ul> |

|   |   |
|---|---|
| Goal 13   | Goal 4.7 Increase the percentage of students in grade eleven who are classified as "College and Career Ready" as assessed by the CAASPP tests in ELA and math. (Spring 2015 CAASPP Baseline)  |
| State and/or Local Priorities Addressed by this goal: | STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

|                          |
|--------------------------|
| CAASPP ELA Grade 11: 38% |
| CAASPP Math Grade 11: 9% |

ACTUAL

2016-17 data is not yet available. The following data was reviewed:

College and Career Readiness Trends

| Year      | Subject  | Ready for College | Conditionally Ready | Not Yet Ready | Not Ready |
|-----------|----------|-------------------|---------------------|---------------|-----------|
| 2014 - 15 | 1 = ELA  | 31                | 33                  | 21            | 15        |
|           | 2 = MATH | 21                | 26                  | 20            | 33        |
| 2015 - 16 | 3 = ELA  | 33                | 32                  | 25            | 10        |
|           | 4 = MATH | 22                | 28                  | 26            | 25        |

2014 - 15                      2015 - 16

1 = ELA                      2 = MATH                      3 = ELA                      4 = MATH

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |   |
|------------------|--|---|
| Actions/Services | PLANNED<br>Rewrite this goal to include multiple measures of college and career readiness that align with national, state and local initiatives. | ACTUAL<br>This was done. See Goals section, Goal 1. |
|                  | BUDGETED   | ESTIMATED ACTUAL                                    |

|                  |   |  |
|------------------|---|--|
|                  | <p>21000, 240000 Asst. Supt. of Ed. Serv. - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p>                                    | <p>INSTRUCTION SUPERVISION :21000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)</p> <p>INSTRUCTION SUPERVISION :21000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)</p> <p>INSTRUCTION SUPERVISION :21000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)</p> <p>INSTRUCTION SUPERVISION :21000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)</p> <p>INSTRUCTION SUPERVISION :21000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Develop remedies for seniors are are not designated as college and/or career ready by the end of grade eleven.</p>   | <p><b>ACTUAL</b></p> <p>The Expository Reading and Writing Courses, ERWC, was started at all high schools for seniors. Dual enrollment in math was not implemented as planned at Samohi.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 24000 Dir. of Assessment, Dir. of Secondary - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)</p> <p>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)</p> <p>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)</p> <p>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)</p> <p>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Secondary schools employ counselors and/or advisors to support students' academic goals, beginning in grade six.</p>   | <p><b>ACTUAL</b></p> <p>Secondary schools employed counselors and/or advisors to support students' academic goals, beginning in grade six.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31100 - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)</p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Develop a five year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components. Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses. Add grade 11 Project Lead the Way.</p>  | <p><b>ACTUAL</b></p> <p>A district plan was developed, giving broad authority to high school principals.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 24000 Dir. of Assessment, Dir. of Secondary - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)</p> <p>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)</p> <p>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)</p> <p>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)</p> <p>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p>   | <p><b>ACTUAL</b></p>   |



|                  |  |  |
|------------------|--|--|
|                  | The technology department supports the needs of students and staff.  | The technology department supported the needs of students and staff.   |
| Expenditures     | <b>BUDGETED</b><br>77000 Tech - 2000-2999 Classified Salaries - LCFF Base: \$249,393<br>3000-3999 Employee Benefits - LCFF Base: \$105,905<br>4000-4999 Books and Supplies - LCFF Base: \$19,244<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$200,010   | <b>ESTIMATED ACTUAL</b><br>COMPUTER SERVICES :77000 - 2000-2999 Classified Salaries - LCFF Base: \$287,862<br>COMPUTER SERVICES :77000 - 3000-3999 Employee Benefits - LCFF Base: \$122,443<br>COMPUTER SERVICES :77000 - 4000-4999 Books and Supplies - LCFF Base: \$20,956<br>COMPUTER SERVICES :77000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$754,694  |
| Actions/Services | <b>PLANNED</b><br>Students participate in co-curricular sports and performing arts.  | <b>ACTUAL</b><br>Students participated in co-curricular sports and performing arts.  |
| Expenditures     | <b>BUDGETED</b><br>42000 Athletics - 1000-1999 Certificated Salaries - LCFF Base: \$105,155<br>2000-2999 Classified Salaries - LCFF Base: \$194,225<br>3000-3999 Employee Benefits - LCFF Base: \$53,943<br>4000-4999 Books and Supplies - LCFF Base: \$2,493<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$84,798 | <b>ESTIMATED ACTUAL</b><br>SCHOOL-SPONSORED ATHLETICS :42000 - 1000-1999 Certificated Salaries - LCFF Base: \$120,212<br>SCHOOL-SPONSORED ATHLETICS :42000 - 2000-2999 Classified Salaries - LCFF Base: \$221,681<br>SCHOOL-SPONSORED ATHLETICS :42000 - 3000-3999 Employee Benefits - LCFF Base: \$57,485<br>SCHOOL-SPONSORED ATHLETICS :42000 - 4000-4999 Books and Supplies - LCFF Base: \$3,350<br>SCHOOL-SPONSORED ATHLETICS :42000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$96,440 |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.                       | <ul style="list-style-type: none"> <li>Developed remedies for seniors who were not designated as college and/or career ready by end of grade 11.               <ul style="list-style-type: none"> <li>Remedy course for ELA was implemented at all HS called ERWC.</li> <li>Dual enrollment remedy for math in conjunction w/ SMC</li> </ul> </li> <li>Secondary schools employ counselors and /or advisors to support students' academic goals, beginning in grade six.</li> <li>Plans continue regarding developing a five-year CTE Master Plan. Include goals, benchmarks and metrics for pathways, internships, and other CTE components. Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.               <ul style="list-style-type: none"> <li>Successful in adding grade 11 Project Lead the Way</li> </ul> </li> <li>The technology department supports needs of students and staff               <ul style="list-style-type: none"> <li>professional developments</li> <li>Ed services created "Tech Jedis" to support classrooms district-wide</li> </ul> </li> <li>Students participate in co-curricular sports and performing arts.               <ul style="list-style-type: none"> <li>independent PE afforded credit for ongoing co-curricular activities</li> <li>Stage Craft program in HS allows for non-traditional arts education</li> </ul> </li> </ul> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA. | <ul style="list-style-type: none"> <li>In ELA there was a 2% increase from school years 14-15 to 15-16.               <ul style="list-style-type: none"> <li>There was a 2% increase in students identified as "Ready for College".</li> </ul> </li> <li>In Math there was a 1% increase from school years 14-15 to 15-16.               <ul style="list-style-type: none"> <li>There was a 1% increase in students identified as "Ready for College".</li> </ul> </li> <li>"Ready for College" is defined as: "Students who may enroll in first-year college ELA and Math</li> </ul>   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.                      | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.

## Goal 14

Goal 5.1 The district's average daily attendance rate will meet or exceed 95%.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

The district's average daily attendance rate will meet or exceed 95%.

#### ACTUAL

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|---------|---------|
| 95.1    | 94.6    | 95.1    | 95.4    | 95.2    | 95.0    |

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.  | <b>ACTUAL</b><br>This did not occur.   |
|                  | <b>BUDGETED</b><br>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)                   |
| Actions/Services | <b>PLANNED</b><br>A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.  | <b>ACTUAL</b><br>A director oversaw district and school procedures related to attendance. Addition psychologists and classified staff supported schools' attendance needs. Schools used the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication included letters, phone calls and conferences.   |
|                  | <b>BUDGETED</b><br>31300, 39000 - 1000-1999 Certificated Salaries - LCFF Base: \$810,010<br>2000-2999 Classified Salaries - LCFF Base: \$73,289<br>3000-3999 Employee Benefits - LCFF Base: \$318,142<br>4000-4999 Books and Supplies - LCFF Base: \$7,960<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,202   | <b>ESTIMATED ACTUAL</b><br>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 1000-1999 Certificated Salaries - LCFF Base: \$138,144<br>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 2000-2999 Classified Salaries - LCFF Base: \$69,636<br>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 3000-3999 Employee Benefits - LCFF Base: \$100,486<br>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 4000-4999 Books and Supplies - LCFF Base: \$275<br>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$74,300 |
| Actions/Services | <b>PLANNED</b>   | <b>ACTUAL</b>  |

|                  |   |  |
|------------------|---|--|
|                  | A district mental health case manager supports schools in leveraging and providing services to students. Schools have access to mental health services on site.   | A district mental health case manager supported schools in leveraging and providing services to students. Schools had access to mental health services on site.  |
| Expenditures     | <b>BUDGETED</b><br>Mental Health Coord/Services - 1000-1999 Certificated Salaries - LCFF S & C: \$84,752<br>Mental Health Coord./Services - 2000-2999 Classified Salaries - LCFF S & C: \$32,900<br>Mental Health Coord/Services - 3000-3999 Employee Benefits - LCFF S & C: \$75,000   | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF S & C: \$84,753<br>GUIDANCE/COUNSELING SERVICES: 31100 - 2000-2999 Classified Salaries - LCFF S & C: \$166,859<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF S & C: \$99,172   |
| Actions/Services | <b>PLANNED</b><br>Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources.  | <b>ACTUAL</b><br>Registered nurses and health assistants supported the physical health of our students. Most school received a small amount of mental health services through city resources.  |
| Expenditures     | <b>BUDGETED</b><br>31400 Nursing - 1000-1999 Certificated Salaries - LCFF Base: \$508,863<br>2000-2999 Classified Salaries - LCFF Base: \$187,502<br>3000-3999 Employee Benefits - LCFF Base: \$215,617<br>4000-4999 Books and Supplies - LCFF Base: \$13,165<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$4,811   | <b>ESTIMATED ACTUAL</b><br>HEALTH SERVICES: 31400 - 1000-1999 Certificated Salaries - LCFF Base: \$585,523<br>HEALTH SERVICES: 31400 - 2000-2999 Classified Salaries - LCFF Base: \$243,116<br>HEALTH SERVICES: 31400 - 3000-3999 Employee Benefits - LCFF Base: \$248,539<br>HEALTH SERVICES: 31400 - 4000-4999 Books and Supplies - LCFF Base: \$16,052<br>HEALTH SERVICES: 31400 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,500                       |
| Actions/Services | <b>PLANNED</b><br>The district provides transportation services for school and school-related activities.   | <b>ACTUAL</b><br>The district provided transportation services for school and school-related activities.   |
| Expenditures     | <b>BUDGETED</b><br>36000 Transportation - 2000-2999 Classified Salaries - LCFF Base: \$999,493<br>3000-3999 Employee Benefits - LCFF Base: \$600,212<br>4000-4999 Books and Supplies - LCFF Base: \$188,070<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$48,286<br>6000-6999 Capital Outlay - LCFF Base: \$154,830 | <b>ESTIMATED ACTUAL</b><br>PUPIL TRANSPORTATION :36000 - 2000-2999 Classified Salaries - LCFF Base: \$1,149,104<br>PUPIL TRANSPORTATION :36000 - 3000-3999 Employee Benefits - LCFF Base: \$690,117<br>PUPIL TRANSPORTATION :36000 - 4000-4999 Books and Supplies - LCFF Base: \$208,432<br>PUPIL TRANSPORTATION :36000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$73,768<br>PUPIL TRANSPORTATION :36000 - 6000-6999 Capital Outlay - LCFF Base: \$511,500 |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | We continue to employ A2A to systematically monitor student attendance including fulfilling all required truancy notifications. Implemented integrated support system; inclusive of Student Services, Health Support Service and Mental Health case management and Transportation services. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The overall effect is that we have sustained ADA at or above the articulated goal.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | This goal will now be included in Goal 3 of the 2017-2020 LCAP.   |

## Goal 15

Goal 5.2 The chronic absentee rate will be no more than 9% by 2016-17.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

| The chronic absentee rate will be no more than : | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|---------|
| All: 9%  | Actual  | Actual  | Actual  | Actual  |
| W: 9%  | All 10  | 5       | 11      | 11      |
| A: 9%  | W       | 5       | 10      | 11      |
| H: 9%  | A NA    | 2       | 5       | 6       |
| AA: 9%   | H       | 6       | 13      | 12      |
|  | AA      | 8       | 17      | 11      |

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.</p>  | <p><b>ACTUAL</b></p> <p>This did not occur.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Schools use the Attention to Attendance program so that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences.</p>   | <p><b>ACTUAL</b></p> <p>Schools used the Attention to Attendance program so that absence information is communicated well to parents/caregivers.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31300 A2A - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,202 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>ATTENDANCE AND OTHER PUPIL SERVICES:31300 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$74,300 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>A district mental health case manager supports schools in leveraging and providing services to students.Schools have access to mental health services on-site.</p>   | <p><b>ACTUAL</b></p> <p>A district mental health case manager supported schools in leveraging and providing services to students.Schools had access to mental health services on-site.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Mental Health Coord/Services - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$84,752 (repeated expenditure)<br/>Mental Health Coord/Services - 3000-3999 Employee Benefits - LCFF S &amp; C: \$32,900 (repeated expenditure)<br/>Mental Health Coord/Services - 5000-5999 Services</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$84,753 (repeated expenditure)<br/>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$99,172</p>  |

|   |   |
|---|---|
| and Other Operating Expenses - LCFF S & C: \$75,000<br>(repeated expenditure) | (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and<br>Other Operating Expenses - LCFF S & C: \$75,000<br>(repeated expenditure) |
|---|---|

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | District-wide use of early warning indicator systems such as Attention to Attendance program, letters, phone calls and conferences with students and their caregivers. Use of a district mental health case manager.  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | We see some progress with the Hispanic subgroup. We have better tracking of completed parent conferences which has showed some marked improvements within certain student subgroups. Still need to address other subgroups that at not making improvements. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Continue to affirm the importance of attendance. Keep up with continued correspondence with affected sub groups. Look at data by district and school quarterly.   |

|                |   |
|----------------|---|
| <b>Goal 16</b> | Goal 5.3 The eighth-grade drop-out rate will be no greater than 1%. |
|----------------|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

The eighth-grade drop-out rate will be no greater than 1%.

##### ACTUAL

The following data was analyzed:

|             | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------|---------|---------|---------|---------|
| <b>Rate</b> | 0.4     | 0.1     | 0.3     | 0.0     |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                         |  |   |
|-------------------------|--|---|
| <b>Actions/Services</b> | <b>PLANNED</b><br>Middle school counselors support the academic and social-emotional needs of students and their parents/caregivers.   | <b>ACTUAL</b><br>Middle school counselors supported the academic and social-emotional needs of students and their parents/caregivers.   |
| <b>Expenditures</b>     | <b>BUDGETED</b><br>31100 Middle School Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure) |
| <b>Actions/Services</b> | <b>PLANNED</b><br>Middle schools students who are at risk of not promoting participate in summer school.   | <b>ACTUAL</b><br>Middle schools students who are at risk of not promoting participated in summer school.  |

## Expenditures

| BUDGETED   | ESTIMATED ACTUAL  |
|--|---|
| 10000 Summer School program - 1000-1999<br>Certificated Salaries - LCFF Base: \$36,179,583<br>(repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096<br>(repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base:<br>\$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412<br>(repeated expenditure)<br>5000-5999 Services and Other Operating Expenses -<br>LCFF Base: \$194,025 (repeated expenditure)<br>IISS - 1000-1999 Certificated Salaries - LCFF S & C:<br>\$108,415 (repeated expenditure)<br>IISS - 2000-2999 Classified Salaries - LCFF S & C:<br>\$16,919 (repeated expenditure)<br>IISS - 3000-3999 Employee Benefits - LCFF S & C:<br>\$25,105 (repeated expenditure)<br>IISS - 4000-4999 Books and Supplies - LCFF S & C:<br>\$70,000 (repeated expenditure) | INSTRUCTIONAL:10000 - 1000-1999 Certificated<br>Salaries - LCFF Base: \$42,234,705 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified<br>Salaries - LCFF Base: \$2,274,224 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee<br>Benefits - LCFF Base: \$14,811,964 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and<br>Supplies - LCFF Base: \$1,870,457 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and<br>Other Operating Expenses - LCFF Base: \$1,285,963<br>(repeated expenditure)<br>INSTRUCTIONAL:10000 - 1000-1999 Certificated<br>Salaries - LCFF S & C: \$1,341,035 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified<br>Salaries - LCFF S & C: \$297,519 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee<br>Benefits - LCFF S & C: \$506,065 (repeated<br>expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and<br>Supplies - LCFF S & C: \$407,574 (repeated<br>expenditure) |

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | Overall implementation of the actions/services to achieve the articulated goal has been successful thus far, as we have maintained a drop out rate of no more than 1%.                                      |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA has been satisfactory, as demonstrated by the retention of the less than 1% eighth-grade dropout rate. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.  |

## Goal 17

Goal 5.4 The high school drop-out rate will be no greater than 5% by 2019-20.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

The high school drop rate will be no greater than:

All: 3.3%

W: 2.7%

H: 3.9%

### ACTUAL

The following data were reviewed:

|     | 2012-13       | 2013-14       | 2014-15     |
|-----|---------------|---------------|-------------|
|     | <i>Actual</i> | <i>Actual</i> | <i>Goal</i> |
| All | 3.5           | 5.3           | 3.4         |
| W   | 2.7           | 5.5           | 2.7         |
| H   | 4.8           | 5.7           | 4.5         |
| AA  | 6.7           | 6.9           | 6.1         |

|           |     |      |      |     |      |
|-----------|-----|------|------|-----|------|
| AA: 4.9%  | EL  | 11.1 | 10.5 | 9.8 | 11.6 |
| EL: 7.1%  | SWD | 6.4  | 6.2  | 5.8 | 10.1 |
| SWD: 4.7% | SED | 4.8  | 7.3  | 4.5 | 7.3  |
| SED: 3.9% |     |      |      |     |      |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br><br>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.   | <b>ACTUAL</b><br><br>This did not occur.  |
|                  | <b>BUDGETED</b><br><br>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)        | <b>ESTIMATED ACTUAL</b><br><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)  |
| Expenditures     | <b>BUDGETED</b><br><br>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)   |
|                  | <b>BUDGETED</b><br><br>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |
| Expenditures     | <b>BUDGETED</b><br><br>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |
|                  | <b>BUDGETED</b><br><br>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |
| Expenditures     | <b>BUDGETED</b><br><br>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |
|                  | <b>BUDGETED</b><br><br>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |

|                  |   |  |
|------------------|---|--|
|                  | 1000-1999 Certificated Salaries - LCFF S & C: \$51,087<br>3000-3999 Employee Benefits - LCFF S & C: \$20,918  | INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure)                 |
| Actions/Services | PLANNED<br>At Samohi, three student intervention specialists work with at risk freshmen.  | ACTUAL<br>At Samohi, three student intervention specialists worked with at risk freshmen.  |
| Expenditures     | BUDGETED<br>Student Outreach Specialists - 2000-2999 Classified Salaries - LCFF S & C: \$179,176 (repeated expenditure)<br>Student Outreach Specialists - 3000-3999 Employee Benefits - LCFF S & C: \$72,690 (repeated expenditure) | ESTIMATED ACTUAL<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S & C: \$297,519 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure) |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | While the AA subgroup improved slightly, the Hispanic, EL, SWD and SED either maintained or got worse.  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The current activities are not enough to bring about the improvements desired.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ol style="list-style-type: none"> <li>1. Begin looking at grade data quarterly, rather than waiting for end of year course pass rates. Analyze the data and adjust plan as needed.</li> <li>2. Reflect on the effectiveness of the student outreach specialists and the athletic interventionist.</li> <li>3. Provide counselors/advisers with training on national standards.</li> <li>4. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.</li> </ol> |

|                |   |
|----------------|---|
| <b>Goal 18</b> | Goal 5.5 The high school graduation rate will be no less than 95% by 2019-20. |
|----------------|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

|   |                                   |
|---|-----------------------------------|
| The high school graduation rate will be no less than: | The following data were reviewed: |
| W: 95%  |                                   |
| H: 95%  |                                   |
| AA: 95%   |                                   |
| EL: 93%   |                                   |
| SWD: 92%  |                                   |
| SED: 95%  |                                   |

##### ACTUAL

|     | 2012-13       | 2013-14       | 2014-15     |               |
|-----|---------------|---------------|-------------|---------------|
|     | <i>Actual</i> | <i>Actual</i> | <i>Goal</i> | <i>Actual</i> |
| All | 93.5          | 92.4          | 95.0        | 91.7          |
| W   | 94.7          | 92.3          | 95.0        | 94.6          |
| H   | 90.1          | 91.2          | 90.8        | 87.3          |
| AA  | 92.1          | 91.4          | 92.5        | 85.9          |
| EL  | 80.0          | 82.9          | 82.5        | 84.2          |
| SWD | 83.6          | 78.4          | 85.5        | 75.2          |
| SED | 90.7          | 89.7          | 91.4        | 86.7          |



# ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.</p>   | <p><b>ACTUAL</b></p> <p>This did not occur.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p>        | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/> 21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/> 21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/> 21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/> 21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Counselors and/or advisors provide academic and social-emotional supports to students.</p>  | <p><b>ACTUAL</b></p> <p>Counselors and/or advisors provided academic and social-emotional supports to students.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br/> GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Students who are credit deficient enroll in summer school and/or APEX online classes.</p>   | <p><b>ACTUAL</b></p> <p>Students who were credit deficient enrolled in summer school and/or APEX online classes.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>10000 Summer School - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Students identified as being at risk of not graduating are identified in grade 9. Student Outreach Specialists support students, their teachers and their parents academically and social-emotionally and connect them to school and community resources.</p>   | <p><b>ACTUAL</b></p> <p>Students identified as being at risk of not graduating were identified in grade 9. Student Outreach Specialists supported students, their teachers and their parents academically and social-emotionally and connected them to school and community resources.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Student Outreach Specialists - 2000-2999 Classified Salaries - LCFF S &amp; C: \$179,176 (repeated expenditure)<br/> Student Outreach Specialists - 3000-3999 Employee Benefits - LCFF S &amp; C: \$72,690 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p>   |

|                  |  |  |
|------------------|--|--|
| Actions/Services | PLANNED  | ACTUAL   |
|                  | An interventionist works with athletes to ensure they are passing classes.   | An interventionist worked with athletes to ensure they are passing classes.  |
| Expenditures     | BUDGETED   | ESTIMATED ACTUAL   |
|                  | 1000-1999 Certificated Salaries - LCFF S & C: \$51,087 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF S & C: \$20,918 (repeated expenditure) | INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure) |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | While the EL subgroup improved slightly, the Hispanic, AA, SWD and SED either maintained or got worse.  |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The current activities are not enough to bring about the improvements desired.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"> <li>• Begin looking at grade data quarterly, rather than waiting for end of year course pass rates. Analyze the data and adjust plan as needed.</li> <li>• Reflect on the effectiveness of the student outreach specialists and the athletic interventionist.</li> <li>• Provide counselors/advisers with training on national standards.</li> <li>• This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.</li> </ul> |

|         |   |
|---------|---|
| Goal 19 | Goal 6.1 The difference between the suspension rates and enrollment rates will not exceed 2% by 2019-20 and the overall suspension rate will not exceed 3%. |
|---------|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

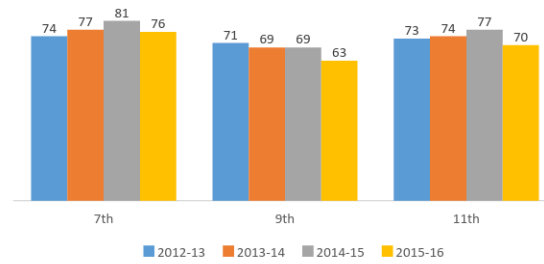
#### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

|   |                                  |                   |         |         |         |
|---|----------------------------------|-------------------|---------|---------|---------|
| <p>The overall suspension rate will not exceed 3%, and the difference between the suspension rates and enrollment rates will not exceed 2%</p> <p>The percentage of students who feel "very safe" or "safe" at school will be:</p> <p>7th Graders: 80%</p> <p>9th Graders: 80%</p> <p>11th Graders: 80%</p> | The following data was reviewed: |                   |         |         |         |
|   |                                  | % of District ADA | 2012-13 | 2013-14 | 2014-15 |
|   | Asian                            | 6                 | 3       | 2       | 3       |
|   | White                            | 51                | 37      | 40      | 39      |
|   | Hispanic                         | 30                | 37      | 36      | 36      |
|   | African American                 | 6                 | 20      | 14      | 17      |
|   | EL                               | 9                 | 7       | 9       | 9       |
|   | SED                              | 27                | 51      | 42      | 47      |

CHKS: % of Students who perceive school as "very safe" or "safe"



#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance. Assistant principals and house principals monitor and support student behavior. School administrators have been trained and used alternatives to school suspension.  | <b>ACTUAL</b><br>This did not occur.   |
|                  | <b>BUDGETED</b><br>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure) |
| Actions/Services | <b>PLANNED</b><br>Elementary schools implement the Olweus anti-bullying curriculum.  | <b>ACTUAL</b><br>Elementary schools and JAMS implemented and fine-tuned the Olweus anti-bullying curriculum.   |
|                  | <b>BUDGETED</b><br>Olweus - 1000-1999 Certificated Salaries - LCFF S & C: \$147,859 (repeated expenditure)<br>Olweus - 3000-3999 Employee Benefits - LCFF S & C: \$11,553 (repeated expenditure)<br>Olweus - 4000-4999 Books and Supplies - LCFF S & C: \$153,666 (repeated expenditure)<br>Olweus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$157,278 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$407,574 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$650,451 (repeated expenditure)   |
| Actions/Services | <b>PLANNED</b><br>A district mental health case manager supports schools in leveraging and providing services to students. Students have access to mental health services on site.   | <b>ACTUAL</b><br>A district mental health case manager supported schools in leveraging and providing services to students. Students had access to mental health services on site.  |
|                  | <b>BUDGETED</b>  | <b>ESTIMATED ACTUAL</b>  |

|                  |  |   |
|------------------|--|---|
|                  | Mental Health Coord/Services - 1000-1999 Certificated Salaries - LCFF S & C: \$84,752 (repeated expenditure)<br>Mental Health Coord/Services - 3000-3999 Employee Benefits - LCFF S & C: \$32,900 (repeated expenditure)<br>Mental Health Coord/Services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$75,000 (repeated expenditure) | GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF S & C: \$84,753 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF S & C: \$99,172 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$75,000 (repeated expenditure) |
| Actions/Services | <b>PLANNED</b><br>Security staff assist with keeping the secondary campuses safe.  | <b>ACTUAL</b><br>Security staff assisted with keeping the secondary campuses safe.  |
| Expenditures     | <b>BUDGETED</b><br>83000 Security - 2000-2999 Classified Salaries - LCFF Base: \$605,939<br>3000-3999 Employee Benefits - LCFF Base: \$322,851<br>4000-4999 Books and Supplies - LCFF Base: \$3,062  | <b>ESTIMATED ACTUAL</b><br>SECURITY: 83000 - 2000-2999 Classified Salaries - LCFF Base: \$680,574<br>SECURITY: 83000 - 3000-3999 Employee Benefits - LCFF Base: \$354,853<br>SECURITY: 83000 - 4000-4999 Books and Supplies - LCFF Base: \$3,500  |
| Actions/Services | <b>PLANNED</b><br>A coordinator of restorative justice serves Samohi students and staff.   | <b>ACTUAL</b><br>A coordinator of restorative justice served Samohi students and staff.   |
| Expenditures     | <b>BUDGETED</b><br>RJ Coordinator - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000 (repeated expenditure)  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <p>Site administrators continue to participate in training with regard to alternatives to school suspension(s). District-wide, all schools have implemented Olweus anti-bullying curriculum and/or restorative disciplinary practices. Increased support through ongoing training for security as well as additional mental health support.</p> <p>Full implementation of Olweaus occurred in 2016 - 2017.</p> <p>Full implementation of a mental health coordinator occurred in 2016 - 2017 school year.</p> <p>The District has not implemented a system of early warning indicators.</p>                             |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | <p>The effect continues to maintain a relatively low suspension rate which is at or below the target rate. Disproportionality remains present. The trend shows students feel safer as they progress through their high school years with a minor dip downward during the 9th grade transition.</p> <p>The 2015 - 2016 data is not yet available. The rates for sub-categories do not display a pattern of decrease. There continues be variability between suspensions rates and enrollment for Hispanics, African Americans and socio-economically disadvantaged students that are in greater than the goal of 2%.</p> |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | <p>The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.</p>   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <p>In 2017-18, look at suspensions rates as lead metrics quarterly, both aggregate and subgroup analysis.</p>   |

## Goal 20

Goal 6.2 Maintain a student expulsion rate of no more than 1%.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

|   |                                  |         |          |         |          |
|---|----------------------------------|---------|----------|---------|----------|
| Maintain an expulsion rate of less than 1%. | The following data was reviewed: |         |          |         |          |
|   |                                  | 2011-12 | 2012-13  | 2013-14 | 2014-15  |
|   | Students Expelled                | 4       | 4        | 0       | 4        |
|   | District Enrollment              | 11468   | 11417    | 11347   | 11289    |
|   | Percent Expelled                 | 0.03488 | 0.035035 | 0       | 0.035433 |

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Counselors and/or advisors support students' academic and social-emotional needs.</p>   | <p><b>ACTUAL</b></p> <p>A coordinator of restorative justice served Samohi students and staff.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31100 Counselora - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br/>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Assistant principals and house principals monitor and support student behavior.</p>   | <p><b>ACTUAL</b></p> <p>Assistant principals and house principals monitored and supported student behavior.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>21000, 24000 Administrators - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Elementary schools implement the Olweus anti-bullying curriculum.</p>   | <p><b>ACTUAL</b></p> <p>Elementary schools implemented and fine-tuned the Olweus anti-bullying curriculum.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Olweus - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$147,859 (repeated expenditure)<br/>Olweus - 3000-3999 Employee Benefits - LCFF S &amp; C: \$11,553 (repeated expenditure)<br/>Olweus - 4000-4999 Books and Supplies - LCFF S &amp; C: \$153,666 (repeated expenditure)<br/>Olweus - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$157,278 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)<br/>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p>   |

|                  |   |  |
|------------------|---|--|
|                  |   | INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$650,451 (repeated expenditure)   |
| Actions/Services | <b>PLANNED</b><br>A district mental health case manager supports schools in leveraging and providing services to students. Students have access to mental health services on site. Students have access to mental health services on site.  | <b>ACTUAL</b><br>A district mental health case manager supported schools in leveraging and providing services to students. Students had access to mental health services on site. Students have access to mental health services on site.  |
| Expenditures     | <b>BUDGETED</b><br>Mental Health Coord/Services - 1000-1999 Certificated Salaries - LCFF S & C: \$84,752 (repeated expenditure)<br>Mental Health Coord/Services - 3000-3999 Employee Benefits - LCFF S & C: \$32,900 (repeated expenditure)<br>Mental Health Coord/Services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$75,000 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF S & C: \$84,753 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF S & C: \$99,172 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$75,000 (repeated expenditure) |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <p>All elementary schools and middle schools received training in Olweaus during the 2015-2016 school, with implementation during the 2016-2017 school year. All trained sites are implementing the program.</p> <p>The 2016 - 2017 school year is the first full year for the Mental Health Case manager who has worked to ensure, via private/public partnerships and district Supplemental funds, that all schools have some level of mental health support services. The District is partnership with district throughout the country to track data and articulate/document best practices.</p> <p>Assistant principals and counselors continue to support restorative discipline practices as alternative means of correction.</p> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The District continues to maintain a low expulsion rate (less than 1%), thus meetings its target of no more than 1%,  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | The district continues to maintain a low expulsion rate and therefore meeting its goal of less than 1%. Goal is met. This goal will now be included in Goal 3 of the 2017-2020 LCAP.  |

|  |  |
|--|--|
| <b>Goal 21</b>   | Goal 7.1 The difference between the enrollment rate in AP classes and student demographic enrollment rates for grades 9-12 will be no more than 2% by 2019-20. |
| State and/or Local Priorities Addressed by this goal: <div> STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8<br/> COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br/> LOCAL </div> |  |

#### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| The difference between the enrollment rate in AP classes and student demographic enrollment dates for grades 9-12 will be no less than: |            | The following data were reviewed: |                    |            |                    |            |                    |
|---|------------|-----------------------------------|--------------------|------------|--------------------|------------|--------------------|
| Subgroup  | Difference | 2013-14                           |                    | 2014-15    |                    | 2015-16    |                    |
|   |            | % 9-12 ADA                        | % in AP(1 or more) | % 9-12 ADA | % in AP(1 or more) | % 9-12 ADA | % in AP(1 or more) |
| A   | ±2         | 6                                 | 10                 | 7          | 10                 | 8          | 10                 |
| AA  | ±2         | 8                                 | 4                  | 7          | 4                  | 7          | 5                  |
| H   | ±4         | 32                                | 22                 | 32         | 21                 | 33         | 27                 |
| W   | ±3         | 48                                | 57                 | 48         | 57                 | 45         | 50                 |
| SED   | ±4         | 23                                | 13                 | 29         | 21                 | 19         | 12                 |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>Increase participation in AVID and the Young Collegians.   | <b>ACTUAL</b><br>The AVID program is thriving and Cohort 10 of YC was recruited.   |
|                  | <b>BUDGETED</b><br>10000 AVID Elective Teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>AVID - 2000-2999 Classified Salaries - LCFF S & C: \$18,000 (repeated expenditure)<br>10000 AVID Teachers - 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>AVID - 4000-4999 Books and Supplies - LCFF S & C: \$4,000 (repeated expenditure)<br>AVID - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$13,582 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S & C: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,285,963 (repeated expenditure) |
| Expenditures     | <b>PLANNED</b><br>The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.   | <b>ACTUAL</b><br>Counselors used the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.  |
|                  | <b>BUDGETED</b><br>PSAT fees - 4000-4999 Books and Supplies - LCFF S & C: \$11,824 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$1,870,457 (repeated expenditure)   |
| Actions/Services | <b>PLANNED</b><br>Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.  | <b>ACTUAL</b><br>Counselors used the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.  |
|                  | <b>BUDGETED</b><br>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>31100 Counselors - 3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)  |
| Expenditures     | <b>PLANNED</b><br>Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.  | <b>ACTUAL</b><br>Qualifying students did not have to pay for AP exams.   |
|                  | <b>BUDGETED</b>  | <b>ESTIMATED ACTUAL</b>  |

|  |   |
|--|---|
| AP Exam subsidies - 4000-4999 Books and Supplies - LCFF S & C: \$26,235 (repeated expenditure) | INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$407,574 (repeated expenditure) |
|--|---|

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>We have increased participation in Young Collegians and maintained participation level in AVID.</li> <li>Trained and retrained counselors to use AP potential report. Counselors are provided training through the College Board.</li> <li>Counselors use PSAT AP potential report to identify students in grade 10 for AP courses in grades 11 and 12.</li> <li>Identified students (i.e. free and reduced lunch) are given fee waivers for AP exams. The most they are asked to pay is \$5.00, and in many instances District will cover the nominal fee.</li> </ul> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Actions have been effective for increasing AP course enrollment for most subgroups. Further work needed in order to boost the Hispanic and SED subgroups.   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Continue the current course of actions. Since other metrics for AP are already be monitored, this goal will not continue in next year's plan.   |

|                |  |
|----------------|--|
| <b>Goal 22</b> | Goal 8.1 The percentage of secondary students who receive a D or F in their second semester math class with be 10% or less by 2016-17. |
|----------------|--|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

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

##### ACTUAL

2016-17 data were not available. The following were reviewed:

|        | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------|---------|---------|---------|---------|---------|
| Target |         |         | 20      | 15      | 10      |
| Actual | 25      | 17      | 15      | 14      |         |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>Develop a system of early warning indicators and comprehensive, systematic interventions in academics, behavior and attendance.   | <b>ACTUAL</b><br>This did not occur.  |
| Expenditures     | <b>BUDGETED</b><br>21000, 24000 Administrators - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>21000, 24000 Administrators - 3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure) |



|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>School guiding coalitions have been trained in Professional Learning Communities. This year all schools' team will participate in intensive training in Pyramid of Interventions (POI)/Multiple Tiers of Student Support (MTSS) so that they can develop cohesive, comprehensive protocols and practices for identifying and supporting students who struggle. Training covers the academic, behavioral, social-emotional and attendance needs of students. | <b>ACTUAL</b><br>Schools continue to develop their PLCs. POI and MTSS are at the awareness level.  |
|                  | <b>BUDGETED</b><br>PD PLCs - 1000-1999 Certificated Salaries - LCFF S & C: \$147,859 (repeated expenditure)<br>PD PLCs - 3000-3999 Employee Benefits - LCFF S & C: \$11,553 (repeated expenditure)<br>PD PLCs - 4000-4999 Books and Supplies - LCFF S & C: \$153,666 (repeated expenditure)<br>PD PLCs - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$157,278 (repeated expenditure)   | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$407,574 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$650,451 (repeated expenditure) |
| Expenditures     | <b>PLANNED</b><br>Counselors and/or advisors provide academic and social-emotional supports to students.  | <b>ACTUAL</b><br>Counselors and/or advisors provided academic and social-emotional supports to students.   |
|                  | <b>BUDGETED</b><br>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>31100 Counselors - 3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)   | <b>ESTIMATED ACTUAL</b><br>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | The implementation, which includes early warning indicators and systematic interventions; PLC training; and effective counseling for students in academic and social-emotional areas, was implemented effectively. |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The actions/services appear to be effective as the D/F rate has continued to decline each year, exceeding the target again last year by 1%.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | No changes in actions. It was decided that this goal will no longer be included in the 2017-20 plan.   |

|                |   |
|----------------|---|
| <b>Goal 23</b> | Goal 8.2 The percentage of English Learners classified as "Long Term English Learners" will be no more than 18% by 2016-17. |
|----------------|---|

|   |  |
|---|--|
| State and/or Local Priorities Addressed by this goal: | STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL |
|---|--|

#### ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of English Learners classified as "Long Term English Learners" will be no more than 18%.

ACTUAL

The following data were reviewed:

|        | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------|---------|---------|---------|---------|---------|
| Goal   |         |         | 22      | 20      | 18      |
| Actual | 25      | 23      | 22      | 12      |         |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner.</p>  | <p><b>ACTUAL</b></p> <p>Secondary ELs who are in designated ELD classes and elementary students identified as at risk of becoming an LTEL received designated instruction in the ELD standards. Designated instruction in elementary classrooms is inconsistent and should improve with the distribution and training on the ELD curriculum guides (embedded in ELA guides.) At the secondary level, little integrated ELD occurred.</p>   |
|                  | <p><b>BUDGETED</b></p> <p>10000 All teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/> 10000 - 2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/> 10000 Teachers - 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/> 10000 Teachers - 4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/> 10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)<br/> ELD Coaches - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$317,175 (repeated expenditure)<br/> ELD Coaches - 3000-3999 Employee Benefits - LCFF S &amp; C: \$132,660 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,341,035 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S &amp; C: \$506,065 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English.</p>   | <p><b>ACTUAL</b></p> <p>English Learners participated in summer ELD classes to extend the school year and to accelerate proficiency in English.</p>  |
|                  | <p><b>BUDGETED</b></p> <p>10000 - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Annually, English Learners in grades 6-12 will be assessed for LTEL-status. LTEL's will be identified in the student information system (Illuminate.)</p>  | <p><b>ACTUAL</b></p> <p>Annually, English Learners in grades 6-12 were assessed for LTEL-status. LTEL's were not identified in the student information system (Illuminate.)</p>  |

|              |   |  |
|--------------|---|--|
| Expenditures | <b>BUDGETED</b><br>21000, 24000 Administrators - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)                                 |
|              | <b>PLANNED</b><br>Staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both.   | <b>ACTUAL</b><br>ELs at risk of becoming LTEL participated in intervention in the elementary schools.  |
| Expenditures | <b>BUDGETED</b><br>10000 - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)                       | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$0 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure) |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |   |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>ILPs have been developed, but they are not always being utilized and need to be revised.</li> <li>In the summer of 2016 we did offer a summer bridge program for middle school and that should continue.</li> <li>LTELs are identified in Illuminate, but we need to be sure that it is easily identifiable to teachers. There needs to be a field or flag in the student's Illuminate profile.</li> </ul>   |
|  | The LTEL rate has decreased dramatically. It appears the actions are effective.   |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  |   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <ul style="list-style-type: none"> <li>We need a way to identify individual needs of LTELs.</li> <li>Amend the action “staff will work with LTELs and, based on a needs assessment, will receive additional targeted services in English language proficiency or literacy or both. <ul style="list-style-type: none"> <li>change “needs assessment” to “ongoing language and literacy assessments”</li> <li>change “services” to “instruction”</li> <li>in elementary we will look at students that are at risk of becoming LTELs</li> <li>in secondary we will look at LTELs</li> </ul> </li> <li>We recommend extending the instructional day for LTELs to allow for access to designated ELD class and electives.</li> <li>We recommend extending FastBridge literacy measures to monitor LTEL progress beyond grade 6.</li> </ul> |

- We need to explore and identify language monitoring proficiency tools giving consideration to students with IEPs and consulting with speech and language pathologists.
- This goal will now be included in Goal 2 of the 2017-2020 LCAP.

## Goal 24

Goal 8.3 Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

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

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|  | PLANNED   | ACTUAL   |
|--|---|--|
|  | Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) will assess the foster student and develop the appropriate plan.        | Counselors and/or advisors (in secondary schools) and principals or designees (in elementary schools) developed the appropriate plan.  |
|  | BUDGETED  | ESTIMATED ACTUAL   |
|  | 31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure) | GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure) |

### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | There are less than 20 foster youth in the District, making counseling actions manageable.   |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Services are effective.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | No changes are recommended. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.             |

## Goal 25

Goal 8.4 Increase the percentage of graduates who complete at least one dual or concurrent enrollment class during grades nine through twelve to 15% by 2017-18.

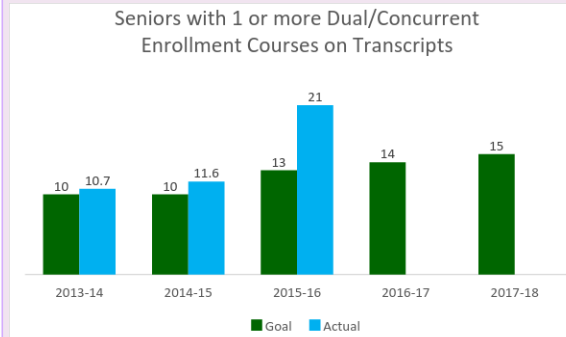
State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

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

The following data were reviewed:



#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Ensure SMC staff are present at all district counselor meetings so that information on dual enrollment and other resources are well known. Counselors and/or advisors provide academic and social-emotional supports to students.</p>  | <p><b>ACTUAL</b></p> <p>SMC staff were present at all district counselor meetings so that information on dual enrollment and other resources are well known. Counselors and/or advisors provided academic and social-emotional supports to students.</p>   |
|                  | <p><b>BUDGETED</b></p> <p>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br/>GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$750,161 (repeated expenditure)</p>  |
| Actions/Services | <p><b>PLANNED</b></p> <p>Continue to work with the CTE Advisory and Board subcommittees to develop career pathways and opportunities for dual enrollment courses.</p>   | <p><b>ACTUAL</b></p> <p>The CTE Advisory Board continues to support the district's CTE plan, and continues to support enrollment in college courses.</p>   |
|                  | <p><b>BUDGETED</b></p> <p>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/>21000, 24000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/>21000 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/>21000 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/>21000 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)<br/>21000 27000 - 6000-6999 Capital Outlay - LCFF Base: \$72,344 (repeated expenditure)</p> |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Santa Monica College Liaison comes to all District counselor meetings.
- Counselors and/or Advisors provide academic and social-emotional supports to students.

|  |  |
|--|--|
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Data shows the District has exceeded the goal outcome as evidenced by 21% of students completing dual enrollment coursework in the 2015-16 school year.    |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Continue with current actions. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.          |

|                |   |
|----------------|---|
| <b>Goal 26</b> | Goal 8.5 The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed 55%. |
|----------------|---|

|   |   |
|---|---|
| State and/or Local Priorities Addressed by this goal: | STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL |
|---|---|

#### ANNUAL MEASURABLE OUTCOMES

| EXPECTED   | ACTUAL   |               |            |      |    |      |      |      |      |      |    |
|--|--|---------------|------------|------|----|------|------|------|------|------|----|
| The percentage of seniors who graduate with a 3 or higher on at least one advanced placement exam taken during grades nine through twelve will meet or exceed <b>55%</b> . | <p>The following data were reviewed:</p> <table border="1"> <caption>Percent of Seniors with 3, 4 or 5 on at least 1 AP Exam during High School</caption> <thead> <tr> <th>Year/Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>GOAL</td> <td>55</td> </tr> <tr> <td>2013</td> <td>44.2</td> </tr> <tr> <td>2014</td> <td>49.9</td> </tr> <tr> <td>2016</td> <td>51</td> </tr> </tbody> </table> | Year/Category | Percentage | GOAL | 55 | 2013 | 44.2 | 2014 | 49.9 | 2016 | 51 |
| Year/Category  | Percentage   |               |            |      |    |      |      |      |      |      |    |
| GOAL   | 55   |               |            |      |    |      |      |      |      |      |    |
| 2013   | 44.2   |               |            |      |    |      |      |      |      |      |    |
| 2014   | 49.9   |               |            |      |    |      |      |      |      |      |    |
| 2016   | 51   |               |            |      |    |      |      |      |      |      |    |

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Work with consultation committee to increase this goal and to develop subgroup targets.   | <b>ACTUAL</b><br>This was not done as the committee is awaiting information on the dashboard's CCR indicator.  |
|                  | <b>BUDGETED</b><br>10000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br>2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br>3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br>4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br>21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br>21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br>21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br>21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure) |
| Expenditures     |   |  |
| Actions/Services | <b>PLANNED</b><br>The College Board recommends that districts use the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12.  | <b>ACTUAL</b><br>Counselors used the PSAT AP Potential report to identify students in grade 10 for enrollment in AP classes for grades 11 and 12. Schools gave the 10th  |

|                  |  |   |
|------------------|--|---|
|                  | Schools will schedule the 10th grade PSAT on a school day, and the district will pay the cost to take the PSAT. Train/Retrain counselors and advisors on using the AP Potential report for identifying students with potential to take AP classes in 11th and 12th grade.  | grade PSAT on a school day to all 10th graders, and the district will paid the cost to take the PSAT.   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>31100 Counselors - 1000-1999 Certificated Salaries - LCFF Base: \$862,643 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$306,326 (repeated expenditure)<br/> PSAT Fees - 4000-4999 Books and Supplies - LCFF S &amp; C: \$11,824 (repeated expenditure)</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>GUIDANCE/COUNSELING SERVICES: 31100 - 1000-1999 Certificated Salaries - LCFF Base: \$2,300,220 (repeated expenditure)<br/> GUIDANCE/COUNSELING SERVICES: 31100 - 3000-3999 Employee Benefits - LCFF Base: \$0 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>Provide funding for "AP waivers". Base allocation on previous year's percentage of SED students taking exams.</p>   | <p><b>ACTUAL</b></p> <p>Qualifying students did not pay fees for AP exams.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>AP Exam subsidies - 4000-4999 Books and Supplies - LCFF S &amp; C: \$26,235 (repeated expenditure)</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)</p>   |
| Actions/Services | <p><b>PLANNED</b></p> <p>The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. AVID students are expected to enroll in AP courses. Schools are given additional periods to support the AVID elective. During the summer, "get ahead" courses are available so that students have room in their schedules during the school year for AVID.</p>   | <p><b>ACTUAL</b></p> <p>The AVID program thrives, and AVID students are expected to enroll in AP courses. Schools were given additional periods to support the AVID elective. During the summer, "get ahead" courses were available so that students have room in their schedules during the school year for AVID.</p>  |
| Expenditures     | <p><b>BUDGETED</b></p> <p>100000 AVID elective teachers - 1000-1999 Certificated Salaries - LCFF Base: \$36,179,583 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$506,096 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$12,343,117 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$809,412 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$194,025 (repeated expenditure)<br/> AVID - 2000-2999 Classified Salaries - LCFF S &amp; C: \$18,000 (repeated expenditure)<br/> AVID - 4000-4999 Books and Supplies - LCFF S &amp; C: \$4,000 (repeated expenditure)<br/> AVID - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$13,582 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF Base: \$42,234,705 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF Base: \$2,274,224 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF Base: \$14,811,964 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF Base: \$1,870,457 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,285,963 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 2000-2999 Classified Salaries - LCFF S &amp; C: \$297,519 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S &amp; C: \$407,574 (repeated expenditure)<br/> INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$650,451 (repeated expenditure)</p> |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Consultation Committee has worked on identifying strategies to engage more

|  |   |
|--|---|
|  | <p>students taking AP Courses.</p> <ul style="list-style-type: none"> <li>District has used PSAT AP potential report to help identify students for AP courses.</li> <li>Counselors and/or Advisors have been trained/retrained on how to best use PSAT AP Potential Report.</li> <li>District has provided funding for AP Waivers</li> <li>AVID program continues to support identified students for AP coursework.</li> <li>Schools given additional periods to support AVID electives.</li> <li>Summer “get ahead” courses are available so that students can continue to participate in AVID.</li> </ul> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | The rate is increasing. It appears the current actions are effective.   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Since the rate is slowly increasing, continue with current actions. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.  |

|   |  |
|---|--|
| <b>Goal 27</b>  | Goal 8.6 Transform elementary school sites from a K-5 site to a Preschool-5 school community.  |
| State and/or Local Priorities Addressed by this goal: | <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL</p> |

#### ANNUAL MEASURABLE OUTCOMES

##### EXPECTED

By 2016-17, two of eleven elementary schools will have transformed.

##### ACTUAL

Grant and Edison Elementary Schools converted to the Seaside Preschool model.

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>An early learning team develops vision and provides leadership in early learning pathways. This team consists of the director of CDS, director of Prek-5 Curriculum and Instruction, Director of Special Education and assistant superintendent of educational services.</p>  | <p><b>ACTUAL</b></p> <p>An early learning team developed vision and provided leadership in early learning pathways.</p>   |
| Expenditures     | <p><b>BUDGETED</b></p> <p>24000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,043,331 (repeated expenditure)<br/> 2000-2999 Classified Salaries - LCFF Base: \$2,671,237 (repeated expenditure)<br/> 3000-3999 Employee Benefits - LCFF Base: \$2,545,779 (repeated expenditure)<br/> 4000-4999 Books and Supplies - LCFF Base: \$202,104 (repeated expenditure)<br/> 5000-5999 Services and Other Operating Expenses - LCFF Base: \$108,278 (repeated expenditure)</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>21000, 27000 - 1000-1999 Certificated Salaries - LCFF Base: \$4,653,175 (repeated expenditure)<br/> 21000, 27000 - 2000-2999 Classified Salaries - LCFF Base: \$4,292,326 (repeated expenditure)<br/> 21000, 27000 - 3000-3999 Employee Benefits - LCFF Base: \$3,397,915 (repeated expenditure)<br/> 21000, 27000 - 4000-4999 Books and Supplies - LCFF Base: \$253,799 (repeated expenditure)<br/> 21000, 27000 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$104,185 (repeated expenditure)</p> |
| Actions/Services | <p><b>PLANNED</b></p> <p>Seaside preschools apply a Reggio-inspired environment. Staff are trained in Reggio techniques. Classrooms and outside play areas reflect a Reggio mindset.</p>   | <p><b>ACTUAL</b></p> <p>Seaside preschools applied a Reggio-inspired environment. Staff were trained in Reggio techniques. Classrooms and outside play areas reflected a Reggio mindset.</p>  |



|              |  |   |
|--------------|--|---|
| Expenditures | <b>BUDGETED</b><br>1000-1999 Certificated Salaries - Teacher Effectiveness: \$221,322 (repeated expenditure)<br>3000-3999 Employee Benefits - Teacher Effectiveness: \$38,245 (repeated expenditure)<br>4000-4999 Books and Supplies - Teacher Effectiveness: \$71,898 (repeated expenditure)<br>5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$147,842 (repeated expenditure) | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$237,137 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - Teacher Effectiveness: \$67,927 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - Teacher Effectiveness: \$153,997 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$194,781 (repeated expenditure) |
|              | <b>PLANNED</b><br>Preschool staff receive ongoing, high-quality training and coaching.   | <b>ACTUAL</b><br>Preschool staff received ongoing, high-quality training and coaching.  |
| Expenditures | <b>BUDGETED</b><br>Early Learning Coach - 1000-1999 Certificated Salaries - LCFF S & C: \$382,903 (repeated expenditure)<br>Early Learning Coach - 3000-3999 Employee Benefits - LCFF S & C: \$154,384 (repeated expenditure)  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 1000-1999 Certificated Salaries - LCFF S & C: \$1,341,035 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 3000-3999 Employee Benefits - LCFF S & C: \$506,065 (repeated expenditure)   |
|              | <b>PLANNED</b><br>Federal, state and local financial assistance is available for low-income families.  | <b>ACTUAL</b><br>Federal, state and local financial assistance was available for low-income families.   |
| Expenditures | <b>BUDGETED</b><br>Preschool Tuition Subsidy and supplies - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000<br>Preschool Tuition Subsidy and supplies - 4000-4999 Books and Supplies - LCFF S & C: \$25,000  | <b>ESTIMATED ACTUAL</b><br>INSTRUCTIONAL:10000 - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000 (repeated expenditure)<br>INSTRUCTIONAL:10000 - 4000-4999 Books and Supplies - LCFF S & C: \$407,574 (repeated expenditure)  |

#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <ul style="list-style-type: none"> <li>Classroom spaces were redecorated to support a Reggio philosophy.</li> <li>The playgrounds were converted to Reggio "outdoor learning spaces."</li> <li>Teachers were trained in Reggio and STEAM.</li> </ul> |
| Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.   | Actions were successful.   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | The Budgeted Expenditures were entered incorrectly into the 2016-2017 plan which explains a significant difference between Budgeted and Estimated Actuals.   |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Change the metric for this goal and base it on the EDI vulnerable rate. This goal will now be included in Goal 1 of the 2017-2020 LCAP: All students are prepared for college and careers.   |

## Stakeholder Engagement

LCAP Year

☒ 2017-18 ☐ 2018-19 ☐ 2019-20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

| Stakeholder Group                                   | Description   | Venue   |
|---|---|---|
| District Consultation Committee                     | Bargaining Unit members (SMMCTA, SEIU), students, parents (primarily of unduplicated pupil subgroup), administrators, community members | Monthly meetings for two hours; Occasionally, subcommittees met on their own time to complete work. |
| School Consultation                                 | Any classified or certificated staff at 16 schools and all preschools   | Invited to participate in up to four brief online surveys.  |
| Parent Advisory Committee (PAC)                     | Parents primarily of unduplicated pupil subgroup  | Monthly meetings for two hours;   |
| District English Learner Advisory Committee (DELAC) | Elected members from each school's ELAC   | Monthly meetings for two hours;   |
| PTA Council   | PTA presidents and other members from 16 schools  | The Superintendent presented at one meeting for each group.   |
| Principals  | From 16 schools   |   |
| Full Cabinet  | Directors, Assistant Superintendents, Superintendent  |   |
| Community Members                                   | Parents and other members of the Santa Monica or Malibu communities   | The Superintendent presented the LCAP at an evening meeting for each of three pathways.             |

### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

| Stakeholder Group               | Data Reviewed   | Written Comments? | Changes in LCAP   |
|---------------------------------|---|-------------------|---|
| District Consultation Committee | <ul style="list-style-type: none"> <li>Attendance/Tuancy</li> <li>A-G</li> <li>AP</li> <li>CAASPP ELA/Math</li> <li>EAP ELA/Math</li> </ul> | Ongoing feedback  | <ul style="list-style-type: none"> <li>Compact 27 goals into 3</li> <li>Delete secondary math metric (goal met)</li> <li>Delete dual enrollment metric as it will be included in the state CCR indicator</li> <li>Change preschool metric to be EDI-based</li> </ul>  |
| School Consultation             | <ul style="list-style-type: none"> <li>CHKS</li> <li>Dual/Concurrent Enrollment</li> <li>EDI (PreK)</li> </ul>                              | Survey data       | <ul style="list-style-type: none"> <li>Provide release time for PreK teachers to review DRDP</li> <li>SAT for all seniors on school day as PSAT</li> </ul>  |
| Parent Advisory Committee (PAC) | <ul style="list-style-type: none"> <li>EL: CELDT, LTEL, Reclassification</li> <li>Expulsions</li> <li>Suspensions</li> </ul>                | Y                 | <ul style="list-style-type: none"> <li>Better include the bilingual community liaisons in all school activities.</li> <li>Increase participation in School Smarts.</li> <li>Create an outreach program for parents of newcomers.</li> <li>The superintendent responded to PAC's comments in July 2017.</li> </ul> |

|   |   |                          |  |
|---|---|--------------------------|--|
| District English Learner Advisory Committee (DELAC) | <ul style="list-style-type: none"> <li>· Facility Inspection</li> <li>Tool (FIT)</li> <li>· Graduation</li> <li>· Drop-out</li> <li>· Math grades</li> <li>· Teacher credentials</li> </ul> | Y                        | <ul style="list-style-type: none"> <li>· Provide an extended day for ELs in middle schools</li> <li>• The superintendent responded to DELAC's comments in July 2017.</li> </ul>  |
| PTA Council   |   | Online link for feedback | No changes   |
| Principals  |   | Ongoing feedback         | <ul style="list-style-type: none"> <li>· Provide release time for PreK teachers to Review DRDP</li> <li>· SAT for all seniors on school day as PSAT</li> <li>· Compact 27 goals into 3</li> <li>· Delete secondary math metric (goal met)</li> </ul> |
| Full Cabinet  |   | Ongoing feedback         | <ul style="list-style-type: none"> <li>· Develop facility walk protocols and process for reviewing data</li> </ul>   |
| Community Members                                   |   | Online link for feedback | No feedback submitted other than support the proposed plan.  |
| Public Hearing (6/22/17)                            |   | Public Comment           | No changes. Speaker wanted VAPA program included in LCAP and budget. It already is.  |
| LCAP Approval (6/29/2017)                           |   |                          | The LCAP and budget were approved by the BOE at its June 29, 2017 meeting.   |

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

|               |   |                                   |                                    |
|---------------|---|-----------------------------------|------------------------------------|
|               | <input checked="" type="checkbox"/> New         | <input type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
| <b>Goal 1</b> | All students are ready for college and careers. |                                   |                                    |

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Kindergarten Readiness

Identified Need:

- 17% of Kindergartners placed in the “vulnerable” category on the Early Development Instrument.
- While the district aggregate data shows that 71%/60% of students are meeting or exceeding standard on the CAASPP tests in ELA and math, subgroup gaps remain.
- 33%/22% of eleventh graders were designated as “College-ready” on the CAASPP in ELA/math.
- The District a-g rate is at 68%.
- 51% of graduates earned a 3 or higher on an advanced placement exam, while 69% of all high school students who take an exam earn a 3 or higher.
- 21% of high school graduates passed one or more college courses.
- The district cohort graduation rate/drop-out rate are 90.7/6.2 with notable gaps among several subgroups.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators  | Baseline  | 2017-18              | 2018-19                            | 2019-20  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
|---|---|----------------------|------------------------------------|--|-------|-----|----|----|--|---|----|----|--|----|----|----|--|---|----|----|--|--|-----|----|---|-----|----|----|---|-----|----|----|--|-----|----|----|----|---|-----|----|----|----|----|--|-----|----|---|----|-----|----|-----|----|----|----|---|-----|----|---|----|----|----|---|----|---|----|-----|----|-----|----|----|----|---|-----|----|---|----|----|----|---|----|---|----|-----|----|-----|----|----|----|
| All teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential. | 100%  | 100%                 | 100%                               | 100%   |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All students have access to standards-aligned textbooks.  | 100%  | 100%                 | 100%                               | 100%   |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All curriculum guides, proficiency scales and district interim assessments are aligned to the California standards.   | ELA: 100% Math: 100%  | ELA: 100% Math: 100% | ELA: 100% Math: 100%<br>NGSS: 100% | ELA: 100% Math: 100%<br>NGSS: 100% History: 100% |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| Increase the percent of students who are meeting or exceeding standards on the CAASPP ELA test.                       | <table><tr><th></th><th>14-15</th><th>15-16</th><th>16-17</th></tr><tr><td>All</td><td>66</td><td>71</td><td></td></tr><tr><td>A</td><td>83</td><td>86</td><td></td></tr><tr><td>AA</td><td>44</td><td>50</td><td></td></tr><tr><td>H</td><td>49</td><td>52</td><td></td></tr><tr><td>W</td><td>79</td><td>82</td><td></td></tr><tr><td>SED</td><td>50</td><td>49</td><td></td></tr><tr><td>SWD</td><td>27</td><td>32</td><td></td></tr><tr><td>EL</td><td>31</td><td>33</td><td></td></tr></table> |                      | 14-15                              | 15-16  | 16-17 | All | 66 | 71 |  | A | 83 | 86 |  | AA | 44 | 50 |  | H | 49 | 52 |  | W  | 79  | 82 |   | SED | 50 | 49 |   | SWD | 27 | 32 |  | EL  | 31 | 33 |    | <table><tr><td>All</td><td>72</td></tr><tr><td>A</td><td>87</td></tr><tr><td>AA</td><td>54</td></tr><tr><td>H</td><td>56</td></tr><tr><td>W</td><td>83</td></tr><tr><td>SED</td><td>53</td></tr><tr><td>SWD</td><td>36</td></tr><tr><td>EL</td><td>37</td></tr></table> | All | 72 | A  | 87 | AA | 54   | H   | 56 | W | 83 | SED | 53 | SWD | 36 | EL | 37 | <table><tr><td>All</td><td>73</td></tr><tr><td>A</td><td>88</td></tr><tr><td>AA</td><td>56</td></tr><tr><td>H</td><td>58</td></tr><tr><td>W</td><td>84</td></tr><tr><td>SED</td><td>55</td></tr><tr><td>SWD</td><td>38</td></tr><tr><td>EL</td><td>39</td></tr></table> | All | 73 | A | 88 | AA | 56 | H | 58 | W | 84 | SED | 55 | SWD | 38 | EL | 39 | <table><tr><td>All</td><td>74</td></tr><tr><td>A</td><td>89</td></tr><tr><td>AA</td><td>58</td></tr><tr><td>H</td><td>60</td></tr><tr><td>W</td><td>85</td></tr><tr><td>SED</td><td>57</td></tr><tr><td>SWD</td><td>40</td></tr><tr><td>EL</td><td>41</td></tr></table> | All | 74 | A | 89 | AA | 58 | H | 60 | W | 85 | SED | 57 | SWD | 40 | EL | 41 |
|   | 14-15   | 15-16                | 16-17                              |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 66  | 71                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 83  | 86                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 44  | 50                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 49  | 52                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 79  | 82                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SED   | 50  | 49                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SWD   | 27  | 32                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| EL  | 31  | 33                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 72  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 87  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 54  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 56  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 83  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SED   | 53  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SWD   | 36  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| EL  | 37  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 73  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 88  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 56  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 58  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 84  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SED   | 55  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SWD   | 38  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| EL  | 39  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 74  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 89  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 58  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 60  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 85  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SED   | 57  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| SWD   | 40  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| EL  | 41  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| Increase the percent of students who are meeting or exceeding standards on the CAASPP math test.                      | <table><tr><th></th><th>14-15</th><th>15-16</th><th>16-17</th></tr><tr><td>All</td><td>56</td><td>60</td><td></td></tr><tr><td>A</td><td>75</td><td>82</td><td></td></tr><tr><td>AA</td><td>29</td><td>33</td><td></td></tr><tr><td>H</td><td>33</td><td>39</td><td></td></tr></table>  |                      | 14-15                              | 15-16  | 16-17 | All | 56 | 60 |  | A | 75 | 82 |  | AA | 29 | 33 |  | H | 33 | 39 |  | <table><tr><td>All</td><td>62</td></tr><tr><td>A</td><td>84</td></tr><tr><td>AA</td><td>37</td></tr><tr><td>H</td><td>43</td></tr><tr><td>W</td><td>75</td></tr></table> | All | 62 | A | 84  | AA | 37 | H | 43  | W  | 75 | <table><tr><td>All</td><td>64</td></tr><tr><td>A</td><td>85</td></tr><tr><td>AA</td><td>39</td></tr><tr><td>H</td><td>45</td></tr><tr><td>W</td><td>76</td></tr></table> | All | 64 | A  | 85 | AA  | 39  | H  | 45 | W  | 76 | <table><tr><td>All</td><td>66</td></tr><tr><td>A</td><td>86</td></tr><tr><td>AA</td><td>41</td></tr><tr><td>H</td><td>47</td></tr><tr><td>W</td><td>77</td></tr></table> | All | 66 | A | 86 | AA  | 41 | H   | 47 | W  | 77 |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
|   | 14-15   | 15-16                | 16-17                              |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 56  | 60                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 75  | 82                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 29  | 33                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 33  | 39                   |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 62  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 84  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 37  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 43  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 75  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 64  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 85  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 39  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 45  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 76  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| All   | 66  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| A   | 86  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| AA  | 41  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| H   | 47  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |
| W   | 77  |                      |                                    |  |       |     |    |    |  |   |    |    |  |    |    |    |  |   |    |    |  |  |     |    |   |     |    |    |   |     |    |    |  |     |    |    |    |   |     |    |    |    |    |  |     |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |   |     |    |   |    |    |    |   |    |   |    |     |    |     |    |    |    |

|  |  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
|--|--|---------------|---------------|---------------|-----|------|----|------|------|-----|--|------|----|------|------|--|-----|--|------|-----|--|-----|-----|------|--|--|-----|------|----|-------------|----|--|-----|-------------|-----|------|-----|------|-----|------|---|-----|------|---|----------------|---|------|----|-------------|----|------|-----|------|-----|------|---|-----|------|---|----------------|---|------|----|-------------|----|------|-----|------|-----|------|
|  | <table><tr><td>W</td><td>69</td><td>74</td><td></td></tr><tr><td>SED</td><td>30</td><td>35</td><td></td></tr><tr><td>SWD</td><td>23</td><td>27</td><td></td></tr><tr><td>EL</td><td>29</td><td>30</td><td></td></tr></table>   | W             | 69            | 74            |     | SED  | 30 | 35   |      | SWD | 23   | 27   |    | EL   | 29   | 30   |     | <table><tr><td>SED</td><td>39</td></tr><tr><td>SWD</td><td>31</td></tr><tr><td>EL</td><td>34</td></tr></table> | SED  | 39  | SWD  | 31  | EL  | 34   | <table><tr><td>SED</td><td>41</td></tr><tr><td>SWD</td><td>33</td></tr><tr><td>EL</td><td>36</td></tr></table> | SED  | 41  | SWD  | 33 | EL          | 36 | <table><tr><td>SED</td><td>43</td></tr><tr><td>SWD</td><td>35</td></tr><tr><td>EL</td><td>38</td></tr></table> | SED | 43          | SWD | 35   | EL  | 38   |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 69   | 74            |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 30   | 35            |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 23   | 27            |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 29   | 30            |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 39   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 31   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 34   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 41   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 33   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 36   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 43   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 35   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 38   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Decrease the percentage of kindergartners who score at the "Vulnerable" rate on the Educational Development Instrument.                | 15-16: 17% 16-17:  | 16%           | 15%           | 14%           |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Increase the a-g rate to 75% or higher.  | <table><tr><td></td><td>15-16</td><td>16-17</td></tr><tr><td>All</td><td>68</td><td></td></tr><tr><td>W</td><td>76</td><td></td></tr><tr><td>H</td><td>55</td><td></td></tr><tr><td>AA</td><td>53</td><td></td></tr><tr><td>A</td><td>89</td><td></td></tr><tr><td>SED</td><td>53</td><td></td></tr><tr><td>EL</td><td>29</td><td></td></tr></table>                 |               | 15-16         | 16-17         | All | 68   |    | W    | 76   |     | H  | 55   |    | AA   | 53   |  | A   | 89   |      | SED | 53   |     | EL  | 29   |  | <table><tr><td>All</td><td>70</td></tr><tr><td>W</td><td>77</td></tr><tr><td>H</td><td>57</td></tr><tr><td>AA</td><td>55</td></tr><tr><td>A</td><td>89+</td></tr><tr><td>SED</td><td>55</td></tr><tr><td>EL</td><td>31</td></tr></table>                           | All | 70   | W  | 77          | H  | 57   | AA  | 55          | A   | 89+  | SED | 55   | EL  | 31   | <table><tr><td>All</td><td>71</td></tr><tr><td>W</td><td>78</td></tr><tr><td>H</td><td>58</td></tr><tr><td>AA</td><td>56</td></tr><tr><td>A</td><td>89+</td></tr><tr><td>SED</td><td>56</td></tr><tr><td>EL</td><td>32</td></tr></table>                          | All | 71   | W | 78             | H | 58   | AA | 56          | A  | 89+  | SED | 56   | EL  | 32   | <table><tr><td>All</td><td>72</td></tr><tr><td>W</td><td>79</td></tr><tr><td>H</td><td>59</td></tr><tr><td>AA</td><td>57</td></tr><tr><td>A</td><td>89+</td></tr><tr><td>SED</td><td>57</td></tr><tr><td>EL</td><td>33</td></tr></table>                          | All | 72   | W | 79             | H | 59   | AA | 57          | A  | 89+  | SED | 57   | EL  | 33   |
|  | 15-16  | 16-17         |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 68   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 76   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 55   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 53   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| A  | 89   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 53   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 29   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 70   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 77   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 57   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 55   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| A  | 89+  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 55   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 31   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 71   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 78   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 58   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 56   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| A  | 89+  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 56   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 32   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 72   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 79   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 59   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 57   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| A  | 89+  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 57   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 33   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| The percentage of students who pass an AP exam with a 3 or higher will meet or exceed 70%.   | 15-16: 69% 16-17:  | 70%           | 70%           | 70%           |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Increase the percentage of eleventh graders who are "college ready" in ELA and math as determined by the CAASPP tests in ELA and math. | <table><tr><td></td><td>15-16</td><td>16-17</td></tr><tr><td>ELA</td><td>33</td><td></td></tr><tr><td>Math</td><td>22</td><td></td></tr></table>   |               | 15-16         | 16-17         | ELA | 33   |    | Math | 22   |     | <table><tr><td>ELA</td><td>35</td></tr><tr><td>Math</td><td>24</td></tr></table> | ELA  | 35 | Math | 24   | <table><tr><td>ELA</td><td>37</td></tr><tr><td>Math</td><td>26</td></tr></table> | ELA | 37   | Math | 26  | <table><tr><td>ELA</td><td>39</td></tr><tr><td>Math</td><td>28</td></tr></table> | ELA | 39  | Math | 28   |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
|  | 15-16  | 16-17         |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| ELA  | 33   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Math   | 22   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| ELA  | 35   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Math   | 24   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| ELA  | 37   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Math   | 26   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| ELA  | 39   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Math   | 28   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| The eighth grade drop-out rate will be no greater than 1%.   | 15-16: 0% 16-17:   | 0%            | 0%            | 0%            |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| The high school cohort drop-out rate will be 5% or less.   | <table><tr><td></td><td>15-16</td><td>16-17</td></tr><tr><td>All</td><td>6.2</td><td></td></tr><tr><td>W</td><td>3.5</td><td></td></tr><tr><td>H</td><td>10.5</td><td></td></tr><tr><td>AA</td><td>4.7</td><td></td></tr><tr><td>EL</td><td>10.7</td><td></td></tr><tr><td>SWD</td><td>10.4</td><td></td></tr><tr><td>SED</td><td>10.1</td><td></td></tr></table>    |               | 15-16         | 16-17         | All | 6.2  |    | W    | 3.5  |     | H  | 10.5 |    | AA   | 4.7  |  | EL  | 10.7   |      | SWD | 10.4   |     | SED | 10.1 |  | <table><tr><td>All</td><td>6.0</td></tr><tr><td>W</td><td>3.5 or less</td></tr><tr><td>H</td><td>10.1</td></tr><tr><td>AA</td><td>4.7 or less</td></tr><tr><td>EL</td><td>10.3</td></tr><tr><td>SWD</td><td>10.0</td></tr><tr><td>EL</td><td>9.7</td></tr></table> | All | 6.0  | W  | 3.5 or less | H  | 10.1   | AA  | 4.7 or less | EL  | 10.3 | SWD | 10.0 | EL  | 9.7  | <table><tr><td>All</td><td>5.8</td></tr><tr><td>W</td><td>3.5 or less</td></tr><tr><td>H</td><td>9.9</td></tr><tr><td>AA</td><td>4.7 or less</td></tr><tr><td>EL</td><td>10.1</td></tr><tr><td>SWD</td><td>9.8</td></tr><tr><td>EL</td><td>9.5</td></tr></table>  | All | 5.8  | W | 3.5 or less    | H | 9.9  | AA | 4.7 or less | EL | 10.1 | SWD | 9.8  | EL  | 9.5  | <table><tr><td>All</td><td>5.6</td></tr><tr><td>W</td><td>3.5 or less</td></tr><tr><td>H</td><td>9.7</td></tr><tr><td>AA</td><td>4.7 or less</td></tr><tr><td>EL</td><td>9.9</td></tr><tr><td>SWD</td><td>9.7</td></tr><tr><td>EL</td><td>9.3</td></tr></table>   | All | 5.6  | W | 3.5 or less    | H | 9.7  | AA | 4.7 or less | EL | 9.9  | SWD | 9.7  | EL  | 9.3  |
|  | 15-16  | 16-17         |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 6.2  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 3.5  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 10.5   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 4.7  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 10.7   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 10.4   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 10.1   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 6.0  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 3.5 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 10.1   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 4.7 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 10.3   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 10.0   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 9.7  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 5.8  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 3.5 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 9.9  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 4.7 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 10.1   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 9.8  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 9.5  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 5.6  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 3.5 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 9.7  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 4.7 or less  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 9.9  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 9.7  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 9.3  |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| The high school cohort graduation rate will be no less than 95%.   | <table><tr><td></td><td>15-16</td><td>16-17</td></tr><tr><td>All</td><td>90.7</td><td></td></tr><tr><td>W</td><td>94.8</td><td></td></tr><tr><td>H</td><td>83.8</td><td></td></tr><tr><td>AA</td><td>91.8</td><td></td></tr><tr><td>EL</td><td>83.5</td><td></td></tr><tr><td>SWD</td><td>79.3</td><td></td></tr><tr><td>SED</td><td>83.4</td><td></td></tr></table> |               | 15-16         | 16-17         | All | 90.7 |    | W    | 94.8 |     | H  | 83.8 |    | AA   | 91.8 |  | EL  | 83.5   |      | SWD | 79.3   |     | SED | 83.4 |  | <table><tr><td>All</td><td>90.9</td></tr><tr><td>W</td><td>95.0</td></tr><tr><td>H</td><td>84.0</td></tr><tr><td>AA</td><td>92.0</td></tr><tr><td>EL</td><td>83.7</td></tr><tr><td>SWD</td><td>79.5</td></tr><tr><td>SED</td><td>83.6</td></tr></table>            | All | 90.9 | W  | 95.0        | H  | 84.0   | AA  | 92.0        | EL  | 83.7 | SWD | 79.5 | SED | 83.6 | <table><tr><td>All</td><td>91.1</td></tr><tr><td>W</td><td>95.0 or higher</td></tr><tr><td>H</td><td>84.2</td></tr><tr><td>AA</td><td>92.2</td></tr><tr><td>EL</td><td>83.9</td></tr><tr><td>SWD</td><td>79.7</td></tr><tr><td>SED</td><td>83.8</td></tr></table> | All | 91.1 | W | 95.0 or higher | H | 84.2 | AA | 92.2        | EL | 83.9 | SWD | 79.7 | SED | 83.8 | <table><tr><td>All</td><td>91.3</td></tr><tr><td>W</td><td>95.0 or higher</td></tr><tr><td>H</td><td>84.4</td></tr><tr><td>AA</td><td>92.4</td></tr><tr><td>EL</td><td>84.1</td></tr><tr><td>SWD</td><td>79.9</td></tr><tr><td>SED</td><td>84.0</td></tr></table> | All | 91.3 | W | 95.0 or higher | H | 84.4 | AA | 92.4        | EL | 84.1 | SWD | 79.9 | SED | 84.0 |
|  | 15-16  | 16-17         |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 90.7   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 94.8   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 83.8   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 91.8   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 83.5   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 79.3   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 83.4   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 90.9   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 95.0   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 84.0   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 92.0   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 83.7   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 79.5   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 83.6   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 91.1   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 95.0 or higher   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 84.2   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 92.2   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 83.9   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 79.7   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 83.8   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All  | 91.3   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| W  | 95.0 or higher   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| H  | 84.4   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| AA   | 92.4   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| EL   | 84.1   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SWD  | 79.9   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| SED  | 84.0   |               |               |               |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| All foster youth have a literacy, culmination or graduation and post-secondary plan as grade-level appropriate.                        | 100%   | 100%          | 100%          | 100%          |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |
| Increase the percentage of high school graduates who complete at least one college course (dual or concurrent enrollment)              | 14-15:11.6% 15-16: 21% 16-17:  | 15% or higher | 15% or higher | 15% or higher |     |      |    |      |      |     |  |      |    |      |      |  |     |  |      |     |  |     |     |      |  |  |     |      |    |             |    |  |     |             |     |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |   |     |      |   |                |   |      |    |             |    |      |     |      |     |      |

|  |                   |     |     |     |
|--|-------------------|-----|-----|-----|
| during high school to at least 15%.  |                   |     |     |     |
| The percentage of seniors who graduate with a 3 or high on at least one advanced placement exam will meet or exceed 55%. | 15-16: 51% 16-17: | 52% | 53% | 54% |

#### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

#### ACTIONS/SERVICES

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| <p>The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include:</p> <ul style="list-style-type: none"> <li>• Uniform complaint processes</li> <li>• Benefits management</li> <li>• Contracts management</li> <li>• Salary schedules</li> <li>• Substitutes</li> <li>• Credentials and Licenses</li> <li>• New teacher support</li> <li>• Staff recognition programs</li> <li>• Staffing/Budget allocations</li> </ul> <p>The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.</p> <p>Staff will develop a plan and metrics such that teacher ethnicity demographics mirror student ethnicity demographics.</p> | <p>The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include:</p> <ul style="list-style-type: none"> <li>• Uniform complaint processes</li> <li>• Benefits management</li> <li>• Contracts management</li> <li>• Salary schedules</li> <li>• Substitutes</li> <li>• Credentials and Licenses</li> <li>• New teacher support</li> <li>• Staff recognition programs</li> <li>• Staffing/Budget allocations</li> </ul> <p>The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.</p> <p>Develop a plan and metrics such that teacher ethnicity demographics mirror student ethnicity demographics.</p> | <p>The Human Resources Department manages the recruitment, selection, and evaluation of classified and certificated staff. Other duties include:</p> <ul style="list-style-type: none"> <li>• Uniform complaint processes</li> <li>• Benefits management</li> <li>• Contracts management</li> <li>• Salary schedules</li> <li>• Substitutes</li> <li>• Credentials and Licenses</li> <li>• New teacher support</li> <li>• Staff recognition programs</li> <li>• Staffing/Budget allocations</li> </ul> <p>The HR department will assist CTE (formerly ROP) teachers in developing a plan for attaining an appropriate CTE credential.</p> <p>Develop a plan and metrics such that teacher ethnicity demographics mirror student ethnicity demographics.</p> |

#### BUDGET EXPENDITURES

| 2017-18                                  | 2018-19                                  | 2019-20                                  |
|--|--|--|
| Amount                                   | Amount                                   | Amount                                   |
| \$419,767                                | \$426,064                                | \$432,451                                |
| Source                                   | Source                                   | Source                                   |
| LCFF                                     | LCFF                                     | LCFF                                     |
| Budget Reference                         | Budget Reference                         | Budget Reference                         |
| Certificated Salaries; HR Function 74000 | Certificated Salaries; HR Function 74000 | Certificated Salaries; HR Function 74000 |
| Amount                                   | Amount                                   | Amount                                   |
| \$1,037,340                              | \$1,052,900                              | \$1,068,694                              |
| Source                                   | Source                                   | Source                                   |
| LCFF                                     | LCFF                                     | LCFF                                     |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Classified Salaries;<br>HR Function 74000                      | Budget Reference | Classified Salaries;<br>HR Function 74000                      | Budget Reference | Classified Salaries;<br>HR Function 74000                      |
| Amount           | \$601,079  | Amount           | \$655,176  | Amount           | \$714,142  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits;<br>HR Function 74000                        | Budget Reference | Employee Benefits;<br>HR Function 74000                        | Budget Reference | Employee Benefits;<br>HR Function 74000                        |
| Amount           | \$53,500   | Amount           | \$53,500   | Amount           | \$53,500   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies;<br>HR Function 74000                       | Budget Reference | Books and Supplies;<br>HR Function 74000                       | Budget Reference | Books and Supplies;<br>HR Function 74000                       |
| Amount           | \$470,700  | Amount           | \$470,000  | Amount           | \$470,000  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating<br>Expenses;<br>HR Function 74000 | Budget Reference | Services and Other Operating<br>Expenses;<br>HR Function 74000 | Budget Reference | Services and Other Operating<br>Expenses;<br>HR Function 74000 |

## Action 2

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _                 |

## ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                        | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                   |
| The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements. | The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements. | The Beginning Teacher Support and Assessment (BTSA) program provides support to new teachers in completing credential requirements. |

## BUDGET EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$159,427                                  | Amount           | \$161,818                                  | Amount           | \$164,246                                  |
| Source           | LCFF                                       | Source           | LCFF                                       | Source           | LCFF                                       |
| Budget Reference | Certificated Salaries; BTSA Function 21400 | Budget Reference | Certificated Salaries; BTSA Function 21400 | Budget Reference | Certificated Salaries; BTSA Function 21400 |
| Amount           | \$52,161                                   | Amount           | \$56,855                                   | Amount           | \$61,972                                   |
| Source           | LCFF                                       | Source           | LCFF                                       | Source           | LCFF                                       |
| Budget Reference | Employee Benefits; BTSA Function 21400     | Budget Reference | Employee Benefits; BTSA Function 21400     | Budget Reference | Employee Benefits; BTSA Function 21400     |
| Amount           | \$9,000                                    | Amount           | \$9,000                                    | Amount           | \$9,000                                    |
| Source           | LCFF                                       | Source           | LCFF                                       | Source           | LCFF                                       |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Budget Reference | Books and Supplies;<br>BTSA Function 21400                    | Budget Reference | Books and Supplies;<br>BTSA Function 21400                    | Budget Reference | Books and Supplies;<br>BTSA Function 21400                    |
| Amount           | \$8,350   | Amount           | \$8,350   | Amount           | \$8,350   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses;<br>BTSA Function 21400 | Budget Reference | Services and Other Operating Expenses;<br>BTSA Function 21400 | Budget Reference | Services and Other Operating Expenses;<br>BTSA Function 21400 |

### Action 3

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |   |
|--|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income  |
| Scope of Service:  | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district. | Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district. | Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district. |

### BUDGET EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount   | Amount   | Amount   |
| \$282,938  | \$287,978  | \$293,047  |
| Source   | Source   | Source   |
| Federal Revenues - Title II                          | Federal Revenues - Title II                          | Federal Revenues - Title II                          |
| Budget Reference                                     | Budget Reference                                     | Budget Reference                                     |
| Certificated Salaries;<br>Instruction Function 10000 | Certificated Salaries;<br>Instruction Function 10000 | Certificated Salaries;<br>Instruction Function 10000 |
| Amount   | Amount   | Amount   |
| \$99,042   | \$103,994  | \$109,194  |
| Source   | Source   | Source   |
| Federal Revenues - Title II                          | Federal Revenues - Title II                          | Federal Revenues - Title II                          |
| Budget Reference                                     | Budget Reference                                     | Budget Reference                                     |
| Classified Salaries;<br>Instruction Function 10000   | Classified Salaries;<br>Instruction Function 10000   | Classified Salaries;<br>Instruction Function 10000   |
| Amount   | Amount   | Amount   |
| \$111,508  | \$131,866  | \$142,415  |
| Source   | Source   | Source   |
| Federal Revenues - Title II                          | Federal Revenues - Title II                          | Federal Revenues - Title II                          |
| Budget Reference                                     | Budget Reference                                     | Budget Reference                                     |
| Employee Benefits;<br>Instruction Function 10000     | Employee Benefits;<br>Instruction Function 10000     | Employee Benefits;<br>Instruction Function 10000     |
| Amount   | Amount   | Amount   |
| \$145,333  | \$120,130  | \$93,525   |
| Source   | Source   | Source   |
| Federal Revenues - Title II                          | Federal Revenues - Title II                          | Federal Revenues - Title II                          |



|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Budget Reference | Books and Supplies; Instruction Function 10000                    | Budget Reference | Books and Supplies; Instruction Function 10000                    | Budget Reference | Books and Supplies; Instruction Function 10000                    |
| Amount           | \$500   | Amount           | \$500   | Amount           | \$500   |
| Source           | Federal Revenues - Title II                                       | Source           | Federal Revenues - Title II                                       | Source           | Federal Revenues - Title II                                       |
| Budget Reference | Services and Other Operating Expenses; Instruction Function 10000 | Budget Reference | Services and Other Operating Expenses; Instruction Function 10000 | Budget Reference | Services and Other Operating Expenses; Instruction Function 10000 |
| Amount           | \$50,000  | Amount           | \$50,000  | Amount           | \$50,000  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Certificated Salaries; SG Instructional 10000                     | Budget Reference | Certificated Salaries; SG Instructional 10000                     | Budget Reference | Certificated Salaries; SG Instructional 10000                     |
| Amount           | \$10,590  | Amount           | \$10,590  | Amount           | \$10,590  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Employee Benefits; SG Instructional 10000                         | Budget Reference | Employee Benefits; SG Instructional 10000                         | Budget Reference | Employee Benefits; SG Instructional 10000                         |

#### Action 4

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

#### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20  |
|---|---|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged          | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Complete middle school ELA textbook adoption and implementation aligned to the new California standards. Implementation includes either teacher compensation at the hourly rate or substitutes so that teacher may participation training in support of the new adoption.(Schools add or replace lost/damaged textbooks and renew consumable materials with school-based lottery funds.) It is expected that there will be a significant carry-over which will be combined with 2018-19 funds to begin the NGSS adoption. | Begin the first of a two-year process to adopt and implement new materials for the Next Generation Science Standards. | Complete the second year of the NGSS textbook adoption.  |

#### BUDGET EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount   | Amount   | Amount   |
| \$470,000  | \$470,000  | \$470,000  |
| Source   | Source   | Source   |
| Other State Revenues   | Other State Revenues   | Other State Revenues   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Books and Supplies; Site textbook replacement from restricted lottery. | Books and Supplies; Site textbook replacement from restricted lottery. | Books and Supplies; Site textbook replacement from restricted lottery. |

Action 5

|  |   |   |
|--|---|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _             |

OR

|  |  |  |
|--|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |  |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |  |

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs. | Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs. | Librarian, elementary library coordinators and other library staff manage the textbook inventories. Annually, they manage worn or lost materials and supplement where needed. They also work with staff to stock the collection with resources aligned to curricular needs. |

BUDGET EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$372,672  | Amount           | \$378,262  | Amount           | \$383,936  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Certificated Salaries; Libraries 24200                 | Budget Reference | Certificated Salaries; Libraries 24200                 | Budget Reference | Certificated Salaries; Libraries 24200                 |
| Amount           | \$557,113  | Amount           | \$565,470  | Amount           | \$573,952  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Classified Salaries; Libraries 24200                   | Budget Reference | Classified Salaries; Libraries 24200                   | Budget Reference | Classified Salaries; Libraries 24200                   |
| Amount           | \$462,210  | Amount           | \$503,809  | Amount           | \$549,152  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits; Libraries 24200                     | Budget Reference | Employee Benefits; Libraries 24200                     | Budget Reference | Employee Benefits; Libraries 24200                     |
| Amount           | \$14,380   | Amount           | \$14,000   | Amount           | \$14,000   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; Libraries 24200                    | Budget Reference | Books and Supplies; Libraries 24200                    | Budget Reference | Books and Supplies; Libraries 24200                    |
| Amount           | \$55,705   | Amount           | \$55,000   | Amount           | \$55,000   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; Libraries 24200 | Budget Reference | Services and Other Operating Expenses; Libraries 24200 | Budget Reference | Services and Other Operating Expenses; Libraries 24200 |

Action 6

|  |   |   |
|--|---|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _             |

OR

|  |  |  |
|--|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |  |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |  |

#### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| Teachers provide instruction aligned to the California standards. A number of staff, programs and services support students with disabilities so that they have access to grade-level content and/or other learning opportunities. The District provides a dual immersion elementary school (English, Spanish) which feeds into JAMS and Samohi. English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner. | Teachers provide instruction aligned to the California standards. A number of staff, programs and services support students with disabilities so that they have access to grade-level content and/or other learning opportunities. The District provides a dual immersion elementary school (English, Spanish) which feeds into JAMS and Samohi. English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner. | Teachers provide instruction aligned to the California standards. A number of staff, programs and services support students with disabilities so that they have access to grade-level content and/or other learning opportunities. The District provides a dual immersion elementary school (English, Spanish) which feeds into JAMS and Samohi. English learners receive designated and/or integrated ELD instruction based on their needs. ELD coaches and coordinators develop individualized learning plans (ILPs) for each English Learner. |

#### BUDGET EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount   | Amount   | Amount   |
| \$41,806,751   | \$42,433,852   | \$43,070,360   |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Certificated Salaries; Instruction 10000                 | Certificated Salaries; Instruction 10000                 | Certificated Salaries; Instruction 10000                 |
| Amount   | Amount   | Amount   |
| \$2,591,223  | \$2,630,091  | \$2,669,543  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Classified Salaries; Instruction 10000                   | Classified Salaries; Instruction 10000                   | Classified Salaries; Instruction 10000                   |
| Amount   | Amount   | Amount   |
| \$16,239,327   | \$17,700,866   | \$19,293,944   |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Employee Benefits; Instruction 10000                     | Employee Benefits; Instruction 10000                     | Employee Benefits; Instruction 10000                     |
| Amount   | Amount   | Amount   |
| \$2,042,336  | \$2,000,000  | \$2,000,000  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Books and Supplies; Instruction 10000                    | Books and Supplies; Instruction 10000                    | Books and Supplies; Instruction 10000                    |
| Amount   | Amount   | Amount   |
| \$1,017,097  | \$1,000,000  | \$1,000,000  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Services and Other Operating Expenses; Instruction 10000 | Services and Other Operating Expenses; Instruction 10000 | Services and Other Operating Expenses; Instruction 10000 |

|  |  |  |
|--|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |  |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |  |

OR

|  |   |  |
|--|---|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |  |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income  |  |
| Scope of Service:  | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |  |

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district standards-based curriculum guides, proficiency scales and interim assessments based on experience, new knowledge and assessment results. Staff will engaged in on-going capacity building in teaching/learning, PLCs, leadership, including training from various consultants etc. | Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district standards-based curriculum guides, proficiency scales and interim assessments based on experience, new knowledge and assessment results. Staff will engaged in on-going capacity building in teaching/learning, PLCs, leadership, including training from various consultants. | Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district standards-based curriculum guides, proficiency scales and interim assessments based on experience, new knowledge and assessment results. Staff will engaged in on-going capacity building in teaching/learning, PLCs, leadership, including training from various consultants. |

BUDGET EXPENDITURES

| 2017-18          |   | 2018-19          |   | 2019-20          |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | \$1,403,466   | Amount           | \$1,423,318   | Amount           | \$1,443,468   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Certificated Salaries;<br>SG Instruction Function 10000                 | Budget Reference | Certificated Salaries;<br>SG Instruction Function 10000                 | Budget Reference | Certificated Salaries;<br>SG Instruction Function 10000                 |
| Amount           | \$88,681  | Amount           | \$90,011  | Amount           | \$91,361  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Classified Salaries;<br>SG Instruction Function 10000                   | Budget Reference | Classified Salaries;<br>SG Instruction Function 10000                   | Budget Reference | Classified Salaries;<br>SG Instruction Function 10000                   |
| Amount           | \$524,792   | Amount           | \$570,498   | Amount           | \$772,818   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Employee Benefits;<br>SG Instruction Function 10000                     | Budget Reference | Employee Benefits;<br>SG Instruction Function 10000                     | Budget Reference | Employee Benefits;<br>SG Instruction Function 10000                     |
| Amount           | \$224,263   | Amount           | \$230,000   | Amount           | \$240,000   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Books and Supplies;<br>SG Instruction Function 10000                    | Budget Reference | Books and Supplies;<br>SG Instruction Function 10000                    | Budget Reference | Books and Supplies;<br>SG Instruction Function 10000                    |
| Amount           | \$978,919   | Amount           | \$217,881   | Amount           | \$283,837   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses;<br>SG Instruction Function 10000 | Budget Reference | Services and Other Operating Expenses;<br>SG Instruction Function 10000 | Budget Reference | Services and Other Operating Expenses;<br>SG Instruction Function 10000 |

|  |   |   |
|--|---|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _             |

OR

|  |  |  |
|--|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |  |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |  |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |  |

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
|---|---|---|
| <p>Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training, facilitated learning walks and monitoring the EL Master Plan. Computer techs maintain the infrastructure and devices. These actions include all school administrators, educational services staff and computer techs.</p> <p>Review lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard. Adjust plans as necessary.</p> <p>Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials. Site and district leaders oversee this program.</p> | <p>Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training, facilitated learning walks and monitoring the EL Master Plan. Computer techs maintain the infrastructure and devices. These actions include all school administrators, educational services staff and computer techs.</p> <p>Review lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard. Adjust plans as necessary.</p> <p>Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials. Site and district leaders oversee this program.</p> | <p>Principals and co-administrators monitor classroom instruction to ensure all students have access to the California standards and that teachers are following district curriculum guides. Activities include the formal teacher evaluation process as well as learning walks. The certificated staff in Educational Services supports this work through training, facilitated learning walks and monitoring the EL Master Plan. Computer techs maintain the infrastructure and devices. These actions include all school administrators, educational services staff and computer techs.</p> <p>Review lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard. Adjust plans as necessary.</p> <p>Students from under-served subgroups participate in the Young Collegians program, a partnership between the Santa Monica College and the District. During the summer identified students enroll in SMC courses at no cost and the district provides instructional materials. Site and district leaders oversee this program.</p> |

**BUDGET EXPENDITURES**

2017-18

2018-19

2019-20

|                  |                                      |                  |                                      |                  |                                      |
|------------------|--------------------------------------|------------------|--------------------------------------|------------------|--------------------------------------|
| Amount           | \$4,670,413                          | Amount           | \$4,740,469                          | Amount           | \$4,811,576                          |
| Source           | LCFF                                 | Source           | LCFF                                 | Source           | LCFF                                 |
| Budget Reference | Certificated Salaries; 21000 & 27000 | Budget Reference | Certificated Salaries; 21000 & 27000 | Budget Reference | Certificated Salaries; 21000 & 27000 |
| Amount           | \$4,289,827                          | Amount           | \$4,354,174                          | Amount           | \$4,419,487                          |
| Source           | LCFF                                 | Source           | LCFF                                 | Source           | LCFF                                 |
| Budget Reference | Classified Salaries; 21000 & 27000   | Budget Reference | Classified Salaries; 21000 & 27000   | Budget Reference | Classified Salaries; 21000 & 27000   |
| Amount           | \$3,699,285                          | Amount           | \$4,032,221                          | Amount           | \$4,395,121                          |
| Source           | LCFF                                 | Source           | LCFF                                 | Source           | LCFF                                 |
| Budget Reference | Employee Benefits; 21000 & 27000     | Budget Reference | Employee Benefits; 21000 & 27000     | Budget Reference | Employee Benefits; 21000 & 27000     |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$222,968  | Amount           | \$215,000  | Amount           | \$215,000  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; 21000 & 27000                    | Budget Reference | Books and Supplies; 21000 & 27000                    | Budget Reference | Books and Supplies; 21000 & 27000                    |
| Amount           | \$80,144   | Amount           | \$245,000  | Amount           | \$245,000  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; 21000 & 27000 | Budget Reference | Services and Other Operating Expenses; 21000 & 27000 | Budget Reference | Services and Other Operating Expenses; 21000 & 27000 |
| Amount           | \$95,481   | Amount           | \$29,060   | Amount           | \$14,530   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Capital Outlay; 21000 & 27000                        | Budget Reference | Capital Outlay; 21000 & 27000                        | Budget Reference | Capital Outlay; 21000 & 27000                        |

## Action 9

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

## ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| A number of other departments support classroom teachers and/or promote student success. These include any cost related to:<br><br>1. Other General<br>2. Business and fiscal services<br>3. Purchasing<br>4. Printing Services | A number of other departments support classroom teachers and/or promote student success. These include any cost related to:<br><br>1. Other General<br>2. Business and fiscal services<br>3. Purchasing<br>4. Printing Services | A number of other departments support classroom teachers and/or promote student success. These include any cost related to:<br><br>1. Other General<br>2. Business and fiscal services<br>3. Purchasing<br>4. Printing Services |

## BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$1,649,653                                     | \$1,691,649                                     | \$487,846                                       |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference                                | Budget Reference                                | Budget Reference                                |
| Classified Salaries; 73000, 75500, 75300, 72000 | Classified Salaries; 73000, 75500, 75300, 72000 | Classified Salaries; 73000, 75500, 75300, 72000 |
| Amount  | Amount  | Amount  |
| \$788,431                                       | \$827,828                                       | \$323,100                                       |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Employee Benefits;<br>73000, 75500, 75300, 72000                     | Budget Reference | Employee Benefits;<br>73000, 75500, 75300, 72000                     | Budget Reference | Employee Benefits;<br>73000, 75500, 75300, 72000                     |
| Amount           | \$102,000  | Amount           | \$91,294   | Amount           | \$67,294   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies;<br>73000, 75500, 75300, 72000                    | Budget Reference | Books and Supplies;<br>73000, 75500, 75300, 72000                    | Budget Reference | Books and Supplies;<br>73000, 75500, 75300, 72000                    |
| Amount           | \$1,728,137  | Amount           | \$1,909,506  | Amount           | \$1,738,106  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses;<br>73000, 75500, 75300, 72000 | Budget Reference | Services and Other Operating Expenses;<br>73000, 75500, 75300, 72000 | Budget Reference | Services and Other Operating Expenses;<br>73000, 75500, 75300, 72000 |

## Action 10

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _                 |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged     | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged     | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged     |
| The Board of Education creates the vision for student learning and the superintendent moves that vision forward. | The Board of Education creates the vision for student learning and the superintendent moves that vision forward. | The Board of Education creates the vision for student learning and the superintendent moves that vision forward. |

## BUDGET EXPENDITURES

| 2017-18          |   | 2018-19          |   | 2019-20          |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | \$243,650                                 | Amount           | \$247,305                                 | Amount           | \$251,014                                 |
| Source           | LCFF                                      | Source           | LCFF                                      | Source           | LCFF                                      |
| Budget Reference | Certificated Salaries;<br>BOE 71100-71900 | Budget Reference | Certificated Salaries;<br>BOE 71100-71900 | Budget Reference | Certificated Salaries;<br>BOE 71100-71900 |
| Amount           | \$297,584                                 | Amount           | \$302,048                                 | Amount           | \$306,578                                 |
| Source           | LCFF                                      | Source           | LCFF                                      | Source           | LCFF                                      |
| Budget Reference | Classified Salaries;<br>BOE 71100-71900   | Budget Reference | Classified Salaries;<br>BOE 71100-71900   | Budget Reference | Classified Salaries;<br>BOE 71100-71900   |
| Amount           | \$301,485                                 | Amount           | \$328,619                                 | Amount           | \$358,194                                 |
| Source           | LCFF                                      | Source           | LCFF                                      | Source           | LCFF                                      |
| Budget Reference | Employee Benefits;<br>BOE 71100-71900     | Budget Reference | Employee Benefits;<br>BOE 71100-71900     | Budget Reference | Employee Benefits;<br>BOE 71100-71900     |
| Amount           | \$16,500                                  | Amount           | \$16,500                                  | Amount           | \$16,500                                  |
| Source           | LCFF                                      | Source           | LCFF                                      | Source           | LCFF                                      |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Budget Reference | Books and Supplies;<br>BOE 71100-71900                    | Budget Reference | Books and Supplies;<br>BOE 71100-71900                    | Budget Reference | Books and Supplies;<br>BOE 71100-71900                    |
| Amount           | \$718,800   | Amount           | \$720,000   | Amount           | \$720,000   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses;<br>BOE 71100-71900 | Budget Reference | Services and Other Operating Expenses;<br>BOE 71100-71900 | Budget Reference | Services and Other Operating Expenses;<br>BOE 71100-71900 |

## Action 11

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)           |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _        |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| <p>Literacy and math coaches provide additional teacher support in PreK-6 classrooms.</p> <p>Provide training and coaching in early learning pathway classes (Responsive Classroom, Reggio, STEAM, etc.) Provide subsidy to parents who do not qualify for Head Start or California State Preschool programs.</p> <p>A math coordinator provides direct support to teachers.</p> | <p>Literacy and math coaches provide additional teacher support in PreK-6 classrooms.</p> <p>Provide training and coaching in early learning pathway classes (Responsive Classroom, Reggio, STEAM, etc.) Provide subsidy to parents who do not qualify for Head Start or California State Preschool programs.</p> <p>A math coordinator provides direct support to teachers.</p> | <p>Literacy and math coaches provide additional teacher support in PreK-6 classrooms.</p> <p>Provide training and coaching in early learning pathway classes (Responsive Classroom, Reggio, STEAM, etc.) Provide subsidy to parents who do not qualify for Head Start or California State Preschool programs.</p> <p>A math coordinator provides direct support to teachers.</p> |

## BUDGET EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$1,323,466 (repeat expenditure)               | Amount           | \$1,343,318 (repeat expenditure)               | Amount           | \$1,363,468 (repeat expenditure)               |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Certificated Salaries;<br>SG Instruction 10000 | Budget Reference | Certificated Salaries;<br>SG Instruction 10000 | Budget Reference | Certificated Salaries;<br>SG Instruction 10000 |
| Amount           | \$88,681 (repeat expenditure)                  | Amount           | \$90,011 (repeat expenditure)                  | Amount           | \$91,361 (repeat expenditure)                  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Classified Salaries;<br>SG Instruction10000    | Budget Reference | Classified Salaries;<br>SG Instruction10000    | Budget Reference | Classified Salaries;<br>SG Instruction10000    |
| Amount           | \$507,848 (repeat expenditure)                 | Amount           | \$553,554 (repeat expenditure)                 | Amount           | \$603,374 (repeat expenditure)                 |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits;<br>SG Instruction10000      | Budget Reference | Employee Benefits;<br>SG Instruction10000      | Budget Reference | Employee Benefits;<br>SG Instruction10000      |
| Amount           | \$224,263 (repeat expenditure)                 | Amount           | \$230,000 (repeat expenditure)                 | Amount           | \$240,000 (repeat expenditure)                 |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |



|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Budget Reference | Books and Supplies;<br>SG Instruction10000                    | Budget Reference | Books and Supplies;<br>SG Instruction10000                    | Budget Reference | Books and Supplies;<br>SG Instruction10000                    |
| Amount           | \$1,042,406 (repeat expenditure)                              | Amount           | \$217,881 (repeat expenditure)                                | Amount           | \$283,837 (repeat expenditure)                                |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses;<br>SG Instruction10000 | Budget Reference | Services and Other Operating Expenses;<br>SG Instruction10000 | Budget Reference | Services and Other Operating Expenses;<br>SG Instruction10000 |
| Amount           | \$93,628  | Amount           | \$93,628  | Amount           | \$93,628  |
| Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   |
| Budget Reference | Certificated Salaries   | Budget Reference | Certificated Salaries   | Budget Reference | Certificated Salaries   |
| Amount           | \$13,070  | Amount           | \$13,070  | Amount           | \$13,070  |
| Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   |
| Budget Reference | Classified Salaries   | Budget Reference | Classified Salaries   | Budget Reference | Classified Salaries   |
| Amount           | \$35,415  | Amount           | \$35,415  | Amount           | \$35,415  |
| Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   |
| Budget Reference | Employee Benefits   | Budget Reference | Employee Benefits   | Budget Reference | Employee Benefits   |
| Amount           | \$72,414  | Amount           | \$72,414  | Amount           | \$72,414  |
| Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   | Source           | Federal Revenues - Title II                                   |
| Budget Reference | Books and Supplies  | Budget Reference | Books and Supplies  | Budget Reference | Books and Supplies  |

## Action 12

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _                         |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>All elementary schools</u> <input type="checkbox"/> Specific Grade Spans: _ |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Students in grades 1 through 6 are identified to participate in the district's summer school program in reading and math.English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English. | Students in grades 1 through 6 are identified to participate in the district's summer school program in reading and math.English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English. | Students in grades 1 through 6 are identified to participate in the district's summer school program in reading and math.English Learners participate in summer ELD classes to extend the school year and to accelerate proficiency in English. |

### BUDGET EXPENDITURES

| 2017-18                          | 2018-19                          | 2019-20                          |
|----------------------------------|----------------------------------|----------------------------------|
| Amount                           | Amount                           | Amount                           |
| \$1,323,466 (repeat expenditure) | \$1,343,318 (repeat expenditure) | \$1,363,468 (repeat expenditure) |
| Source                           | Source                           | Source                           |
| LCFF                             | LCFF                             | LCFF                             |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Certificated Salaries; SG Instruction10000                 | Budget Reference | Certificated Salaries; SG Instruction10000                 | Budget Reference | Certificated Salaries; SG Instruction10000                 |
| Amount           | \$88,681 (repeat expenditure)                              | Amount           | \$90,011 (repeat expenditure)                              | Amount           | \$91,361 (repeat expenditure)                              |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   |
| Amount           | \$507,848 (repeat expenditure)                             | Amount           | \$553,554 (repeat expenditure)                             | Amount           | \$603,374 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     |
| Amount           | \$224,263 (repeat expenditure)                             | Amount           | \$230,000 (repeat expenditure)                             | Amount           | \$240,000 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    |
| Amount           | \$1,042,406 (repeat expenditure)                           | Amount           | \$217,881 (repeat expenditure)                             | Amount           | \$283,837 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 |

### Action 13

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Additional supplies and services support students' special assessment needs.                                 | Additional supplies and services support students' special assessment needs.                                 | Additional supplies and services support students' special assessment needs.                                 |

### BUDGET EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$1,500                                  | Amount           | \$1,500                                  | Amount           | \$1,500                                  |
| Source           | LCFF                                     | Source           | LCFF                                     | Source           | LCFF                                     |
| Budget Reference | Classified Salaries; Pupil Testing 31600 | Budget Reference | Classified Salaries; Pupil Testing 31600 | Budget Reference | Classified Salaries; Pupil Testing 31600 |
| Amount           | \$429                                    | Amount           | \$429                                    | Amount           | \$429                                    |
| Source           | LCFF                                     | Source           | LCFF                                     | Source           | LCFF                                     |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Employee Benefits; Pupil Testing 31600                     | Budget Reference | Employee Benefits; Pupil Testing 31600                     | Budget Reference | Employee Benefits; Pupil Testing 31600                     |
| Amount           | \$7,200  | Amount           | \$7,200  | Amount           | \$7,200  |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; Pupil Testing 31600                    | Budget Reference | Books and Supplies; Pupil Testing 31600                    | Budget Reference | Books and Supplies; Pupil Testing 31600                    |
| Amount           | \$0  | Amount           | \$33,000   | Amount           | \$33,000   |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; Pupil Testing 31600 | Budget Reference | Services and Other Operating Expenses; Pupil Testing 31600 | Budget Reference | Services and Other Operating Expenses; Pupil Testing 31600 |

## Action 14

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:       |

OR

|  |   |
|--|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income                                    |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)                                   |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>MHS, SAMOHI</u> <input checked="" type="checkbox"/> Specific Grade Spans: <u>Grade 10</u> |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| <p>Counselors and advisers use the AP Potential reports based on the PSAT to identified underrepresented students for advanced placement courses. In partnership with Santa Monica College staff, they advise students on dual enrollment courses. They develop appropriate plans for foster youth.</p> <p>Subsidies for AP exams are readily available.</p> <p>Seniors participate in college-preparedness remedies in ELA and math, such as CSU's Expository Reading and Writing Courses or SMC's dual enrollment courses in math. High schools are developing CTE options based on the district's CTE plan.</p> | <p>Counselors and advisers use the AP Potential reports based on the PSAT to identified underrepresented students for advanced placement courses. In partnership with Santa Monica College staff, they advise students on dual enrollment courses. They develop appropriate plans for foster youth.</p> <p>Subsidies for AP exams are readily available.</p> <p>Seniors participate in college-preparedness remedies in ELA and math, such as CSU's Expository Reading and Writing Courses or SMC's dual enrollment courses in math. High schools are developing CTE options based on the district's CTE plan.</p> | <p>Counselors and advisers use the AP Potential reports based on the PSAT to identified underrepresented students for advanced placement courses. In partnership with Santa Monica College staff, they advise students on dual enrollment courses. They develop appropriate plans for foster youth.</p> <p>Subsidies for AP exams are readily available.</p> <p>Seniors participate in college-preparedness remedies in ELA and math, such as CSU's Expository Reading and Writing Courses or SMC's dual enrollment courses in math. High schools are developing CTE options based on the district's CTE plan.</p> |

## BUDGET EXPENDITURES

| 2017-18          |  | 2018-19          |  | 2019-20          |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$1,323,466 (repeat expenditure)           | Amount           | \$1,343,318 (repeat expenditure)           | Amount           | \$1,363,468 (repeat expenditure)           |
| Source           | LCFF                                       | Source           | LCFF                                       | Source           | LCFF                                       |
| Budget Reference | Certificated Salaries; SG Instruction10000 | Budget Reference | Certificated Salaries; SG Instruction10000 | Budget Reference | Certificated Salaries; SG Instruction10000 |
| Amount           | \$88,681 (repeat expenditure)              | Amount           | \$90,011 (repeat expenditure)              | Amount           | \$91,361 (repeat expenditure)              |
| Source           | LCFF                                       | Source           | LCFF                                       | Source           | LCFF                                       |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   |
| Amount           | \$507,848 (repeat expenditure)                             | Amount           | \$553,554 (repeat expenditure)                             | Amount           | \$603,374 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     |
| Amount           | \$224,263 (repeat expenditure)                             | Amount           | \$230,000 (repeat expenditure)                             | Amount           | \$240,000 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    |
| Amount           | \$1,042,406 (repeat expenditure)                           | Amount           | \$217,881 (repeat expenditure)                             | Amount           | \$283,837 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 |
| Amount           | \$174,000  | Amount           | \$312,830  | Amount           | \$0  |
| Source           | Other State Revenues                                       | Source           | Other State Revenues                                       | Source           |  |
| Budget Reference | Certificated Salaries; CTIG                                | Budget Reference | Certificated Salaries; CTIG                                | Budget Reference |  |
| Amount           | \$64,215   | Amount           | \$115,450  | Amount           | \$0  |
| Source           | Other State Revenues                                       | Source           | Other State Revenues                                       | Source           |  |
| Budget Reference | Employee Benefits; CTIG                                    | Budget Reference | Employee Benefits; CTIG                                    | Budget Reference |  |
| Amount           | \$206,638  | Amount           | \$371,509  | Amount           | \$0  |
| Source           | Other State Revenues                                       | Source           | Other State Revenues                                       | Source           |  |
| Budget Reference | Books and Supplies; CTIG                                   | Budget Reference | Books and Supplies; CTIG                                   | Budget Reference |  |
| Amount           | \$25,147   | Amount           | \$45,211   | Amount           | \$0  |
| Source           | Other State Revenues                                       | Source           | Other State Revenues                                       | Source           |  |
| Budget Reference | Other; CTIG  | Budget Reference | Other; CTIG  | Budget Reference |  |

## Action 15

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income                 |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)                |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>LMS, JAMS, SAMOHI</u> <input type="checkbox"/> Specific Grade Spans: _ |

### ACTIONS/SERVICES

2017-18

2018-19

2019-20

|  |  |  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. | The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. | The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college. |

#### BUDGET EXPENDITURES

| 2017-18          | 2018-19  |                  | 2019-20  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$1,323,466 (repeat expenditure)                           | Amount           | \$1,343,318 (repeat expenditure)                           | Amount           | \$1,363,468 (repeat expenditure)                           |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Certificated Salaries; SG Instruction10000                 | Budget Reference | Certificated Salaries; SG Instruction10000                 | Budget Reference | Certificated Salaries; SG Instruction10000                 |
| Amount           | \$88,681 (repeat expenditure)                              | Amount           | \$90,011 (repeat expenditure)                              | Amount           | \$91,361 (repeat expenditure)                              |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   | Budget Reference | Classified Salaries; SG Instruction10000                   |
| Amount           | \$507,848 (repeat expenditure)                             | Amount           | \$553,554 (repeat expenditure)                             | Amount           | \$603,374 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     | Budget Reference | Employee Benefits; SG Instruction10000                     |
| Amount           | \$224,263 (repeat expenditure)                             | Amount           | \$230,000 (repeat expenditure)                             | Amount           | \$240,000 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    | Budget Reference | Books and Supplies; SG Instruction10000                    |
| Amount           | \$1,042,406 (repeat expenditure)                           | Amount           | \$217,881 (repeat expenditure)                             | Amount           | \$283,837 (repeat expenditure)                             |
| Source           | LCFF   | Source           | LCFF   | Source           | LCFF   |
| Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 | Budget Reference | Services and Other Operating Expenses; SG Instruction10000 |

#### Action 16

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:       |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:             |

#### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

|   |   |   |
|---|---|---|
| The technology department supports the needs of students and staff. | The technology department supports the needs of students and staff. | The technology department supports the needs of students and staff. |
| Two technology TOSAs provide training to teachers.                  | Two technology TOSAs provide training to teachers.                  | Two technology TOSAs provide training to teachers.                  |

#### BUDGET EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount   | Amount   | Amount   |
| \$294,371  | \$298,787  | \$303,268  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Classified Salaries;<br>COMPUTER SERVICES :77000                   | Classified Salaries;<br>COMPUTER SERVICES :77000                   | Classified Salaries;<br>COMPUTER SERVICES :77000                   |
| Amount   | Amount   | Amount   |
| \$133,177  | \$145,163  | \$158,228  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Employee Benefits;<br>COMPUTER SERVICES :77000                     | Employee Benefits;<br>COMPUTER SERVICES :77000                     | Employee Benefits;<br>COMPUTER SERVICES :77000                     |
| Amount   | Amount   | Amount   |
| \$21,000   | \$21,000   | \$21,000   |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Books and Supplies;<br>COMPUTER SERVICES :77000                    | Books and Supplies;<br>COMPUTER SERVICES :77000                    | Books and Supplies;<br>COMPUTER SERVICES :77000                    |
| Amount   | Amount   | Amount   |
| \$784,600  | \$823,830  | \$865,022  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Services and Other Operating Expenses;<br>COMPUTER SERVICES :77000 | Services and Other Operating Expenses;<br>COMPUTER SERVICES :77000 | Services and Other Operating Expenses;<br>COMPUTER SERVICES :77000 |
| Amount   | Amount   | Amount   |
| \$89,184   | \$0  | \$0  |
| Source   | Source   | Source   |
| Teacher Effectiveness  |  |  |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Certificated Salaries;<br>Effective Educator                       | ; Effective Educator   | ; Effective Educator   |
| Amount   | Amount   | Amount   |
| \$42,285   | \$0  | \$0  |
| Source   | Source   | Source   |
| Teacher Effectiveness  |  |  |
| Budget Reference   | Budget Reference   | Budget Reference   |
| Employee Benefits;<br>Effective Educator                           |  |  |

#### Action 17

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s):               |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>High Schools</u> <input type="checkbox"/> Specific Grade Spans: |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:             |

#### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

|   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Students participate in co-curricular sports and performing arts.   | Students participate in co-curricular sports and performing arts.  | Students participate in co-curricular sports and performing arts.  |

#### BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$240,424   | \$240,424   | \$240,424   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Certificated Salaries; Co-Curricular/Athletics: 41000,42000                 | Certificated Salaries; Co-Curricular/Athletics: 41000,42000                 | Certificated Salaries; Co-Curricular/Athletics: 41000,42000                 |
| Amount  | Amount  | Amount  |
| \$445,520   | \$445,520   | \$445,520   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Classified Salaries; Co-Curricular/Athletics: 41000,42000                   | Classified Salaries; Co-Curricular/Athletics: 41000,42000                   | Classified Salaries; Co-Curricular/Athletics: 41000,42000                   |
| Amount  | Amount  | Amount  |
| \$130,198   | \$134,646   | \$139,094   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Employee Benefits; Co-Curricular/Athletics: 41000,42000                     | Employee Benefits; Co-Curricular/Athletics: 41000,42000                     | Employee Benefits; Co-Curricular/Athletics: 41000,42000                     |
| Amount  | Amount  | Amount  |
| \$7,300   | \$7,300   | \$7,300   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Books and Supplies; Co-Curricular/Athletics: 41000,42000                    | Books and Supplies; Co-Curricular/Athletics: 41000,42000                    | Books and Supplies; Co-Curricular/Athletics: 41000,42000                    |
| Amount  | Amount  | Amount  |
| \$185,580   | \$185,580   | \$185,580   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Services and Other Operating Expenses; Co-Curricular/Athletics: 41000,42000 | Services and Other Operating Expenses; Co-Curricular/Athletics: 41000,42000 | Services and Other Operating Expenses; Co-Curricular/Athletics: 41000,42000 |

☒ New ☐ Modified ☐ Unchanged

## Goal 2

English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

Identified Need:

- English learners need routine access to designated and integrated instruction in English language development.
- English learners need to become proficient in English and reclassify to fluent English proficient students

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators  | Baseline   | 2017-18                    | 2018-19   | 2019-20   |
|---|--|----------------------------|---|---|
| ELD curriculum guides for designated and/or integrated instruction guide instruction. | TK-12 Designated ELD: 0%<br>TK-5 Integrated ELD in ELA 0%: | TK-12 Designated ELD: 100% | TK-12 Designated ELD: 100%<br>TK-12 Integrated ELD in | TK-12 Designated ELD: 100%<br>TK-12 Integrated ELD in |

|   |                                 |   |   |  |
|---|---------------------------------|---|---|--|
|   | TK-5 Integrated ELD in math: 0% | TK-5 Integrated ELD in ELA 100%:<br><br>TK-5 Integrated ELD in math: ???% | ELA 100%:<br><br>TK-12 Integrated ELD in math: 100% | ELA 100%:<br><br>TK-12 Integrated ELD in math: 100%<br><br>6-12 Integrated ELD in science: |
| The percentage of ELs making progress towards proficiency in English will exceed the state target of 59%. | 14-15: 75.6% 16-17:             | Establish the baseline on ELPAC.  | Increase by 2% over 17-18 baseline.                 | Increase by 4% over the 17-18 baseline.  |
| The EL reclassification rate will be no less than 12% annually.   | 15-16: 15.8% 16-17:             | 12% or higher   | 12% or higher                                       | 12% or higher  |
| The percentage of long-term English Learners (LTELs) will be no more than 12%.                            | 15-16: 12% 16-17: 11%           | 11% or lower  | 11% or lower  | 11% or lower   |

#### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _____ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade Spans: _____ |

OR

|  |   |
|--|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade Spans: _____         |

#### ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   |
| <p>Ed. Services staff will work with elementary and ELD teachers to create/review ELD curriculum guides for designated instruction . Staff will also include integrated ELD instruction into ELA and math curriculum guides. Completed guides will be published to the district website.</p> <p>The Coordinator of Literacy and Language supports schools in serving its English Learners and striving readers. She also coordinates training and Learning Walks.</p> | <p>Ed. Services staff will work with elementary and ELD teachers to create/review ELD curriculum guides for designated instruction . Staff will also include integrated ELD instruction into ELA, math and science curriculum guides. Completed guides will be published to the district website.</p> <p>The Coordinator of Literacy and Language supports schools in serving its English Learners and striving readers. She also coordinates training and Learning Walks.</p> | <p>Ed. Services staff will work with elementary and ELD teachers to create/review ELD curriculum guides for designated instruction . Staff will also include integrated ELD instruction into ELA, math and science curriculum guides. Completed guides will be published to the district website.</p> <p>The Coordinator of Literacy and Language supports schools in serving its English Learners and striving readers. She also coordinates training and Learning Walks.</p> |

#### BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|-----------|-----------|-----------|
| Amount    | Amount    | Amount    |
| \$109,040 | \$109,040 | \$109,040 |
| Source    | Source    | Source    |
| LCFF      | LCFF      | LCFF      |



|                  |                                 |                  |                                 |                  |                                 |
|------------------|---------------------------------|------------------|---------------------------------|------------------|---------------------------------|
| Budget Reference | Certificated Salaries; SG 21000 | Budget Reference | Certificated Salaries; SG 21000 | Budget Reference | Certificated Salaries; SG 21000 |
| Amount           | \$6,535                         | Amount           | \$6,862                         | Amount           | \$6,862                         |
| Source           | LCFF                            | Source           | LCFF                            | Source           | LCFF                            |
| Budget Reference | Classified Salaries; SG 21000   | Budget Reference | Classified Salaries; SG 21000   | Budget Reference | Classified Salaries; SG 21000   |
| Amount           | \$48,310                        | Amount           | \$52,175                        | Amount           | \$56,349                        |
| Source           | LCFF                            | Source           | LCFF                            | Source           | LCFF                            |
| Budget Reference | Employee Benefits; SG 21000     | Budget Reference | Employee Benefits; SG 21000     | Budget Reference | Employee Benefits; SG 21000     |

## Action 2

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                       |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)                |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Secondary schools</u> <input type="checkbox"/> Specific Grade Spans: _ |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Bilingual instructional assistants supports students in content classes.                                     | Bilingual instructional assistants supports students in content classes.                                     | Bilingual instructional assistants supports students in content classes.                                     |

## BUDGET EXPENDITURES

| 2017-18                                  | 2018-19                                  | 2019-20                                  |
|--|--|--|
| Amount                                   | Amount                                   | Amount                                   |
| \$88,681 (repeat expenditure)            | \$90,011 (repeat expenditure)            | \$91,361                                 |
| Source                                   | Source                                   | Source                                   |
| LCFF                                     | LCFF                                     | LCFF                                     |
| Budget Reference                         | Budget Reference                         | Budget Reference                         |
| Classified Salaries; SG Instruction10000 | Classified Salaries; SG Instruction10000 | Classified Salaries; SG Instruction10000 |

## Action 3

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |   |
|--|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Locations: ☐ All Schools ☒ Specific Schools: Elementary schools ☐ Specific Grade Spans: \_

#### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Literacy and Language Interventions provide tier 2 support to ELs at risk of becoming LTELs.                 | Literacy and Language Interventions provide tier 2 support to ELs at risk of becoming LTELs.                 | Literacy and Language Interventions provide tier 2 support to ELs at risk of becoming LTELs.                 |

#### BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount \$1,323,466 (repeat expenditure)<br>Source LCFF<br>Budget Reference Certificated Salaries; SG Instruction10000 | Amount \$1,343,318 (repeat expenditure)<br>Source LCFF<br>Budget Reference Certificated Salaries; SG Instruction10000 | Amount \$1,363,468 (repeat expenditure)<br>Source LCFF<br>Budget Reference Certificated Salaries; SG Instruction10000 |
| Amount \$507,848 (repeat expenditure)<br>Source LCFF<br>Budget Reference Employee Benefits; SG Instruction10000       | Amount \$553,554 (repeat expenditure)<br>Source LCFF<br>Budget Reference Employee Benefits; SG Instruction10000       | Amount \$603,374 (repeat expenditure)<br>Source LCFF<br>Budget Reference Employee Benefits; SG Instruction10000       |

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): \_

Locations: ☐ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☒ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

#### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Implement the Title III plan to fund the following activities: <ul style="list-style-type: none"> <li>After-school intervention at elementary schools for ELs to further develop academic language.</li> <li>Develop the EL Master Plan and Procedure Manuals</li> <li>Support Academic Vocabulary Toolkit</li> <li>Support Lesson-link with at-risk LTELs</li> <li>Parent training, literacy nights</li> <li>Family nights for newcomer families</li> <li>Standards-based supplementary materials for</li> </ul> | Implement the Title III plan to fund the following activities: <ul style="list-style-type: none"> <li>After-school intervention at elementary schools for ELs to further develop academic language.</li> <li>Develop the EL Master Plan and Procedure Manuals</li> <li>Support Academic Vocabulary Toolkit</li> <li>Support Lesson-link with at-risk LTELs</li> <li>Parent training, literacy nights</li> <li>Family nights for newcomer families</li> <li>Standards-based supplementary materials for history in various home languages (Spanish, Russian, Arabic.)</li> </ul> | Implement the Title III plan to fund the following activities: <ul style="list-style-type: none"> <li>After-school intervention at elementary schools for ELs to further develop academic language.</li> <li>Develop the EL Master Plan and Procedure Manuals</li> <li>Support Academic Vocabulary Toolkit</li> <li>Support Lesson-link with at-risk LTELs</li> <li>Parent training, literacy nights</li> <li>Family nights for newcomer families</li> <li>Standards-based supplementary materials for history in various home languages (Spanish, Russian, Arabic.)</li> </ul> |

history in various home languages (Spanish, Russian, Arabic.)

#### BUDGET EXPENDITURES

| 2017-18          |                              | 2018-19          |                              | 2019-20          |                              |
|------------------|------------------------------|------------------|------------------------------|------------------|------------------------------|
| Amount           | \$40,434                     | Amount           | \$40,217                     | Amount           | \$40,217                     |
| Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III |
| Budget Reference | Certificated Salaries        | Budget Reference | Certificated Salaries        | Budget Reference | Certificated Salaries        |
| Amount           | \$3,000                      | Amount           | \$3,000                      | Amount           | \$3,000                      |
| Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III |
| Budget Reference | Classified Salaries          | Budget Reference | Classified Salaries          | Budget Reference | Classified Salaries          |
| Amount           | \$10,982                     | Amount           | \$11,726                     | Amount           | \$12,470                     |
| Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III |
| Budget Reference | Employee Benefits            | Budget Reference | Employee Benefits            | Budget Reference | Employee Benefits            |
| Amount           | \$41,049                     | Amount           | \$40,522                     | Amount           | \$39,778                     |
| Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III | Source           | Federal Revenues - Title III |
| Budget Reference | Books and Supplies           | Budget Reference | Books and Supplies           | Budget Reference | Books and Supplies           |

☒ New ☐ Modified ☐ Unchanged

### Goal 3

All students engage in schools that are safe, well-maintained and family-friendly.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

- The district's chronic truancy rate is 9% overall and significantly higher for certain student subgroups.
- Student suspension rates are low overall; however, certain student subgroups are over-represented.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline   | 2017-18             | 2018-19             | 2019-20             |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|--|--|---------------------|---------------------|---------------------|-----|------|-----|------|----|-----------|-----|---|------|--|------|-------|------|-------|-----------|----|---|-------|----|-------|--|------|-------|-----------|-------|---|------|---|-------|----|-------|---|-----------|------|---|------|---|----|---|-------|----|------|
| All schools (16) will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.) | <table><tr><td></td><td>2016-17</td></tr><tr><td>Poor</td><td>0</td></tr><tr><td>Fair</td><td>2</td></tr><tr><td>Good</td><td>13</td></tr><tr><td>Exemplary</td><td>1</td></tr></table>                        |                     | 2016-17             | Poor                | 0   | Fair | 2   | Good | 13 | Exemplary | 1   | <table><tr><td>Poor</td><td>0</td></tr><tr><td>Fair</td><td>0</td></tr><tr><td>Good</td><td>15</td></tr><tr><td>Exemplary</td><td>1</td></tr></table> | Poor | 0  | Fair | 0     | Good | 15    | Exemplary | 1  | <table><tr><td>Poor</td><td>0</td></tr><tr><td>Fair</td><td>0</td></tr><tr><td>Good</td><td>15</td></tr><tr><td>Exemplary</td><td>1</td></tr></table> | Poor  | 0  | Fair  | 0  | Good | 15    | Exemplary | 1     | <table><tr><td>Poor</td><td>0</td></tr><tr><td>Fair</td><td>0</td></tr><tr><td>Good</td><td>15</td></tr><tr><td>Exemplary</td><td>1</td></tr></table> | Poor | 0 | Fair  | 0  | Good  | 15  | Exemplary | 1    |   |      |   |    |   |       |    |      |
|  |  | 2016-17             |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | Poor   | 0                   |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | Fair   | 2                   |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | Good   | 13                  |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Exemplary  | 1  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Poor   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Fair   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Good   | 15   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Exemplary  | 1  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Poor   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Fair   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Good   | 15   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Exemplary  | 1  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Poor   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Fair   | 0  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Good   | 15   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Exemplary  | 1  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| The average daily attendance will meet or exceed 95%.  | 95.0%  | Meet or exceed 95%. | Meet or exceed 95%. | Meet or exceed 95%. |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| Chronic absenteeism will not exceed 5%.  | <table><tr><td></td><td>2015-16</td></tr><tr><td>All</td><td>11%</td></tr><tr><td>W</td><td>11%</td></tr><tr><td>A</td><td>6%</td></tr><tr><td>H</td><td>12%</td></tr><tr><td>AA</td><td>11%</td></tr></table> |                     | 2015-16             | All                 | 11% | W    | 11% | A    | 6% | H         | 12% | AA  | 11%  | <table><tr><td>All</td><td>10.5%</td></tr><tr><td>W</td><td>10.5%</td></tr><tr><td>A</td><td>6%</td></tr><tr><td>H</td><td>11.5%</td></tr><tr><td>AA</td><td>10.5%</td></tr></table> | All  | 10.5% | W    | 10.5% | A         | 6% | H   | 11.5% | AA | 10.5% | <table><tr><td>All</td><td>10.0%</td></tr><tr><td>W</td><td>10.0%</td></tr><tr><td>A</td><td>6%</td></tr><tr><td>H</td><td>11.0%</td></tr><tr><td>AA</td><td>10.0%</td></tr></table> | All  | 10.0% | W         | 10.0% | A   | 6%   | H | 11.0% | AA | 10.0% | <table><tr><td>All</td><td>9.5%</td></tr><tr><td>W</td><td>9.5%</td></tr><tr><td>A</td><td>6%</td></tr><tr><td>H</td><td>10.5%</td></tr><tr><td>AA</td><td>9.5%</td></tr></table> | All       | 9.5% | W | 9.5% | A | 6% | H | 10.5% | AA | 9.5% |
|  |  | 2015-16             |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | All  | 11%                 |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | W  | 11%                 |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | A  | 6%                  |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
|  | H  | 12%                 |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| AA   | 11%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| All  | 10.5%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| W  | 10.5%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| A  | 6%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| H  | 11.5%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| AA   | 10.5%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| All  | 10.0%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| W  | 10.0%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| A  | 6%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| H  | 11.0%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| AA   | 10.0%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| All  | 9.5%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| W  | 9.5%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| A  | 6%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| H  | 10.5%  |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |
| AA   | 9.5%   |                     |                     |                     |     |      |     |      |    |           |     |   |      |  |      |       |      |       |           |    |   |       |    |       |  |      |       |           |       |   |      |   |       |    |       |   |           |      |   |      |   |    |   |       |    |      |

| The aggregate suspension rate will not exceed 3%. The difference between the subgroup suspension and demographic rates will not exceed 2%. | <table><tr><th>2014-15</th><th>Enroll.</th><th>Susp.</th></tr><tr><td>All</td><td>NA</td><td>2%</td></tr><tr><td>A</td><td>6%</td><td>3%</td></tr><tr><td>W</td><td>51%</td><td>39%</td></tr><tr><td>H</td><td>30%</td><td>36%</td></tr><tr><td>AA</td><td>6%</td><td>17%</td></tr><tr><td>EL</td><td>9%</td><td>9%</td></tr><tr><td>SED</td><td>27%</td><td>47%</td></tr></table> | 2014-15                         | Enroll.                         | Susp.                           | All | NA | 2% | A | 6% | 3% | W | 51% | 39% | H | 30% | 36% | AA | 6% | 17% | EL | 9% | 9% | SED | 27% | 47% | *Will increase as other subgroups decrease. | <table><tr><th></th><th>Enroll.</th><th>Susp.</th></tr><tr><td>All</td><td>NA</td><td>2%</td></tr><tr><td>A</td><td>6%</td><td>*</td></tr><tr><td>W</td><td>51%</td><td>*</td></tr><tr><td>H</td><td>30%</td><td>34%</td></tr><tr><td>AA</td><td>6%</td><td>15%</td></tr><tr><td>EL</td><td>9%</td><td>9%</td></tr><tr><td>SED</td><td>27%</td><td>45%</td></tr></table> |  | Enroll. | Susp. | All | NA | 2% | A | 6% | * | W | 51% | * | H | 30% | 34% | AA | 6% | 15% | EL | 9% | 9% | SED | 27% | 45% | *Will increase as other subgroups decrease. | <table><tr><th></th><th>Enroll.</th><th>Susp.</th></tr><tr><td>All</td><td>NA</td><td>2%</td></tr><tr><td>A</td><td>6%</td><td>*</td></tr><tr><td>W</td><td>51%</td><td>*</td></tr><tr><td>H</td><td>30%</td><td>32%</td></tr><tr><td>AA</td><td>6%</td><td>13%</td></tr><tr><td>EL</td><td>9%</td><td>9%</td></tr><tr><td>SED</td><td>27%</td><td>43%</td></tr></table> |  | Enroll. | Susp. | All | NA | 2% | A | 6% | * | W | 51% | * | H | 30% | 32% | AA | 6% | 13% | EL | 9% | 9% | SED | 27% | 43% | *Will increase as other subgroups decrease. | <table><tr><th></th><th>Enroll.</th><th>Susp.</th></tr><tr><td>All</td><td>NA</td><td>2%</td></tr><tr><td>A</td><td>6%</td><td>*</td></tr><tr><td>W</td><td>51%</td><td>*</td></tr><tr><td>H</td><td>30%</td><td>30%</td></tr><tr><td>AA</td><td>6%</td><td>11%</td></tr><tr><td>EL</td><td>9%</td><td>9%</td></tr><tr><td>SED</td><td>27%</td><td>41%</td></tr></table> |  | Enroll. | Susp. | All | NA | 2% | A | 6% | * | W | 51% | * | H | 30% | 30% | AA | 6% | 11% | EL | 9% | 9% | SED | 27% | 41% |
|--|--|---------------------------------|---------------------------------|---------------------------------|-----|----|----|---|----|----|---|-----|-----|---|-----|-----|----|----|-----|----|----|----|-----|-----|-----|---|--|--|---------|-------|-----|----|----|---|----|---|---|-----|---|---|-----|-----|----|----|-----|----|----|----|-----|-----|-----|---|--|--|---------|-------|-----|----|----|---|----|---|---|-----|---|---|-----|-----|----|----|-----|----|----|----|-----|-----|-----|---|--|--|---------|-------|-----|----|----|---|----|---|---|-----|---|---|-----|-----|----|----|-----|----|----|----|-----|-----|-----|
|  | 2014-15  | Enroll.                         | Susp.                           |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | All  | NA                              | 2%                              |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | A  | 6%                              | 3%                              |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | W  | 51%                             | 39%                             |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | H  | 30%                             | 36%                             |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | AA   | 6%                              | 17%                             |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | EL   | 9%                              | 9%                              |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | SED  | 27%                             | 47%                             |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | Enroll.  | Susp.                           |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| All  | NA   | 2%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| A  | 6%   | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| W  | 51%  | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| H  | 30%  | 34%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| AA   | 6%   | 15%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| EL   | 9%   | 9%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| SED  | 27%  | 45%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | Enroll.  | Susp.                           |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| All  | NA   | 2%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| A  | 6%   | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| W  | 51%  | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| H  | 30%  | 32%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| AA   | 6%   | 13%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| EL   | 9%   | 9%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| SED  | 27%  | 43%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
|  | Enroll.  | Susp.                           |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| All  | NA   | 2%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| A  | 6%   | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| W  | 51%  | *                               |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| H  | 30%  | 30%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| AA   | 6%   | 11%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| EL   | 9%   | 9%                              |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| SED  | 27%  | 41%                             |                                 |                                 |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| Maintain an expulsion rate of 1% or lower.   | 2014-15 0%   | 0%                              | 0%                              | 0%                              |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| Increase the percentage of parents who are satisfied with oppoortunities to be involved in their children's education.                     | 20% Strongly Agree<br>50% Agree  | 20% Strongly Agree<br>50% Agree | 21% Strongly Agree<br>52% Agree | 21% Strongly Agree<br>52% Agree |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |
| Percent of students who feel safe at school. (CHKS)  | 7th: 76<br>9th: 63<br>11th: 70   | 7th: 77<br>9th: 64<br>11th: 71  | 7th: 78<br>9th: 65<br>11th: 72  | 7th: 79<br>9th: 66<br>11th: 73  |     |    |    |   |    |    |   |     |     |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |   |  |  |         |       |     |    |    |   |    |   |   |     |   |   |     |     |    |    |     |    |    |    |     |     |     |

#### PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _                 |

#### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| M&O employees:<br><br>1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems.<br>2. Clean and sanitize educational, | M&O employees:<br><br>1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems.<br>2. Clean and sanitize educational, | M&O employees:<br><br>1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems.<br>2. Clean and sanitize educational, |

|   |   |   |
|---|---|---|
| <p>ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities.</p> <p>3. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.</p> <p>The district will implement a windows, paint, floors and doors project.</p> <p>Summer 2018: Franklin, McKinley, Point Dume, Malibu</p> <p>Summer 2019: Muir, SMASH, Washington West, Malibu</p> | <p>ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities.</p> <p>3. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.</p> <p>The district will implement a windows, paint, floors and doors project.</p> <p>Summer 2018: Franklin, McKinley, Point Dume, Malibu</p> <p>Summer 2019: Muir, SMASH, Washington West, Malibu</p> | <p>ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities.</p> <p>3. 3. Maintain the exterior environs of each facility in a safe, orderly, clean and visually appealing manner in support of various educational activities.</p> <p>The district will implement a windows, paint, floors and doors project.</p> <p>Summer 2018: Franklin, McKinley, Point Dume, Malibu</p> <p>Summer 2019: Muir, SMASH, Washington West, Malibu</p> |
|---|---|---|

#### BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$7,012,445   | \$7,117,632   | \$7,224,396   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Classified Salaries; Civic/M&O: 54000,81000,82000                   | Classified Salaries; Civic/M&O: 54000,81000,82000                   | Classified Salaries; Civic/M&O: 54000,81000,82000                   |
| Amount  | Amount  | Amount  |
| \$3,586,510   | \$3,909,296   | \$4,261,133   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Employee Benefits; Civic/M&O: 54000,81000,82000                     | Employee Benefits; Civic/M&O: 54000,81000,82000                     | Employee Benefits; Civic/M&O: 54000,81000,82000                     |
| Amount  | Amount  | Amount  |
| \$958,600   | \$966,000   | \$966,000   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Books and Supplies; Civic/M&O: 54000,81000,82000                    | Books and Supplies; Civic/M&O: 54000,81000,82000                    | Books and Supplies; Civic/M&O: 54000,81000,82000                    |
| Amount  | Amount  | Amount  |
| \$3,917,850   | \$3,920,000   | \$3,920,000   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Services and Other Operating Expenses; Civic/M&O: 54000,81000,82000 | Services and Other Operating Expenses; Civic/M&O: 54000,81000,82000 | Services and Other Operating Expenses; Civic/M&O: 54000,81000,82000 |
| Amount  | Amount  | Amount  |
| \$525,000   | \$25,000  | \$0   |
| Source  | Source  | Source  |
| LCFF  | LCFF  |   |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Capital Outlay; Civic/M&O: 54000,81000,82000                        | Capital Outlay; Civic/M&O: 54000,81000,82000                        |   |

#### Action 2

|  |                                      |   |
|--|--------------------------------------|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |                                      |   |
| Students to be Served:   | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): |
| Locations:   | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:               |

OR

|  |
|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|--|

|                        |   |
|------------------------|---|
| Students to be Served: | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income          |
| Scope of Service:      | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:             | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:                     |

#### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| <p>Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.</p> <p>Train elementary parents from underrepresented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.</p> | <p>Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.</p> <p>Train elementary parents from underrepresented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.</p> | <p>Bilingual Community Liaisons serve their schools' parents/families and connect them to school and community resources.</p> <p>Train elementary parents from underrepresented subgroups through the School Smarts or other parent education program. Ensure that the parents of ELs are strongly represented in attendance.</p> |

#### BUDGET EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount   | Amount   | Amount   |
| \$430,838  | \$437,301  | \$443,860  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference                                   | Budget Reference                                   | Budget Reference                                   |
| Classified Salaries; SG PARENT PARTICIPATION:24950 | Classified Salaries; SG PARENT PARTICIPATION:24950 | Classified Salaries; SG PARENT PARTICIPATION:24950 |
| Amount   | Amount   | Amount   |
| \$271,772  | \$293,514  | \$293,514  |
| Source   | Source   | Source   |
| LCFF   | LCFF   | LCFF   |
| Budget Reference                                   | Budget Reference                                   | Budget Reference                                   |
| Employee Benefits; SG PARENT PARTICIPATION:24950   | Employee Benefits; SG PARENT PARTICIPATION:24950   | Employee Benefits; SG PARENT PARTICIPATION:24950   |

#### Action 3

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:       |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:                     |

**ACTIONS/SERVICES**

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                           | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                      | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                      |
| The coordinator of parent and student engagement works with schools in developing a family involvement plan to include in their SPSAs. | The coordinator of parent and student engagement works with schools in developing a family involvement plan to include in their SPSAs. | The coordinator of parent and student engagement works with schools in developing a family involvement plan to include in their SPSAs. |

**BUDGET EXPENDITURES**

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$143,514   | \$145,667   | \$147,852   |
| Source  | Source  | Source  |
| Federal Revenues - Title I                            | Federal Revenues - Title I                            | Federal Revenues - Title I                            |
| Budget Reference                                      | Budget Reference                                      | Budget Reference                                      |
| Certificated Salaries; Title I: 21000                 | Certificated Salaries; Title I: 21000                 | Certificated Salaries; Title I: 21000                 |
| Amount  | Amount  | Amount  |
| \$41,690  | \$45,025  | \$48,627  |
| Source  | Source  | Source  |
| Federal Revenues - Title I                            | Federal Revenues - Title I                            | Federal Revenues - Title I                            |
| Budget Reference                                      | Budget Reference                                      | Budget Reference                                      |
| Employee Benefits; Title I: 21000                     | Employee Benefits; Title I: 21000                     | Employee Benefits; Title I: 21000                     |
| Amount  | Amount  | Amount  |
| \$3,000   | \$3,000   | \$3,000   |
| Source  | Source  | Source  |
| Federal Revenues - Title I                            | Federal Revenues - Title I                            | Federal Revenues - Title I                            |
| Budget Reference                                      | Budget Reference                                      | Budget Reference                                      |
| Services and Other Operating Expenses; Title I: 21000 | Services and Other Operating Expenses; Title I: 21000 | Services and Other Operating Expenses; Title I: 21000 |
| Amount  | Amount  | Amount  |
| \$49,648  | \$49,648  | \$49,648  |
| Source  | Source  | Source  |
| Federal Revenues - Title I                            | Federal Revenues - Title I                            | Federal Revenues - Title I                            |
| Budget Reference                                      | Budget Reference                                      | Budget Reference                                      |
| Other; Title I: 21000                                 | Other; Title I: 21000                                 | Other; Title I: 21000                                 |

**Action 4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): \_

Locations: ☒ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

**ACTIONS/SERVICES**

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so | A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so | A director oversees district and school procedures related to attendance. Addition psychologists and classified staff support schools' attendance needs. Schools use the Attention to Attendance program so |

|   |   |   |
|---|---|---|
| that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences. | that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences. | that absence information is communicated well to parents/caregivers. Communication includes letters, phone calls and conferences. |
|---|---|---|

#### BUDGET EXPENDITURES

| 2017-18          |   | 2018-19          |   | 2019-20          |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | \$927,630   | Amount           | \$941,544   | Amount           | \$955,668   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Certificated Salaries; Pupil Services: 31300, 39000                 | Budget Reference | Certificated Salaries; Pupil Services: 31300, 39000                 | Budget Reference | Certificated Salaries; Pupil Services: 31300, 39000                 |
| Amount           | \$88,536  | Amount           | \$89,864  | Amount           | \$91,212  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Classified Salaries; Pupil Services: 31300, 39000                   | Budget Reference | Classified Salaries; Pupil Services: 31300, 39000                   | Budget Reference | Classified Salaries; Pupil Services: 31300, 39000                   |
| Amount           | \$384,864   | Amount           | \$419,502   | Amount           | \$457,257   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Employee Benefits; Pupil Services: 31300, 39000                     | Budget Reference | Employee Benefits; Pupil Services: 31300, 39000                     | Budget Reference | Employee Benefits; Pupil Services: 31300, 39000                     |
| Amount           | \$8,800   | Amount           | \$8,800   | Amount           | \$8,800   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Books and Supplies; Pupil Services: 31300, 39000                    | Budget Reference | Books and Supplies; Pupil Services: 31300, 39000                    | Budget Reference | Books and Supplies; Pupil Services: 31300, 39000                    |
| Amount           | \$113,975   | Amount           | \$111,300   | Amount           | \$111,300   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses; Pupil Services: 31300, 39000 | Budget Reference | Services and Other Operating Expenses; Pupil Services: 31300, 39000 | Budget Reference | Services and Other Operating Expenses; Pupil Services: 31300, 39000 |

#### Action 5

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:       |

OR

|  |   |
|--|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income                     |
| Scope of Service:  | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans:                     |

#### ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| A district mental health case manager supports schools in leveraging and providing services to students. Schools have access to mental health services on site. | A district mental health case manager supports schools in leveraging and providing services to students. Schools have access to mental health services on site. | A district mental health case manager supports schools in leveraging and providing services to students. Schools have access to mental health services on site. |
| At Samohi, three student intervention specialists work with at risk freshmen.   | At Samohi, three student intervention specialists work with at risk freshmen.   | At Samohi, three student intervention specialists work with at risk freshmen.   |



|  |  |  |
|--|--|--|
| An interventionist works with athletes to ensure they are passing classes. | An interventionist works with athletes to ensure they are passing classes. | An interventionist works with athletes to ensure they are passing classes. |
| Elementary schools implement the Olweus anti-bullying curriculum.          | Elementary schools implement the Olweus anti-bullying curriculum.          | Elementary schools implement the Olweus anti-bullying curriculum.          |

#### BUDGET EXPENDITURES

| 2017-18                         | 2018-19                         | 2019-20                       |
|---------------------------------|---------------------------------|-------------------------------|
| Amount                          | Amount                          | Amount                        |
| \$84,753                        | \$86,024                        | \$87,315                      |
| Source                          | Source                          | Source                        |
| LCFF                            | LCFF                            | LCFF                          |
| Budget Reference                | Budget Reference                | Budget Reference              |
| Certificated Salaries; SG 31100 | Certificated Salaries; SG 31100 | ; SG 31100                    |
| Amount                          | Amount                          | Amount                        |
| \$181,130                       | \$183,847                       | \$186,605                     |
| Source                          | Source                          | Source                        |
| LCFF                            | LCFF                            | LCFF                          |
| Budget Reference                | Budget Reference                | Budget Reference              |
| Classified Salaries; SG 31100   | Classified Salaries; SG 31100   | Classified Salaries; SG 31100 |
| Amount                          | Amount                          | Amount                        |
| \$106,858                       | \$115,407                       | \$124,639                     |
| Source                          | Source                          | Source                        |
| LCFF                            | LCFF                            | LCFF                          |
| Budget Reference                | Budget Reference                | Budget Reference              |
| Employee Benefits; SG 31100     | Employee Benefits; SG 31100     | Employee Benefits; SG 31100   |

#### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): \_

Locations: ☒ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: \_ ☐ Specific Grade Spans: \_

#### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources. | Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources. | Registered nurses and health assistants support the physical health of our students. Most school received a small amount of mental health services through city resources. |

#### BUDGET EXPENDITURES

| 2017-18                                       | 2018-19                                       | 2019-20                                       |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$590,052                                     | \$598,903                                     | \$607,886                                     |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference                              | Budget Reference                              | Budget Reference                              |
| Certificated Salaries; HEALTH SERVICES: 31400 | Certificated Salaries; HEALTH SERVICES: 31400 | Certificated Salaries; HEALTH SERVICES: 31400 |
| Amount  | Amount  | Amount  |
| \$216,346                                     | \$219,591                                     | \$222,885                                     |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Classified Salaries;<br>HEALTH SERVICES: 31400                      | Budget Reference | Classified Salaries;<br>HEALTH SERVICES: 31400                      | Budget Reference | Classified Salaries;<br>HEALTH SERVICES: 31400                      |
| Amount           | \$267,051   | Amount           | \$291,086   | Amount           | \$317,283   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Employee Benefits;<br>HEALTH SERVICES: 31400                        | Budget Reference | Employee Benefits;<br>HEALTH SERVICES: 31400                        | Budget Reference | Employee Benefits;<br>HEALTH SERVICES: 31400                        |
| Amount           | \$12,600  | Amount           | \$12,600  | Amount           | \$12,600  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Books and Supplies;<br>HEALTH SERVICES: 31400                       | Budget Reference | Books and Supplies;<br>HEALTH SERVICES: 31400                       | Budget Reference | Books and Supplies;<br>HEALTH SERVICES: 31400                       |
| Amount           | \$5,500   | Amount           | \$5,500   | Amount           | \$5,500   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating<br>Expenses;<br>HEALTH SERVICES: 31400 | Budget Reference | Services and Other Operating<br>Expenses;<br>HEALTH SERVICES: 31400 | Budget Reference | Services and Other Operating<br>Expenses;<br>HEALTH SERVICES: 31400 |

## Action 7

|  |   |
|--|---|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |   |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _ |
| Locations:   | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _     |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| The district provides transportation services for school and school-related activities.                      | The district provides transportation services for school and school-related activities.                      | The district provides transportation services for school and school-related activities.                      |

## BUDGET EXPENDITURES

| 2017-18          |   | 2018-19          |   | 2019-20          |   |
|------------------|---|------------------|---|------------------|---|
| Amount           | \$1,182,621   | Amount           | \$1,200,360   | Amount           | \$1,218,366   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Classified Salaries;<br>PUPIL TRANSPORTATION :36000 | Budget Reference | Classified Salaries;<br>PUPIL TRANSPORTATION :36000 | Budget Reference | Classified Salaries;<br>PUPIL TRANSPORTATION :36000 |
| Amount           | \$725,695   | Amount           | \$791,008   | Amount           | \$862,198   |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Employee Benefits;<br>PUPIL TRANSPORTATION :36000   | Budget Reference | Employee Benefits;<br>PUPIL TRANSPORTATION :36000   | Budget Reference | Employee Benefits;<br>PUPIL TRANSPORTATION :36000   |
| Amount           | \$223,700   | Amount           | \$200,000   | Amount           | \$200,000   |

|                  |   |                  |   |                  |   |
|------------------|---|------------------|---|------------------|---|
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Books and Supplies;<br>PUPIL TRANSPORTATION :36000                    | Budget Reference | Books and Supplies;<br>PUPIL TRANSPORTATION :36000                    | Budget Reference | Books and Supplies;<br>PUPIL TRANSPORTATION :36000                    |
| Amount           | \$78,800  | Amount           | \$80,000  | Amount           | \$80,000  |
| Source           | LCFF  | Source           | LCFF  | Source           | LCFF  |
| Budget Reference | Services and Other Operating Expenses;<br>PUPIL TRANSPORTATION :36000 | Budget Reference | Services and Other Operating Expenses;<br>PUPIL TRANSPORTATION :36000 | Budget Reference | Services and Other Operating Expenses;<br>PUPIL TRANSPORTATION :36000 |
| Amount           | \$0   | Amount           | \$290,000   | Amount           | \$0   |
| Source           | LCFF  | Source           | LCFF  | Source           |   |
| Budget Reference | Capital Outlay;<br>PUPIL TRANSPORTATION :36000                        | Budget Reference | Capital Outlay;<br>PUPIL TRANSPORTATION :36000                        | Budget Reference |   |

## Action 8

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Specific Student Group(s): <u>Credit-deficient students</u> |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>MHS, Olympic, Samohi</u> <input type="checkbox"/> Specific Grade Spans: _          |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                        |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _         |

## ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                                   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                                   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                                   |
| Counselors support all students in grades 6 - 12.<br><br>Students who are credit deficient enroll in summer school and/or APEX online classes. | Counselors support all students in grades 6 - 12.<br><br>Students who are credit deficient enroll in summer school and/or APEX online classes. | Counselors support all students in grades 6 - 12.<br><br>Students who are credit deficient enroll in summer school and/or APEX online classes. |

## BUDGET EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount  | Amount  | Amount  |
| \$2,297,830   | \$2,332,297   | \$2,367,282   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Certificated Salaries;<br>GUIDANCE/COUNSELING SERVICES: 31100 | Certificated Salaries;<br>GUIDANCE/COUNSELING SERVICES: 31100 | Certificated Salaries;<br>GUIDANCE/COUNSELING SERVICES: 31100 |
| Amount  | Amount  | Amount  |
| \$825,625   | \$899,931   | \$980,925   |
| Source  | Source  | Source  |
| LCFF  | LCFF  | LCFF  |
| Budget Reference  | Budget Reference  | Budget Reference  |
| Employee Benefits;<br>GUIDANCE/COUNSELING SERVICES: 31100     | Employee Benefits;<br>GUIDANCE/COUNSELING SERVICES: 31100     | Employee Benefits;<br>GUIDANCE/COUNSELING SERVICES: 31100     |

## Action 9

|  |  |
|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _                    |
| Locations:   | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Secondary Schools</u> <input type="checkbox"/> Specific Grade Spans: _ |

OR

|  |  |
|--|--|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |
| Students to be Served:   | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income                                |
| Scope of Service:  | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Locations:   | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _                 |

#### ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Security staff assist with keeping the secondary campuses safe.  | Security staff assist with keeping the secondary campuses safe.  | Security staff assist with keeping the secondary campuses safe.  |

#### BUDGET EXPENDITURES

| 2017-18                              | 2018-19                              | 2019-20                              |
|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount                               | Amount                               | Amount                               |
| \$680,020                            | \$690,220                            | \$700,574                            |
| Source                               | Source                               | Source                               |
| LCFF                                 | LCFF                                 | LCFF                                 |
| Budget Reference                     | Budget Reference                     | Budget Reference                     |
| Classified Salaries; SECURITY: 83000 | Classified Salaries; SECURITY: 83000 | Classified Salaries; SECURITY: 83000 |
| Amount                               | Amount                               | Amount                               |
| \$394,224                            | \$429,704                            | \$468,378                            |
| Source                               | Source                               | Source                               |
| LCFF                                 | LCFF                                 | LCFF                                 |
| Budget Reference                     | Budget Reference                     | Budget Reference                     |
| Employee Benefits; SECURITY: 83000   | Employee Benefits; SECURITY: 83000   | Employee Benefits; SECURITY: 83000   |
| Amount                               | Amount                               | Amount                               |
| \$3,500                              | \$3,500                              | \$3,500                              |
| Source                               | Source                               | Source                               |
| LCFF                                 | LCFF                                 | LCFF                                 |
| Budget Reference                     | Budget Reference                     | Budget Reference                     |
| Books and Supplies; SECURITY: 83000  | Books and Supplies; SECURITY: 83000  | Books and Supplies; SECURITY: 83000  |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: \$4,519,947

Percentage to Increase or Improve Services:

5.49%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

### Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 3: *Each school has a teacher who serves as a professional development leader. Together with his/her professional development team and principal, they plan and implement training related to school and/or district goals. In this way, each new teachers quickly learn about the vision of his/her school and the district.*

The SMMUSD has a PD structure to facilitate two way training. Sometimes the district has skills or knowledge that all teachers should have. In this case, the district pushes PD out to the school PD teams via the PD Leaders. For example, with our focus on academic language and oral discourse, the district invests in the PD Leaders who, in turn, train their PD teams who, in turn, train all school staff. This is how we are getting EL strategies out to all teachers. While the strategies are to support foster youth, EL and ED students, the strategies are, based on research, good for all students. This is not only research-based, but fiscally efficient and it's a way to ensure coherence of high leverage strategies.

Goal 1: Action 7: *Teacher representatives from all grade level and/or content areas meet several days during the school year to collaboratively review and revise district standards-based curriculum guides, proficiency scales and interim assessments based on experience, new knowledge and assessment results.*

Having district-wide curriculum guides based on California standards with broad pacing and exemplars of proficiency is an essential first step in avoiding achievement gaps as staff develop a common districtwide mental model of student expectations. Data from the interim assessments provide teachers detailed information for each student on next steps instructionally. Research supports common expectations for all students. While the guides are for all teachers and all students, these services principally support the unduplicated pupils (UDP), the subgroups where our largest gaps occur. Having our teachers develop these guides and assessments together is the most effective use of funds as they develop collective responsibility for their UDPs. Using the SBAC interims, while free, does not provide teachers with such targeted student achievement data, and teachers were more interested in developing their own tools rather than purchasing then from a vendor unconnected to our student needs.

Having common district guides assists site and district leaders in monitoring curriculum during classroom learning walks.

*Staff will engaged in on-going capacity building in teaching/learning, PLCs, leadership, including training from various consultants such as Dr. Pedro Noguera, InnovateEd, etc.*

Building the capacity of our staff, regardless of the numbers of UDPs on their rosters improves teaching and learning for all students and those students who struggle the most benefit the most from improved practice. Research supports this as well.

Goal 2: Action 1: *Ed. Services staff will work with elementary and ELD teachers to create/review ELD curriculum guides for designated instruction. Staff will also include integrated ELD instruction into ELA and math curriculum guides. Completed guides will be published to the district website. The Coordinator of Literacy and Language supports schools in serving its English Learners and striving readers. She also coordinates training and Learning Walks.*

Teachers are already using the district curriculum guide and interim assessments in ELA and math. Explicitly documenting within these documents teachers' requirements, by ELD, to provide either designated or integrated ELD instruction does several things that directly benefits ELS:

1. Common language expectations are known by all staff, regardless of school, grade level or content area.
2. Teachers prefer having ELD exemplars to assist in evaluating/assessing EL needs by standard.
3. Having common district guides assists site and district leaders in monitoring curriculum during classroom learning walks.
4. A common understanding of teachers' collective responsibility to serve ELs is documented and understood.
5. Having district-wide curriculum guides including ELD California standards is an essential first step in avoiding achievement gaps as staff develop a common districtwide mental model of student expectations.
6. Data from the interim assessments provide teachers detailed information for each student on next steps instructionally.
7. Research supports common expectations for all students.

Having our teachers develop these guides and assessments together is the most effective use of funds as they develop collective responsibility for their ELs. Using the SBAC interims, while free, does not provide teachers with such targeted student achievement data related to EL standards, and

teachers were more interested in developing their own tools rather than purchasing then from a vendor unconnected to our student needs.

Goal 2: Action 3: *Literacy and Language Interventions provide tier 2 support to ELs at risk of becoming LTELs.*

Tier 2 interventions are provided to ELs in elementary school who have been identified at being at risk of becoming LTELs. This is the most effective use of the funding as it greatly reduces the number of ELs become LTELs in middle school by targeting support to individual EL needs.

Goal 3: Action 5 *A district mental health case manager supports schools in leveraging and providing services to students. Schools have access to mental health services on site. At Samohi, three student intervention specialists work with at risk freshmen. An interventionist works with athletes to ensure they are passing classes.*

The services above are principally directed to the UDPs as they are unlikely to have:

- Medical insurance that provides easy-access to mental health services.
- Unlikely to have parents who can leave work during the day to provide mental health services.
- Unlikely to have resources to access private academic support.

Athletes who are struggling with ineligibility tend to be UDPs.

*Elementary schools implement the Olweus anti-bullying curriculum. A coordinator of restorative justice serves Samohi students and staff.*

Students who are suspended from class are more likely to be UDPs. Providing a research-supported program like Olweus or Restorative Justice to all students is the best way to expend funds to support UDPs in positive behaviors.

#### **Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.**

Goal 1: Action 14: *Counselors and advisers use the AP Potential reports based on the PSAT to identified underrepresented students for advanced placement courses. In partnership with Santa Monica College staff, they advise students on dual enrollment courses. They develop appropriate plans for foster youth.*

While the counselors review every student's AP Potential Report, we have seen increased enrollment in AP Courses and success on AP exams by the UDPs. The advantaged students were already enrolling while socio-economically disadvantaged students were not. The AP Potential Report creates an equitable tool in identifying students with AP potential. This same tool is used to identify students for enrollment in dual enrollment courses. The LCFF base pays for the counseling staff. The supplemental grant pays for the PSAT fees.

*Subsidies for AP exams are readily available.*

This is principally for UDPs as those on free or reduced meals (or those with other documented hardships) are more likely to enroll in AP if they know in advance the exam fee is waived.

Goal 1: Action 15 *The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college.*

*Action 2 The AVID program is implemented to support under-served students in meeting the requirements for applying to college, in applying to college and in succeeding in college.*

AVID principally serves the UDPs. The LCFF base pays for the certificated staffing and instructional materials. The supplemental grant pays for AVID annual fees, required training and AVID tutors.

Goal 2: Action 2: *Bilingual instructional assistants (BIAs) supports students in content classes.*

BIAs provided scaffold support to ELs in the content areas at Adams MS, Lincoln MS and Santa Monica HS.

Goal 3: Action 2: Bilingual community liaisons primarily serve ELs and economically disadvantaged students although other families who request assistance are served.

#### **Supplemental Grant Details**

| Item                               | Description  |
|------------------------------------|--|
| AP Waivers                         | To encourage and support UDPs in advanced placement classes.   |
| AVID                               | Above  |
| Bilingual Community Liaisons       | To support families of UDPs at every school.   |
| Bilingual Instructional Assistants | To support ELs in secondary settings.  |
| Training/Consultants               | To build capacity of instructional staff and administrators to better understand research related to teaching and learning, assessment and closing gaps. |

|   |  |
|---|--|
| Ed. Services Clerical                   | To assist in mandated EL tasks.  |
| Literacy & Language Interventions       | Tier 2 support in ELD and/or reading primarily to UDPs, especially ELs at risk of becoming LTEL.   |
| Coordinator of Literacy and Language    | Supervises the EL and dual immersion programs.   |
| Licenses                                | To support universal screen in RTI.  |
| Literacy Coaches                        | To supplement sites with more intense need at Title I schools.   |
| Mental Health Caseworker                | To better support UDPs connect with services.  |
| Additional Mental Health Services       | Beyond what is provided by City and other community agencies, principally for UDPs.  |
| Seaside Subsidies                       | To provide preschool access for UDP families who don't qualify for full-day preschool through categorical sources.   |
| PSAT & SAT Fees                         | To ensure all UDPs successfully take this test in 10 <sup>th</sup> grade so that data can be used for AP, dual enrollment placements and college preparedness remedies.                    |
| Restorative Justice/Olweus              | Social-emotional programs that shape culture to be more focused on restorative means of correction and on positive behavior reinforcement.   |
| Samohi Interventions                    | Above.   |
| School SMARTS                           | Parent advocacy training principally for UDP families, especially ELs.   |
| Student Outreach Specials               | To support 9 <sup>th</sup> graders identified as at risk of dropping out.  |
| Summer School IISS                      | To enhance the district summer remedial program with reduced class-size, coaching and training.  |
| Technology TOSA                         | To support teachers in using technology to engage/reengage students in learning and to support remediation/differentiation.  |
| Middle School Additional Staffing       | To extend the middle school day by one period for ELs so that they can have the academic classes needed to support language development and an elective (VAPA, world language, PLTW, etc.) |
| Release time for preschool teachers     | To promote collaboration and using data to make informed decisions on next steps instructionally for children who are primarily UDPs.  |
| Materials for elementary music teachers | To provide reeds, valve oil and other VAPA supplies to UDPs.   |

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