

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: San Bernardino City Unified School District Contact (Name, Title, Email, Phone Number): Dr. Matty Zamora, Assistant Superintendent, Education Services, matty.zamora@sbcusd.com, 909-384-1471 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Introduction</p> <p>San Bernardino City Unified School District began the process of developing its <i>Community Engagement Plan (CEP)</i> in 2012. The superintendent began leading the process of building the CEP by including the voices of over 1,000 participants at a community gathering involving students, parents, teachers, administrators, business and industry leaders, community leaders, and faith-based organizations.</p> <p>The San Bernardino City Unified School District (SBCUSD) began its long-term collaborative work prior to Local Control Accountability Plan (LCAP) through the Strategic Planning Process. The process provided multiple opportunities for representatives from our stakeholder groups to provide their input. There were a total of no less than 30 different meetings. The original approved <i>Community Engagement Plan</i> consisted of eight components; Applied Learning, Learning Beyond the Boundaries, Coaching and Mentoring, High Expectations for All, Network of Alliances, College and Careers, Resource Acquisition & Allocation, and Success & Accountability. A ninth component, Health, Wellness, & Safety, was added on November 1, 2013. The main strength of the strategic planning process as it relates to the LCAP is reflected on its use of data and collaborative approach; elements that would carry over to the LCAP planning process.</p>	

Involvement Process	Impact on LCAP
<p>In addition to the CEP, the Community Budget Advisory Coalition (CBAC) was the beginning stages to the LCAP by aligning resources to the CEP's focus. The monthly CBAC meetings formally introduced the Local Control Funding Formula (LCFF) on January 17, 2013. The LCFF continued to be a focal point of CBAC meetings and in doing so created an alignment between the CEP, CBAC, and the eventual LCAP.</p> <p>As the 8th largest school district in California serving 54,102 students, the voices of all stakeholders was important to ensure that every stakeholder voice was represented, including Foster Youth, English Learners, and Low Income constituents. This resulted in various stakeholder groups and subcommittee's meeting regularly to offer their viewpoints and examining data as a way of creating the plan. These groups included large LCAP community groups, LCAP Sub-Committee's, District English Learners Advisory Council (DELAC), the District African-American Advisory Council (DAAAC), District Parent Advisory Committees (DPAC's), and the District's Management Team. Additional stakeholder input was gathered from school site surveys and on-line responses. This collective process allowed for important LCFF information to be shared in the interest of promoting informed decisions by each group. This information included, but was not limited to, achievement data, the CEP, the eight state priorities, and the contributions of specific stakeholders as the process unfolded.</p>	

Involvement Process	Impact on LCAP
<p>Community Engagement Plan (CEP):</p> <ul style="list-style-type: none"> • The Community Engagement Plan (CEP) represents the ongoing commitment that the Board of Education, District employees, and the San Bernardino community share for improving the academic achievement of all San Bernardino Unified School District students • Success for community is dependent on the success of the district and the success of each student enrolled in our schools • The plan is a collaborative commitment to a strategic vision that clearly focuses on what is best for our students • Provide students with a high quality world class education • Regularly identify strengths and challenges to make adjustments • The plan ensures that SBCUSD is on its way to achieve its mission • Focus the attention on what matters most for every student that ensures success from cradle to career <p><i>January 16, 2012 Strategic Planning overview presented to Cabinet</i></p> <p><i>January 25, 2012 Strategic Planning overview presented to Board</i></p> <p><i>February 28, 2012 Community groups/management Team meeting</i></p> <p><i>March 2, 2012 Local legislators/parent groups</i></p> <p><i>March 22, 2012 Bargaining Units</i></p> <p><i>April 5, 2012 Teachers</i></p> <p><i>April 16, 2012 Catch up session open to all</i></p> <p><i>April 17, 2012 Chamber of Commerce</i></p> <p><i>April 17, 2012 Strategic Planning Board Presentation</i></p> <p><i>September 18, 2012 Strategic Planning Overview with Dale Marsden</i></p> <p><i>October 15-17, 2012 Strategic Planning Team meets</i></p> <p><i>October 16, 2012 Board Updated on Strategic Planning Team</i></p>	<p>Community Engagement Plan (CEP):</p> <p>SBCUSD began to work on a long term reform plan in January 2012, a plan that would provide an alignment which represents the ongoing commitment that the Board of Education, District employees, and the San Bernardino community share for improving the academic achievement of all SBCUSD students. The impact of the CEP has increased engagement of all students, parents, community, and district employees.</p>

Involvement Process	Impact on LCAP
<p><i>meetings</i></p> <p>October 25, 2012 Action Team Leads are selected</p> <p>October 30, 2012 Community Gathering of Excellence introduces the Strategic Planning draft and received community input</p> <p>October 30, 2012 Action Team Leader Training</p> <p>November 2, 2012 Action Teams comprised of community members and district employees are formed</p> <p>November 9 – 30, 2012 Action teams meet to develop implementation plans and a cost-benefits analysis</p> <p>November 27, 2012 Linked Learning Overview presented to Action Team</p> <p>December 3, 2012 All Action Plans submitted</p> <p>December 4, 2012 Disseminate Action Plan to community</p> <p>January 8, 2013 Action Plan Community input session</p> <p>January 16, 2013 Management Team Meeting</p> <p>January 31, 2013 Deadline to submit input to Action Plan</p> <p>February 8, 2013 Superintendent’s Cabinet review inputs</p> <p>March 1, 2013 Revised Action Plans emailed to Strategic Planning Team</p> <p>March 5, 2013 Strategic Plan to Board of Education for approval</p> <p>April 2 -3, 2013 Two-day Mutual Commitments and Expectations Workshop</p> <p>July 18-19, 2013 Summer Management Conference</p> <p>October 3-4, 2013 Strategic Planning Team Annual Meeting</p> <p>October 15, 2013 First annual Strategic Plan Board Report of Progress</p> <p>November 1, 2013 Community Gathering of Excellence introduces the Community Engagement Phase of the Strategic Planning process and announces the creation of Strategy Nine: Health, Wellness, and Safety</p> <p>January 28 and 29, 2014</p> <p>February 4, 7, 14, 24, and 25, 2014 Action Planning Team meetings for Strategy Nine</p>	

Involvement Process	Impact on LCAP
<p>Community Budget Advisory Coalition:</p> <p>November 9, 2012</p> <ul style="list-style-type: none"> ➤ Re-cap from the last CBAC meeting ➤ Budget update ➤ Budget considerations <p>January 17, 2013</p> <ul style="list-style-type: none"> ➤ Dr. Saul and Janet King , SBCUSD – Presentation <ul style="list-style-type: none"> -Board Priorities -Categorical Funding -Budget Calendar <p>February 22, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula (LCFF) <ul style="list-style-type: none"> -Current information -Next steps <p>March 26, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula <ul style="list-style-type: none"> -Needs Model vs. Performance Based Model -Common Core and Accountability <p>April 24, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula <ul style="list-style-type: none"> -CDE calculations of proposed funding for SBCUSD\ ➤ Community Engagement Plan <ul style="list-style-type: none"> -Commitments for 2013-2014 <p>May 28, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula Update <ul style="list-style-type: none"> - CDE calculations of proposed funding for SBCUSD ➤ Community Engagement Plan <p>June 19, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula <ul style="list-style-type: none"> -CDE calculation of proposed funding for SBCUSD -School Services’ template (update3 estimates) ➤ Community Engagement Plan 	<p>Community Budget Advisory Coalition:</p> <p>The Community Budget Advisory Coalition served as the precursor to the Local Control and Accountability Plan.</p>

Involvement Process	Impact on LCAP
<p>September 24, 2013</p> <ul style="list-style-type: none"> ➤ Local Control Funding Formula updates <ul style="list-style-type: none"> -Lewis Wiley (School Services of California) -Cynna Hinkle, Director, Business Advisory Services -Tom Hinkle, Business Service Advisor (San Bernardino County Superintendent of Schools) <p>Community LCAP Meeting:</p> <p>November 20, 2013</p> <p>Purpose: <i>Provide information about the LCFF and LCAP to all stakeholders throughout the district, including: Foster Youth, English Learners, and Low Income constituents, parents, teachers, students, and local organizations</i></p> <p>Task/ Action:</p> <ul style="list-style-type: none"> ➤ <i>Janelle Kubinec , Director from WestEd., Presented on the LCFF and the LCAP process</i> ➤ <i>Open Forum for parents, students, district staff, and board members to ask questions or comment on the LCFF and the LCAP process</i> <p>February 24, 2014</p> <ul style="list-style-type: none"> ➤ <i>Discussion of the LCAP development timeline</i> ➤ <i>Viewed WestEd Video #8 (eight state priority overview and the Community Engagement Plan)</i> ➤ <i>Activity #1: Alignment of the Community Engagement Plan and Eight State Priorities</i> ➤ <i>Activity #2: Identify the gaps/challenges using guiding questions and input form</i> ➤ <i>Activity #3: Participated in the surveys to seek parental and community input</i> <p>March 26, 2014</p> <ul style="list-style-type: none"> ➤ <i>A data presentation was provided by Barbara Richardson. She discussed the process that was taken to reach the four focus data indicators (A-G graduation, Suspension Rate, 4</i> 	<p>LCAP Community, Sub-Committee, and DPAC Meetings:</p> <p>All of the meetings were designed to inform and seek input from representatives from our stakeholder groups, including: Foster Youth, English Learners, and Low Income constituents, parents, teachers, students, and local organizations) regarding the LCAP plan and the Eight State Priorities. It also assisted the community and parents in making the connection to the Community Engagement Plan.</p> <p>Information was presented from the subcommittee that was a combination of parents/district staff/community.</p> <p>LCAP Community, Sub-Committee, and DPAC Meeting</p> <p>Input/Results:</p> <p>A Survey was sent to representatives from our stakeholder groups to allow for input into several of the areas of concern identified during the community engagement meeting. The 2,864 respondents indicated need within the following themes:</p> <ul style="list-style-type: none"> ➤ Programmatic support: 614 responses indicated needs for tutoring, professional development, and an increase in counselors ➤ Parent Involvement/Engagement: 592 responses indicated a need for parent information in the form of common core informational classes and English as a Second Language (ESL) classes

Involvement Process	Impact on LCAP
<p><i>yr. cohort graduation rate, Health and Development of children 0-36 months).</i></p> <ul style="list-style-type: none"> ➤ <i>Table groups used the Community Input Matrix handout to find three solutions/strategies that would address the challenges/gaps of the four priority areas</i> ➤ <i>Table groups provided a rationale for each of the strategies they chose</i> <p>April 23, 2014</p> <ul style="list-style-type: none"> ➤ <i>LCAP data summary request was presented (similar district comparison) by Barbara Richardson</i> ➤ <i>Shared the summary results from the March 17th and March 26th meetings</i> ➤ <i>Terry Cornick presented Community Input Matrix results</i> ➤ <i>Tables reviewed and discussed the finding and shared out their thoughts</i> ➤ <i>LCAP Goal Activity: Table groups worked together to create a Parental Involvement Goal</i> ➤ <i>Terry Cornick presented a PowerPoint that gave a reflection of the SBCUSD LCAP Journey</i> <p>LCAP Sub-Committee:</p> <p>February 13, 2014</p> <p>Purpose: <i>To collect and synthesize information that will ultimately lead to the development of the LCAP.</i></p> <p>Task/ Action:</p> <ul style="list-style-type: none"> ➤ <i>Reviewed WestEd video #7 and #8</i> ➤ <i>Activity: table groups discussed the alignment of the Eight State Priorities , the Community Engagement Plan, and the Key Performance Indicators</i> ➤ <i>Further discussion on the LCAP process and templates were provided</i> <p>March 17, 2014</p> <ul style="list-style-type: none"> ➤ <i>Activity #1: Shaping “our” story - table groups discussed</i> 	<ul style="list-style-type: none"> ➤ Instructionally related supports: 555 respondents indicated AVID and Class Size Reduction ➤ School Climate: 427 responses indicated increased safety/security and teacher/student/parent relationship ➤ Site Allocation of LCFF Funds: 359 responses indicated increased resources. <p>Multiple data reports were examined by representatives from our stakeholder groups. Analysis of the data influenced the selection of four key areas of need:</p> <ul style="list-style-type: none"> ➤ Yearly increases of English Learner students reclassified between 2009 and 2011 ➤ Class of 2015 and 2016 students who took CAHSEE, pass rates, and special groups ➤ Student grades in UC/CSU approved A-G Courses in the Fall 2013 semester. Up to 40% of students received a D or F, making them ineligible for college credit ➤ Report of Advanced Placement (AP) Tests attempted and passed 2008-2012 indicated pass rates between 27-36% and a decline in students attempting the test from 67% to 48% of students enrolled in AP classes ➤ Annual Measureable Achievement Objectives (AMAO) chart indicating the 2012-13 target for annual progress in learning English divided into English Learner elementary school, English Learner middle school, English Learner high school. The percentage of students meeting target decreased from a high of 57.2% in 2011/12 school year to 51.7% in 2012/13 school year ➤ Chart of English Learner students with less than 5 years as an English Learner as well as students with more than 5 years as an English Learner, neither one met identified AMAO targets ➤ Chart of English Learner students who reached the

Involvement Process	Impact on LCAP
<p><i>how they have been involved in the LCAP process</i></p> <ul style="list-style-type: none"> ➤ <i>PowerPoint was presented by Barbara Richardson identifying the nine data indicators</i> ➤ <i>Activity #2: Table groups reviewed and discussed the nine data indicators. Each person voted on three data indicators that they felt held the highest priority for the LCAP planning.</i> <p>April 14, 2014</p> <ul style="list-style-type: none"> ➤ Reviewed data that had been requested at the previous meeting (CAHSEE Passage summary, EL Student Reclassification, Suspension Report) ➤ Discussed/ Reviewed the Community Input Matrix ➤ Informed the committee of Phase I of the writing process. ➤ Parents requested that the district look into strategies for Long Term English Learners <p><u>DPAC Leadership Meetings:</u></p> <p>January 27, 2014 <i>Purpose: Create a District Parent Advisory Committee, consisting of Foster Youth, English Learners, and Low Income constituents, parents, and local organizations and determine the engagement process of such committee in the co-creation of the LCAP.</i></p> <p>Task/ Action:</p> <ul style="list-style-type: none"> ➤ Group watched the WestEd video ➤ Group discussed how they will ensure that parent representatives of all subgroups are part of the DPAC ➤ Group determined the process by which the DPAC will participate in the co-creation of the LCAP <p>January 31, 2014</p> <ul style="list-style-type: none"> ➤ Viewed WestEd video #8 ➤ Discussion of the purpose of the group ➤ Organized meeting dates/ times/ locations for parent input sessions 	<p>proficiency level in English Language Arts (ELA) and Math for years 2008-2012. Only 34.4% reached proficiency in ELA</p> <ul style="list-style-type: none"> ➤ Chart of suspensions by ethnicity indicates significant disparity between African American students and others. Overall incidents of suspensions have decreased from 14,944 to 10,519 since 2010-11 SY. Suspension incident rates are 18.7% of all suspensions. African American and Special Education students had twice the suspension incident rate when compared to all students. ➤ Chart of ELA & Math proficient students significantly missing the Adequate Yearly Progress (AYP) target for 2012-13. ➤ Graduation rates by cohort indicate that the Special Education cohort is significantly lower than others with only 50.6% compared to an average of all students at 73.5%. ➤ Four-year cohort dropout rates for the class of 2012 indicate a range from 26.5% for Special Ed. to 14.7% for Hispanic. ➤ Only 17.2% of graduates in the class of 2012 were eligible to enroll in UC/CSU schools due to A-G completions. ➤ Chart of Early Assessment Program (EAP) results for students in grade 11 indicate only 9% of all students are ready to be successful in college-level coursework in ELA and 4% ready in Math.

Involvement Process	Impact on LCAP
<p>February 5, 2014</p> <ul style="list-style-type: none"> ➤ Reviewed the Eight State Priorities and Community Engagement Plan ➤ Discussed key questions and collected parent input <p>February 12, 2014</p> <ul style="list-style-type: none"> ➤ Brief overview of the LCFF/LCAP videos ➤ Discussion of the Community Engagement Plan ➤ Discussion of the Eight State Priorities ➤ Discussed/ Reviewed/ finalized key questions for parent input <p>February 19, 2014</p> <ul style="list-style-type: none"> ➤ Group finalized parent meeting format and agenda ➤ Group finalized and approved parent questions ➤ Group discussed dates, times, and locations of the meetings <p>April 1, 2014</p> <ul style="list-style-type: none"> ➤ Overview of meetings provided to parents to attend ➤ Input Matrix was presented to the committee ➤ Explanation was provided about the input matrix ➤ DPAC members discussed findings and shared out <p><u>DPAC Forums:</u></p> <p>February 26, 2014 (Indian Springs High School)</p> <p>March 5, 2014 (Middle College)</p> <p>March 12, 2014 (Palm Elementary)</p> <p>Purpose: To gather parent input to guide the development of the LCAP.</p> <p>Task/ Action:</p> <ul style="list-style-type: none"> ➤ Overview of LCFF and LCAP ➤ Presented WestEd video #7 and #8 ➤ Discussion of the Community Engagement Plan and the Eight State Priorities ➤ Provided the LCAP template to parents and discussed the process 	

Involvement Process	Impact on LCAP
<p>➤ Provided survey of key questions to collect parent input</p> <p><u>District Parent Advisory Groups:</u></p> <p>March 13, 2014 District Advisory Committee (DAC)</p> <ul style="list-style-type: none"> ➤ Overview of LCFF and LCAP ➤ Presented WestEd video #7 and #8 ➤ Input survey <p>March 21, 2014 District English Learner Advisory Committee (DELAC)</p> <ul style="list-style-type: none"> ➤ Overview of LCFF and LCAP ➤ Presented WestEd video #7 and #8 ➤ Input survey <p>April 3, 2014 District African-American Advisory Committee (DAAAC)</p> <ul style="list-style-type: none"> ➤ Overview of LCFF and LCAP ➤ Presented WestEd video #7 and #8 ➤ Input survey <p><u>Additional Stakeholder Input:</u></p> <p>February 24 and March 7, 2014 School sites</p> <ul style="list-style-type: none"> ➤ Surveys were emailed to all school sites ➤ District provided opportunity for community input through the district website <p>Seven meetings with Community Groups Met with community groups to collect input in the development of the LCAP</p> <p>May 6, 2014 Board of Education Budget Workshop to provide budgetary information and collect community input in the development of the LCAP</p> <p>May 15, 2014 Board of Education Budget Workshop to provide budgetary</p>	<p><u>District Parent Advisory Groups:</u></p> <p>The District Parent Advisory Groups provided multiple access venues district-wide to encourage parent/community involvement and participation in the LCAP process. During the meetings, the district provided information on LCFF and LCAP. The district gathered input using a parent created survey to collect the needs expressed by representatives from our stakeholder groups (i.e., parents, community members, students, religious affiliations, business leaders, school staff, and union representative) to assist in the development of the LCAP.</p> <p><u>Additional Stakeholder Input:</u></p> <p>San Bernardino City Unified School District has held numerous community meetings to ensure that stakeholders have had multiple opportunities to actively participate and provide input in the development of the District’s LCAP.</p> <p>For the stakeholders who were unable to participate at the LCAP community meetings, the district provided additional opportunities for parent involvement and input by creating on-line survey access and providing site level, district-wide information and surveys.</p> <p>Valuable stakeholder input was collected throughout the development of the LCAP, including the presentation of the draft LCAP at the four parent advisory meetings which directly</p>

Involvement Process	Impact on LCAP
<p>information and collect community input in the development of the LCAP</p> <p>May 23, 2014 Notified members of the public of the opportunity to submit written comments related to the LCAP draft</p> <p>May 27, 2014 Parent Advisory Group Presentation of the LCAP draft (English)</p> <p>May 28 and May 29, 2014 Parent Advisory Group presentation of the LCAP draft (Spanish)</p> <p>May 30, 2104 Parent Advisory Group Presentation of the LCAP draft</p> <p>June 3, 2014 Board of Education Budget Workshop to provide budgetary information and collect community input in the development of the LCAP</p> <p>June 3, 2014 Board of Education Public Hearing to solicit recommendations and comments related to the LCAP draft</p> <p>June 5, 2014 Two roundtable discussion sessions were held with community to gather input in the development of the LCAP (one session in Spanish and one session in English)</p> <p>June 17, 2014 Board of Education shall adopt an LCAP and budget during the same meeting</p>	<p>impacted the draft LCAP and added the following revisions to the draft:</p> <ul style="list-style-type: none"> • clarification of educational jargon and acronyms • adjusted metric outcomes to more reasonable expected targets • realignment of LCFF funds to meet the needs of identified sub-groups • additional school climate related outcome metrics <p>Stakeholders, including parents, staff, secondary students, union leadership, community groups, and constituents of Foster Youth, English Learners, and Low Income students participated in writing the initial draft LCAP which was presented to parent advisory groups, the public, and the Board of Education for approval.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Need:</u> To ensure all students receive a diploma</p> <p><u>Metric:</u></p> <ul style="list-style-type: none"> - SBAC proficiency in ELA and Math grades 3-8, 11 - Academic Performance Index (API) Score - Share of students College and Career Ready - Early Assessment Program (EAP) - Graduation Rate - A-G completion ("C" or better) - CAHSEE Proficiency - Attendance Rates 	I. All students will graduate from high school with a focus on A-G course completion and increasing four year cohort graduation rate.	<p>All pupils district-wide inclusive of all subgroups:</p> <p>African-American</p> <p>English Learners</p> <p>Latino</p> <p>Special Education</p> <p>Foster Youth</p> <p>Low Income</p>	All		<p>Improved growth in:</p> <ul style="list-style-type: none"> - SBAC proficiency in ELA and Math grades 3-8, 11 (establish baseline) - Increase API (establish baseline) - Increase share of students college and career ready (establish baseline) 	<p>Improved growth in:</p> <ul style="list-style-type: none"> - SBAC proficiency in ELA and Math grades 3-8, 11 (10% growth from 2014-15) - Increase API (State growth target) - Increase share of students college and career ready (10% growth) 	<p>Improved growth in:</p> <ul style="list-style-type: none"> - SBAC proficiency in ELA and Math grades 3-8, 11 (10% growth from 2015-16) - Increase API (State growth target) - Increase share of students college and career ready (10% growth) 	<p>4. Pupil Achievement</p> <p>5. Pupil Engagement</p> <p>7. Course Access</p> <p>8. Other Pupil Outcomes</p> <p>Aligned with the Community Engagement Plan (CEP):</p> <ol style="list-style-type: none"> 1. Applied Learning 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> - Chronic Absenteeism Rates - High School Dropout Rates -Middle School Dropout Rates - Master Schedule - Rigorous Curriculum Design (RCD) Performance Tasks 					<ul style="list-style-type: none"> - Increase share of students prepared for college based on EAP - African-American males ELA proficiency (establish baseline) - African-American males Math proficiency (establish baseline) 	<ul style="list-style-type: none"> - Increase share of students prepared for college based on EAP - African-American males ELA proficiency (minimum growth of 10% from 2014-15) - African-American males Math proficiency (minimum growth of 10% from 2014-15) 	<ul style="list-style-type: none"> - Increase share of students prepared for college based on EAP - African-American males ELA proficiency (minimum growth of 10% from 2015-16) - African-American males Math proficiency (minimum growth of 10% from 2015-16) 	<ul style="list-style-type: none"> 5. Network of Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					- Graduation rate growth target (80%) - African-American males graduation rate (63.4 % baseline) - A-G completion ("C" or better) (25% completion rate) - African-American A-G	- Graduation rate growth target (85%) - African-American males graduation rate (74%) - A-G completion ("C" or better) (35% completion rate) - African-American A-G	- Graduation rate growth target (90%) - African-American males graduation rate (84%) - A-G completion ("C" or better) (45% completion rate) - African-American A-G	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					course completion rate ("C" or better) (20% completion rate) - CAHSEE Proficiency (10 th grade census) ELA/Math (65%/65%) - Attendance rates (96.5%) Decrease in: - Chronic Absenteeism Rate (establish	course completion rate ("C" or better) (30% completion rate) - CAHSEE Proficiency (10 th grade census) ELA/Math (80%/80%) - Attendance rates (97.5%) Decrease in: - Chronic Absenteeism Rate (5%	course completion rate ("C" or better) (40% completion rate) - CAHSEE Proficiency (10 th grade census) ELA/Math (100%/100%) - Attendance rates (98%) Decrease in: - Chronic Absenteeism Rate (5%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					baseline) - Dropout rate (15.4%) - African-American dropout rate (19.8% baseline) - Middle School Dropout Rate (establish baseline) - Master Schedule to reflect students are enrolled in required	reduction) - Dropout rate (12%) - African-American dropout rate: (15%) - Middle School Dropout Rate (5% reduction) - Master Schedule to reflect students are enrolled in	reduction) - Dropout rate (9%) - African-American dropout rate: (10%) - Middle School Dropout Rate (5% reduction) - Master Schedule to reflect students are enrolled in	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					courses - Rigorous Curriculum Design (RCD) Performance Tasks (establish baseline)	required courses - Rigorous Curriculum Design (RCD) Performance Tasks (10% growth in proficiency)	required courses - Rigorous Curriculum Design (RCD) Performance Tasks (10% growth in proficiency)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Need:</u> SBCUSD has not been successful in meeting Annual Measurable Achievement Objectives (AMAO) for the past nine years. We have a significant population of long term English Learners who reach an intermediate level but do not Reclassify</p> <p><u>Metrics:</u> - Annual Measurable Achievement</p>	<p>II. All English Learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>All English Learners</p> <p>All English Learners grades 3-8 and 11</p> <p>All students grades 3-8 and 11 with a focus on English Learner subgroup</p> <p>All English Learners with a focus on Reclassifying Long Term English</p>	<p>All</p>	<p>AMAO 1: 60.5%</p> <p>AMAO 2a: 24.2%</p> <p>AMAO 2b: 51%</p> <p>AMAO 3 (establish baseline)</p> <p>Maintain at least 15% reclassification for all English Learners and establish a baseline metric for Long Term</p>	<p>AMAO 1: 62%</p> <p>AMAO 2a: 25.6%</p> <p>AMAO 2b: 53%</p> <p>AMAO 3: Increase student scores (10% from 2014-15)</p> <p>Maintain at least 15% reclassification for all English Learners and increase the rate for Long Term English</p>	<p>AMAO 1: 63.5%</p> <p>AMAO 2a: 27%</p> <p>AMAO 2b: 55%</p> <p>AMAO 3: Increase student scores (10% from 2015-16)</p> <p>Maintain at least 15% reclassification for all English Learners and increase the rate for Long Term English</p>	<p>2. Implementation of Common Core State Standards (CCSS)</p> <p>4. Pupil achievement</p> <p>Aligned with the Community Engagement Plan (CEP):</p> <p>2. Learning Beyond the Boundaries</p> <p>3. Coaching and Mentoring</p> <p>4. High Expectations for All</p> <p>5. Network of</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Objectives (AMAO) - Number of ELs that become English Proficient - EL Reclassification Rate		Learners			English Learners	Learners by (5% growth from 2014-15)	Learners by (5% growth from 2015-16)	Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Need:</u> Increase ELA and Math Proficiency</p> <p><u>Metric:</u> - SBAC proficiency in ELA and Math grades 3-8, 11 - Academic Performance Index (API) Score - AMAO 3 - Professional Development / Trainings rate increase</p>	<p>III. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>All pupils district-wide inclusive of all subgroups:</p> <p>African-American</p> <p>English Learners</p> <p>Latino</p> <p>Special Education</p> <p>Foster Youth</p> <p>Low Income</p>	<p>All</p>	<p>- SBAC proficiency in ELA and Math grades 3-8, 11 (establish baseline)</p> <p>- Increase API (establish baseline)</p> <p>English Learner ELA Proficiency (establish baseline)</p> <p>English Learner Math Proficiency</p>	<p>- SBAC proficiency in ELA and Math grades 3-8, 11 (10% growth from 2014-15)</p> <p>- Increase API (State growth target)</p> <p>English Learner ELA Proficiency Rate (minimum 10% growth from 2014-15)</p> <p>English Learner Math Proficiency</p>	<p>- SBAC proficiency in ELA and Math grades 3-8, 11 (10% growth from 2015-16)</p> <p>- Increase API (State growth target)</p> <p>English Learner ELA Proficiency Rate (minimum 10% growth from 2015-16)</p> <p>English Learner Math Proficiency</p>	<p>2. Implementation of Common Core State Standards (CCSS)</p> <p>4. Pupil Achievement</p> <p>Aligned with the Community Engagement Plan (CEP):</p> <p>1. Applied Learning</p> <p>2. Learning Beyond Boundaries</p> <p>3. Coaching and Mentoring</p> <p>4. High Expectations for All</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Rate (establish baseline) - African-American males ELA proficiency (establish baseline) - African-American males Math proficiency (establish baseline) - AMAO 3 (establish	Rate (minimum 10% growth from 2014-15) - African-American males ELA proficiency (minimum 10% growth from 2014-15) - African-American males Math proficiency (minimum 10% growth from 2014-15) - AMAO 3 Increase	Rate (minimum 10% growth from 2015-16) - African-American males ELA proficiency (minimum 10% growth from 2015-16) - African-American males Math proficiency (minimum 10% growth from 2015-16) - AMAO 3 Increase	6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					baseline) - PD: Increase in rigor and relevance in lesson design	student scores (10% from 2014-15) - PD: Increase in rigor and relevance in lesson design	student scores (10% from 2015-16) - PD: Increase in rigor and relevance in lesson design	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Needs:</u> To provide all students access to a highly qualified teacher in every course and in every year.</p> <p><u>Metric:</u> - Rate of teacher missed assignments - Percent of fully credentialed teachers - Percent of highly qualified teachers - Professional development attendance rosters (e.g., AVATAR, sign-in sheets, etc)</p>	IV. All students will be taught by highly qualified teachers.	<p>All pupils district-wide inclusive of all subgroups:</p> <p>African-American</p> <p>English Learners</p> <p>Latino</p> <p>Special Education</p> <p>Foster Youth</p> <p>Low Income</p>	All		<p>Improved instruction and increased learning based on:</p> <p>- Rate of teacher missed assignments (establish baseline)</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers will be highly qualified</p>	<p>Improved instruction and increased learning based on:</p> <p>- Rate of teacher missed assignments (10% reduction)</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers will be highly qualified</p>	<p>Improved instruction and increased learning based on:</p> <p>- Rate of teacher missed assignments (10% reduction)</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers will be highly qualified</p>	<p>1. Basic</p> <p>Aligned with the Community Engagement Plan (CEP):</p> <p>3. Coaches and Mentoring</p> <p>4. High Expectations for All</p> <p>5. Network of Alliances</p> <p>6. College and Careers</p> <p>7. Resource Acquisition and Allocation</p> <p>8. Success and Accountability</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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- Teachers access for ongoing opportunities for growth and development					Demonstrated growth in teacher attendance/ participation/ application of Professional Development related to the implementation of the LCAP (establish baseline)	Demonstrated growth in teacher attendance/ participation/ application of Professional Development related to the implementation of the LCAP (10% growth from 2014-15)	Demonstrated growth in teacher attendance/ participation/ application of Professional Development related to the implementation of the LCAP (10% growth from 2015-16)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p><u>Need:</u> Based on community input, stakeholders have a need for resources, workshops, trainings, and services to build a capacity and assist their student in achieving academic success.</p> <p><u>Metric:</u> - Surveys - Measure and collect attendance rosters at workshops/trainings</p>	<p>V. Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement partnership office. -Parent and community engagement will focus on academics, careers, and social services (0-36 months)</p>	<p>All pupils district-wide inclusive of all subgroups: African-American English Learners Latino Special Education Foster Youth Low Income</p>	<p>All</p>	<p>- Increased academic achievement and student engagement - Establish Community and Family Engagement Partnership Office and develop a District-wide plan</p>	<p>- Increased academic achievement and student engagement - Implement District-wide plan and establish metrics</p>	<p>- Increased academic achievement and student engagement - Report progress towards goals and metrics established in year 2</p>	<p>3. Parent involvement Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliance 6. College and Careers 7. Resource Acquisition and Allocation</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
								8. Success and Accountability

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p><u>Need:</u> To decrease discipline incidents involving disruptive behavior and drug-related offenses.</p> <p><u>Metric:</u> - Number of Referrals - Student Suspension Rates - Student Expulsion Rates - Penal Code violation report - Parent/teacher/student survey</p>	<p>VI. All students will be educated in learning environments that are safe, drug free, and conducive to learning with a focus on reducing suspension and expulsion rates.</p>	<p>All pupils district-wide inclusive of all subgroups:</p> <p>African-American</p> <p>English Learners</p> <p>Latino</p> <p>Special Education</p> <p>Foster Youth</p> <p>Low Income</p>	<p>All (focus on secondary schools)</p>	<p>- Reduce Referral Rate (establish baseline)</p> <p>- 13% Target - Suspension</p> <p>- Reduce Expulsion Rate (establish baseline)</p> <p>- Reduce Penal Code Violations (establish baseline)</p>	<p>- Reduce Referral Rate (10% reduction target)</p> <p>- 11% Target - Suspension</p> <p>- Reduce Expulsion Rate (10% reduction target)</p> <p>- Reduce Penal Code Violations (10% reduction target)</p>	<p>- Reduce Referral Rate (10% reduction target)</p> <p>- 10% Target - Suspension</p> <p>- Reduce Expulsion Rate (10% reduction target)</p> <p>- Reduce Penal Code Violations (10% reduction target)</p>	<p>6. School climate</p> <p>Aligned with the Community Engagement Plan (CEP):</p> <p>2. Learning Beyond the Boundaries</p> <p>3. Coaching and Mentoring</p> <p>4. High Expectations for All</p> <p>5. Network of Alliance</p> <p>6. College and Careers</p> <p>7. Resource Acquisition and Allocation</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					Improved student engagement (as measured, in part, via surveys)	Improved student engagement (as measured, in part, via surveys)	Improved student engagement (as measured, in part, via surveys)	8. Success and Accountability

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
I. All students will graduate from high school with a focus on A-G course completion and increase four year cohort graduation rate.	4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes Aligned with the Community Engagement Plan (CEP): 1. Applied Learning 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All	- Tutoring services to meet Response to Intervention (Rtl) before, during, and after school which may include instructional materials, staff support, and services -Reinstatement of nine counselors - Professional Development - Increase	- LEA-wide (94.6% unduplicated student count) - School-wide		- Tutoring services to meet Response to Intervention (Rtl) before, during, and after school which may include instructional materials, staff support, and services (On-going costs of \$5,938,778 – LCFF, CAPS, Title I funds) Additional \$2,376,000 – LCFF funds placed in the 1000s – 3000s, 4000s, and	- Tutoring services to meet Response to Intervention (Rtl) before, during, and after school which may include instructional materials, staff support, and services (On-going costs of \$5,938,778 – LCFF, CAPS, Title I funds) Additional \$2,376,000 – LCFF funds placed in the 1000s – 3000s,	- Tutoring services to meet Response to Intervention (Rtl) before, during, and after school which may include instructional materials, staff support, and services (On-going costs of \$5,938,778 – LCFF, CAPS, Title I funds) Additional \$2,376,000 – LCFF funds placed in the 1000s – 3000s,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	5. Network of Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	counselors by adding ten full time equivalent - Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns			5000s) -Reinstatement of nine counselors (On-going costs of \$1,200,000 – LCFF funds placed in the 1000s and 3000s) - Professional Development (PD) may include a focus on Common Core State Standards, Rigorous Curriculum Design, and other identified PD based on needs such as instructional materials,	4000s, and 5000s) -Reinstatement of nine counselors (On-going costs of \$1,200,000 – LCFF funds placed in the 1000s and 3000s) - Professional Development (PD) may include a focus on Common Core State Standards, Rigorous Curriculum Design, and other identified PD based on needs such as instructional	4000s, and 5000s) -Reinstatement of nine counselors (On-going costs of \$1,200,000 – LCFF funds placed in the 1000s and 3000s) - Professional Development (PD) may include a focus on Common Core State Standards, Rigorous Curriculum Design, and other identified PD based on needs such as instructional

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>conferences and workshops, and contracted services (On-going costs of \$6,303,709 – LCFF, Title I, II, III, SIG, QEIA funds placed in the 1000s – 3000s, 4000s, 5000s)</p> <p>- Increase counselors by ten full time equivalent (On-going costs of existing counselors \$5,095,409 – LCFF funds) Additional \$720,000 – LCFF funds placed in 1000s and 3000s)</p>	<p>materials, conferences and workshops, and contracted services (On-going costs of \$6,303,709 – LCFF, Title I, II, III, SIG, QEIA funds placed in the 1000s – 3000s, 4000s, 5000s)</p> <p>- Maintain counselors by ten full time equivalent (On-going costs of existing counselors \$5,095,409 – LCFF funds) Additional \$720,000 – LCFF funds placed in 1000s and</p>	<p>materials, conferences and workshops, and contracted services (On-going costs of \$6,303,709 – LCFF, Title I, II, III, SIG, QEIA funds placed in the 1000s – 3000s, 4000s, 5000s)</p> <p>- Maintain counselors by ten full time equivalent (On-going costs of existing counselors \$5,095,409 – LCFF funds) Additional \$720,000 – LCFF funds placed in 1000s and</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					-Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (On-going costs \$1,092,000 – LCFF funds) Additional \$500,000 – LCFF funds placed in the 2000s, 3000s,	3000s) -Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (On-going costs \$1,092,000 – LCFF funds) Additional \$500,000 – LCFF funds placed in	3000s) -Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (On-going costs \$1,092,000 – LCFF funds) Additional \$500,000 – LCFF funds placed in

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					4000s, and 5000s)	the 2000s, 3000s, 4000s, and 5000s)	the 2000s, 3000s, 4000s, and 5000s)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
II. All limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.	2. Implementation of Common Core State Standards (CCSS) 4. Pupil achievement Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliances 6. College and Careers 7. Resource Acquisition and	- English Learners Instructional Program Support may include English Language Development (ELD) embedded supplemental instructional materials, support staff, and professional development services - Tutoring Services	LEA-wide School-wide		- English Learner program support may include English Language Development (ELD) embedded supplemental instructional materials, support staff, and professional development services (On-going costs of \$5,443,631 – LCFF, Title III) Additional \$1,126,200- LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Tutoring Services (Costs	- English Learner program support may include English Language Development (ELD) embedded supplemental instructional materials, support staff, and professional development services (On-going costs of \$5,443,631 – LCFF, Title III) Additional \$1,126,200- LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Tutoring Services (Costs	- English Learner program support may include English Language Development (ELD) embedded supplemental instructional materials, support staff, and professional development services (On-going costs of \$5,443,631 – LCFF, Title III) Additional \$1,126,200- LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Tutoring Services (Costs

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Allocation 8. Success and Accountability	(Description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Description reflected in Section 3A Goal I) -Professional Development Activities (Description reflected in Section 3A Goal I)			and description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities (Costs and description reflected in Section 3A Goal I)	and description reflected in Section 3A Goal I) -Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities (Costs and description reflected in Section 3A Goal I)	and description reflected in Section 3A Goal I) -Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities (Costs and description reflected in Section 3A Goal I)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
III. All students will reach high standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics.	2. Implementa- tion of Common Core State Standards (CCSS) 4. Pupil Achievement Aligned with the Community Engagement Plan (CEP): 1. Applied Learning 2. Learning Beyond Boundaries 3. Coaching and Mentoring 4. High Expectations for All 6. College and Careers 7. Resource Acquisition and Allocation	- Tutoring Services (Description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Description reflected in Section 3A Goal I) - Professional Development Activities (Description reflected in Section 3A Goal I) - Instructional Materials –	LEA-wide School-wide		- Tutoring Services (Costs and description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities (Costs and description reflected in Section 3A Goal I) - Instructional Materials – May	- Tutoring Services (Costs and description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities(Costs and description reflected in Section 3A Goal I) - Instructional Materials – May	- Tutoring Services (Costs and description reflected in Section 3A Goal I) - Reinstatement of nine counselors (Costs and description reflected in Section 3A Goal I) -Professional Development Activities (Costs and description reflected in Section 3A Goal I) - Instructional Materials – May

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	8. Success and Accountability	Textbooks (\$2,457,469 – LCFF funds) - Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (Description reflected in Section 3A Goal			include textbooks, instructional materials, professional development, and contracted services (\$2,457,469 – LCFF funds Additional \$7,000,000 – LCFF funds placed in the 1000s, 3000s, 4000s, and 5000s) - Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide, embed	include textbooks, instructional materials, professional development, and contracted services (Additional \$9,000,000 – LCFF funds placed in the 1000s, 3000s, 4000s, and 5000s) - Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide,	include textbooks, instructional materials, professional development, and contracted services (Additional \$9,000,000 – LCFF funds placed in the 1000s, 3000s, 4000s, and 5000s) Advancement Via Individual Determination (AVID) may include expanding existing AVID program district-wide,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		I) - Innovation Grants for site level academic programs - English Learners Instructional Program Support (Description reflected in Section 3A Goal I) - Reclassified English Learner support and monitoring (Description reflected in Section 3A Goal I)			AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (Costs and description reflected in Section 3A Goal I) - Innovation Grants for site level academic programs may include resources for effective, academic best practices to be replicated district-wide such as staff support,	embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (Costs and description reflected in Section 3A Goal I) - Innovation Grants for site level academic programs may include resources for effective, academic best practices to be replicated district-wide such as staff	embed AVID strategies at the elementary level, conference and trainings, contracted services, and support student interns (Costs and description reflected in Section 3A Goal I) - Innovation Grants for site level academic programs may include resources for effective, academic best practices to be replicated district-wide such as staff

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Increase counselors by ten full time equivalent (Description reflected in Section 3A Goal I) - Increase or improve services through the restoration of K-3 class size reduction to 30:1; return 5 days to certificated/ management; certificated layoffs, and technology - Provide class size reduction to 28:1 consistent with the 			instructional materials, contracted services Additional \$750,000 – LCFF funds placed in the 1000s, 2000s, 3000s, 4000s, and 5000s -English Learners program support (Costs and description reflected in Section 3A Goal II) - Reclassified English Learner support and monitoring (Costs and	support, instructional materials, contracted services Additional \$750,000 – LCFF funds placed in the 1000s, 2000s, 3000s, 4000s, and 5000s -English Learners program support (Costs and description reflected in Section 3A Goal II) - Reclassified English Learner support and monitoring (Costs and	support, instructional materials, contracted services Additional \$750,000 – LCFF funds placed in the 1000s, 2000s, 3000s, 4000s, and 5000s -English Learners program support (Costs and description reflected in Section 3A Goal II) - Reclassified English Learner support and monitoring (Costs and

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		requirements of the Local Control Funding Formula - Class size reduction at 20 QEIA identified schools - Increase or improve services to benefit students: salary increases - Provide Gifted and Talented Education services may include support materials, enrichment materials, activities, and field trips			description reflected in Section 3A Goal II) - Increase counselors by ten full time equivalent (Costs and description reflected in Section 3A Goal I) - Increase or improve services through the restoration of K-3 class size reduction 30:1; return 5 days to certificated/management; certificated layoffs, and technology (On-	description reflected in Section 3A Goal II) - Increase counselors by ten full time equivalent (Costs and description reflected in Section 3A Goal I) - Increase or improve services through the restoration of K-3 class size reduction 30:1; return 5 days to certificated/management; certificated layoffs, and technology (On-	description reflected in Section 3A Goal II) - Increase counselors by ten full time equivalent (Costs and description reflected in Section 3A Goal I) - Increase or improve services through the restoration of K-3 class size reduction 30:1; return 5 days to certificated/management; certificated layoffs, and technology (On-

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Provide African-American Student Achievement services may include instructional materials, academic activities, and support/intervention services, and support staff</p> <p>- Provide Latino Student Achievement services may include instructional materials, academic activities, and support/intervention</p>			<p>going costs of \$13,500,000 – LCFF funds placed 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Provide class size reduction to 28:1 consistent with the requirements of the Local Control Funding Formula (Additional \$2,500,000 – LCFF placed in 1000s and 3000s)</p> <p>- Class size reduction at 20 QEIA identified</p>	<p>going costs of \$13,500,000 – LCFF funds placed 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Provide class size reduction to 26:1 consistent with the requirements of the Local Control Funding Formula (Additional \$2,500,000 – LCFF placed in 1000s and 3000s)</p>	<p>going costs of \$13,500,000 – LCFF funds placed 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Provide class size reduction to 25:1 consistent with the requirements of the Local Control Funding Formula (Additional \$2,500,000 – LCFF placed in 1000s and 3000s)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>services</p> <ul style="list-style-type: none"> - Provide support services to Foster Youth may include instructional materials, academic activities, and support/intervention services - Improve or increase student services by avoiding layoffs and maintain key services (counseling, class size reduction, professional development including Common Core, 			<p>schools (On-going costs of \$13,503,244 million - LCFF, QEIA funds placed in 1000s and 3000s) QEIA grant ends 2014-15 school year</p> <ul style="list-style-type: none"> - Increase or improve services to benefit students – salary increases (On-going costs of \$11,500,000 million – LCFF funds placed in 1000s and 3000s) - Provide Gifted and Talented Education services may 	<ul style="list-style-type: none"> - Increase or improve services to benefit students – salary increases (On-going costs of \$11,500,000 million – LCFF funds placed in 1000s and 3000s) - Provide Gifted and Talented Education services may 	<ul style="list-style-type: none"> - Increase or improve services to benefit students – salary increases (On-going costs of \$11,500,000 million – LCFF funds placed in 1000s and 3000s) - Provide Gifted and Talented Education services may

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Rigorous Curriculum Design, ELD, etc...			include support materials, enrichment materials, activities, and field trips (On-going costs of \$549,647 – LCFF funds) Additional \$232,020 – LCFF funds placed in 4000s and 5000s - Provide African-American Student Achievement services may include instructional materials, academic activities, and support/intervention	include support materials, enrichment materials, activities, and field trips (On-going costs of \$549,647 – LCFF funds) Additional \$232,020 – LCFF funds placed in 4000s and 5000s - Provide African-American Student Achievement services may include instructional materials, academic activities, and support/	include support materials, enrichment materials, activities, and field trips (On-going costs of \$549,647 – LCFF funds) Additional \$232,020 – LCFF funds placed in 4000s and 5000s - Provide African-American Student Achievement services may include instructional materials, academic activities, and support/

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>services (On-going costs of \$2,358,907 – LCFF, Title II, SIG funds) Additional \$488,020 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s</p> <p>- Provide Latino Student Achievement services may include instructional materials, academic activities, and support/ intervention services (On-going costs of \$7,983,993 –</p>	<p>intervention services (On-going costs of \$2,358,907 – LCFF, Title II, SIG funds) Additional \$488,020 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s</p> <p>- Provide Latino Student Achievement services may include instructional materials, academic activities, and support/ intervention services (On-going costs of \$7,983,993 –</p>	<p>intervention services (On-going costs of \$2,358,907 – LCFF, Title II, SIG funds) Additional \$488,020 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s</p> <p>- Provide Latino Student Achievement services may include instructional materials, academic activities, and support/ intervention services (On-going costs of \$7,983,993 –</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF, Title II, SIG funds) Additional \$1,651,760 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s - Provide support services to Foster Youth may include instructional materials, academic activities, and support/ intervention services (2013-14 on-going costs of \$1,809,261 – LCFF funds Additional \$256,000 – LCFF funds placed in the 1000s, 3000s,	LCFF, Title II, SIG funds) Additional \$1,651,760 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s - Provide support services to Foster Youth may include instructional materials, academic activities, and support/ intervention services (2013-14 on-going costs of \$1,809,261 – LCFF funds Additional \$256,000 – LCFF funds placed in	LCFF, Title II, SIG funds) Additional \$1,651,760 – LCFF funds placed in 1000s, 3000sn 4000s, and 5000s - Provide support services to Foster Youth may include instructional materials, academic activities, and support/ intervention services (2013-14 on-going costs of \$1,809,261 – LCFF funds Additional \$256,000 – LCFF funds placed in

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					4000s, and 5000s) - Improve or increase student services by avoiding layoffs and maintain key services (counseling, class size reduction, professional development including Common Core, Rigorous Curriculum Design, ELD, etc... (On-going costs of \$26,500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)	the 1000s, 3000s, 4000s, and 5000s) - Improve or increase student services by avoiding layoffs and maintain key services (counseling, class size reduction, professional development including Common Core, Rigorous Curriculum Design, ELD, etc... (On-going costs of \$26,500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)	the 1000s, 3000s, 4000s, and 5000s) - Improve or increase student services by avoiding layoffs and maintain key services (counseling, class size reduction, professional development including Common Core, Rigorous Curriculum Design, ELD, etc... (On-going costs of \$26,500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
IV. All students will be taught by highly qualified teachers.	1. Basic Aligned with the Community Engagement Plan (CEP): 3. Coaches and Mentoring 4. High Expectations for All 5. Network of Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	Professional Development to include: - Common Core State Standards (CCSS) Professional Development - Instructional Rounds - Linked Learning - AVID certification - GATE certification - CCSS English Language Development Training	- LEA-wide - School-wide		Professional Development to include: - CCSS Professional Development -Instructional Rounds -Linked Learning - AVID certification - GATE certification - CCSS English Language Development Training	Professional Development to include: - CCSS Professional Development -Instructional Rounds -Linked Learning - AVID certification - GATE certification - CCSS English Language Development Training	Professional Development to include: - CCSS Professional Development -Instructional Rounds -Linked Learning -A VID certification - GATE certification - CCSS English Language Development Training

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Parent Summit -African American Task Force -CAHSEE Professional Development -BTSA support			-Parent Summit -African American Task Force focus to include increase rigor, differentiation, instructional strategies to increase engagement -CAHSEE Professional Development -BTSA support for new teachers (Professional Development Costs and description reflected in Section 3A Goal	-Parent Summit -African American Task Force focus to include increase rigor, differentiation, instructional strategies to increase engagement -CAHSEE Professional Development -BTSA support for new teachers (Professional Development Costs and description reflected in Section 3A Goal	-Parent Summit -African American Task Force focus to include increase rigor, differentiation, instructional strategies to increase engagement -CAHSEE Professional Development -BTSA support for new teachers (Professional Development Costs and description reflected in Section 3A Goal

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					l)	l)	l)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
V. Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement partnership office. -Parent and community engagement will focus on academics, careers, and social services (0-36 months)	3. Parent Involvement Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliance 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	- Increased academic achievement and student engagement through increased parent involvement and engagement by: - Parent Involvement and Engagement: Parent through increased parent involvement and engagement that may include support staff, conferences / workshops, and	LEA-wide School-wide		- Increased academic achievement and student engagement through increased parent involvement and engagement that may include support staff, conferences / workshops, and contracted services (On-going costs of \$3,262,376 – LCFF funds Additional \$1,300,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)	- Increased academic achievement and student engagement through increased parent involvement and engagement that may include support staff, conferences / workshops, and contracted services (On-going costs of \$3,262,376 – LCFF funds Additional \$1,300,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and	- Increased academic achievement and student engagement through increased parent involvement and engagement that may include support staff, conferences / workshops, and contracted services (On-going costs of \$3,262,376 – LCFF funds Additional \$1,300,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		contracted services				5000s)	5000s)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
VI. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	6. School climate Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliance 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	-Provide a safe and conducive learning environment with safety/security services that may include activities related to Student Services: - Employee relations - School police - Crossing guards - HIV prevention - School safety - Risk management	LEA-wide School-wide		- Provide a safe and conducive learning environment with safety/security services that may include activities related to Student Services listed below: (On-going costs of \$11,123,330 – LCFF funds Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Employee relations - School police	- Provide a safe and conducive learning environment with safety/security services that may include activities related to Student Services listed below: (On-going costs of \$11,123,330 – LCFF funds Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Employee relations - School police	- Provide a safe and conducive learning environment with safety/security services that may include activities related to Student Services listed below: (On-going costs of \$11,123,330 – LCFF funds Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) -Employee relations - School police

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Teacher/student/parent relationships that may include activities related to support Youth Services and Cal-Safe: staff support, instructional materials, and contracted services - Child care - District-funded Health Aide at each site - Visual and Performing Arts Programming including additional support 			<ul style="list-style-type: none"> - Crossing guards -HIV prevention - School safety - Risk management - Teacher/student/parent relationships that may include activities related to support Youth Services and Cal-Safe: staff support, instructional materials, and contracted services (On-going costs of \$7,413,082 – LCFF funds) 	<ul style="list-style-type: none"> - Crossing guards -HIV prevention - School safety - Risk management - Teacher/student/parent relationships that may include activities related to support Youth Services and Cal-Safe: staff support, instructional materials, and contracted services (On-going costs of \$7,413,082 – 	<ul style="list-style-type: none"> - Crossing guards -HIV prevention - School safety - Risk management - Teacher/student/parent relationships that may include activities related to support Youth Services and Cal-Safe: staff support, instructional materials, and contracted services (On-going costs of \$7,413,082 –

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>services, instructional materials and supplies</p> <p>- Continue sports programming that may include additional services, transportation, etc...</p> <p>- Restoration of middle school sports programming may include support staff, stipends, and transportation</p> <p>- Restoration of Campus Environment -</p>			<p>Additional \$100,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Child care that may include support staff and instructional materials (Additional \$800,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- District-funded Health Aide at each site (Included cost of \$1,450,000 – LCFF funds 2000s</p>	<p>LCFF funds) Additional \$100,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Child care that may include support staff and instructional materials (Additional \$800,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- District-funded Health Aide at each site (Included cost of \$1,450,000 – LCFF funds</p>	<p>LCFF funds) Additional \$100,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Child care that may include support staff and instructional materials (Additional \$800,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- District-funded Health Aide at each site (Included cost of \$1,450,000 – LCFF funds</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		custodian/grounds workers - Operational Support Services to include support services related to: - Facilities and Grounds Maintenance - Information Technology Support that may include support staff, PD, and instructional materials/technology - Business Services that may include			and 3000s) - Visual and Performing Arts Programming including additional support services, instructional materials and supplies (On-going costs of \$1,932,224 – LCFF funds) (Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Continue sports programming that may include additional	2000s and 3000s) - Visual and Performing Arts Programming including additional support services, instructional materials and supplies (On-going costs of \$1,932,224 – LCFF funds) (Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Continue sports programming that may	2000s and 3000s) - Visual and Performing Arts Programming including additional support services, instructional materials and supplies (On-going costs of \$1,932,224 – LCFF funds) (Additional \$500,000 – LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Continue sports programming that may

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>support staff, benefits, and services</p> <p>- Base instructional program staffing – classified and certificated, including salaries and benefits</p>			<p>services, transportation, etc... (On-going costs of \$605,143 – LCFF funds</p> <p>Additional \$500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)</p> <p>- Restoration of middle school sports programming may include support staff, stipends, and transportation (On-going costs of \$300,000 – LCFF funds placed in 1000s, 3000s, and</p>	<p>include additional services, transportation, etc... (On-going costs of \$605,143 – LCFF funds</p> <p>Additional \$500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)</p> <p>- Restoration of middle school sports programming may include support staff, stipends, and transportation (On-going costs of \$300,000 – LCFF funds placed in 1000s,</p>	<p>include additional services, transportation, etc... (On-going costs of \$605,143 – LCFF funds</p> <p>Additional \$500,000 – LCFF funds placed in 1000s, 3000s, 4000s, and 5000s)</p> <p>- Restoration of middle school sports programming may include support staff, stipends, and transportation (On-going costs of \$300,000 – LCFF funds placed in 1000s,</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					5000s) Campus Environment - custodian/ grounds workers (On-going costs of \$800,000 – LCFF funds to be placed 1000s and 3000s) - Operational Support Services (Additional \$1,000,000 – LCFF funds placed in 2000s, 3000s, and 4000s) to include support services related to:	3000s, and 5000s) Campus Environment - custodian/ grounds workers (On-going costs of \$800,000 – LCFF funds to be placed 1000s and 3000s) - Operational Support Services (Additional \$1,000,000 – LCFF funds placed in 2000s, 3000s, and 4000s) to include support services related to:	3000s, and 5000s) Campus Environment - custodian/ grounds workers (On-going costs of \$800,000 – LCFF funds to be placed 1000s and 3000s) - Operational Support Services (Additional \$1,000,000 – LCFF funds placed in 2000s, 3000s, and 4000s) to include support services related to:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					- Facilities and Grounds Maintenance - Information Technology Support that may include support staff, PD, and instructional materials/ technology (On-going costs of \$10,871,373 – LCFF funds) - Business Services that may include support staff, benefits, and services (On-going costs of \$21,964,674 – LCFF funds placed in 1000s,	- Facilities and Grounds Maintenance - Information Technology Support that may include support staff, PD, and instructional materials/ technology (On-going costs of \$10,871,373 – LCFF funds) - Business Services that may include support staff, benefits, and services (On-going costs of \$21,964,674 – LCFF funds placed in 1000s,	- Facilities and Grounds Maintenance - Information Technology Support that may include support staff, PD, and instructional materials/ technology (On-going costs of \$10,871,373 – LCFF funds) - Business Services that may include support staff, benefits, and services (On-going costs of \$21,964,674 – LCFF funds placed in 1000s,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					2000s, 3000s, and 5000s) - Base instructional program instruction including salaries and benefits associated to teachers, management, and support (classified) (On-going costs of \$332,985,765 – LCFF Base funds placed in 1000s, 2000s and 3000s)	2000s, 3000s, and 5000s) - Base instructional program instruction including salaries and benefits associated to teachers, management, and support (classified) (On-going costs of \$332,985,765 – LCFF Base funds placed in 1000s, 2000s and 3000s)	2000s, 3000s, and 5000s) - Base instructional program instruction including salaries and benefits associated to teachers, management, and support (classified) (On-going costs of \$332,985,765 – LCFF Base funds placed in 1000s, 2000s and 3000s)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
I. All students will graduate from high school with a focus on A-G course completion and increasing four year cohort graduation rate.	4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes Aligned with the Community Engagement Plan (CEP): 1. Applied Learning 2. Learning Beyond the Boundaries	Activities and services for Low Income, English Learners, Foster Youth, redesignated fluent English proficient, Latino, and African-American pupils will include: - Additional targeted support of LCFF	LEA-wide School-wide		- Additional targeted support of	- Additional targeted support of	- Additional targeted support of

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention			LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and	LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and	LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		- Additional targeted support of LCFF funds for Latino students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site’s Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted			intervention (2013-14 – a total of \$16,000,000 is equitably distributed in an on-going allocation – LCFF funds plus an additional \$4,800,000 million LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s for a total of \$20,800,000 for 2014-15) Additional \$6,200,000 – LCFF funds placed in 1000s, 2000s,	intervention (2013-14 – a total of \$16,000,000 is equitably distributed in an on-going allocation – LCFF funds plus an additional \$4,800,000 million LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s for a total of \$20,800,000 for 2014-15) Additional \$6,200,000 – LCFF funds placed in 1000s, 2000s,	intervention (2013-14 – a total of \$16,000,000 is equitably distributed in an on-going allocation – LCFF funds plus an additional \$4,800,000 million LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s for a total of \$20,800,000 for 2014-15) Additional \$6,200,000 – LCFF funds placed in 1000s, 2000s,

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>services, PD, technology, and intervention</p> <p>- Additional targeted support of LCFF funds for English Learner students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title</p>			<p>3000s, 4000s, and 5000s</p> <p>- Additional targeted support of LCFF funds for Latino students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may</p>	<p>3000s, 4000s, and 5000s</p> <p>- Additional targeted support of LCFF funds for Latino students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may</p>	<p>3000s, 4000s, and 5000s</p> <p>- Additional targeted support of LCFF funds for Latino students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention (Costs reflected in the \$20,800,000 LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s listed above)</p> <p>- Additional targeted support of LCFF funds for Redesignated English Learner</p>			<p>include instructional materials, support staff, contracted services, PD, technology, and intervention (\$2,728,000 LCFF funds of the \$6,200,000 listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for English Learner</p>	<p>include instructional materials, support staff, contracted services, PD, technology, and intervention (\$2,728,000 LCFF funds of the \$6,200,000 listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for English Learner</p>	<p>may include instructional materials, support staff, contracted services, PD, technology, and intervention (\$2,728,000 LCFF funds of the \$6,200,000 listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for English Learner</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention			students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and	students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and	students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		- Additional targeted support of LCFF funds for African-American students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials,			intervention (\$1,860,000 LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s of the \$6,200,000 listed above) - Additional targeted support of LCFF funds for Redesignated English Learner students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	intervention (\$1,860,000 LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s of the \$6,200,000 listed above) - Additional targeted support of LCFF funds for Redesignated English Learner students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	intervention (\$1,860,000 LCFF funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s of the \$6,200,000 listed above) - Additional targeted support of LCFF funds for Redesignated English Learner students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>support staff, contracted services, PD, technology, and intervention (\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for Foster Youth students distributed to all schools consistent with achieving the LCAP goals</p>			aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention (Costs reflected in the \$2,728,000 listed above placed in 1000s, 2000s,	aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention (Costs reflected in the \$2,728,000 listed above placed in 1000s, 2000s,	aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention (Costs reflected in the \$2,728,000 listed above placed in 1000s, 2000s,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention</p> <p>- Additional site allocations of LCFF (Targeted Instructional</p>			<p>3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for African-American students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program</p>	<p>3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for African-American students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program</p>	<p>3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for African-American students distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Improvement Grant) funds that may include an increase in magnet school bus transportation LEA-wide</p> <p>- Central Office support of instructional materials, program support, and professional development (Description reflected in Section 3A Goal I)</p> <p>-Supplemental instructional materials,</p>			<p>that may include instructional materials, support staff, contracted services, PD, technology, and intervention (\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for Foster Youth students</p>	<p>that may include instructional materials, support staff, contracted services, PD, technology, and intervention (\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for Foster Youth students</p>	<p>Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention (\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Additional targeted support of LCFF funds for Foster Youth students</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>support, and services to all schools based on a per pupil allocation</p> <ul style="list-style-type: none"> - Central Office Support to all Schools – Direct Services that may include support staff, supplemental instructional materials, and services - Central Office Support – Centralized and Indirect Services to all sites that may include support staff, 			distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site’s Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention	distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site’s Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention	distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site’s Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		supplemental instructional materials, and services - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (2013-14 on-going costs of \$1,400,000 - Title III placed in 1000s, 2000s, 3000s, 4000s, and 5000s)			(\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds that may include an increase in magnet school bus transportation LEA-wide (On-going costs of	(\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds that may include an increase in magnet school bus transportation LEA-wide (On-going	(\$806,000 of the \$6,200,000 LCFF funds listed above placed in 1000s, 2000s, 3000s, 4000s, and 5000s) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds that may include an increase in magnet school bus transportation LEA-wide (On-going

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$8,000,000 placed in 5000s) - Central Office support of instructional materials, program support, and professional development (Description reflected in Section 3A Goal I) (On-going costs of \$1,000,000 – LCFF and EIA carryover funds; Additional \$700,000 – LCFF funds	costs of \$8,000,000 placed in 5000s) - Central Office support of instructional materials, program support, and professional development (Description reflected in Section 3A Goal I) (On-going costs of \$1,000,000 – LCFF and EIA carryover funds; Additional \$700,000 – LCFF funds	costs of \$8,000,000 placed in 5000s) - Central Office support of instructional materials, program support, and professional development (Description reflected in Section 3A Goal I) (On-going costs of \$1,000,000 – LCFF and EIA carryover funds; Additional \$700,000 – LCFF funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>-Supplemental instructional materials, support, and services to all schools based on a per pupil allocation (On-going cost of \$12,000,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Central Office Support – Centralized and Indirect</p>	<p>placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>-Supplemental instructional materials, support, and services to all schools based on a per pupil allocation (On-going cost of \$12,000,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Central Office Support – Centralized and Indirect</p>	<p>placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>-Supplemental instructional materials, support, and services to all schools based on a per pupil allocation (On-going cost of \$12,000,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- Central Office Support – Centralized and Indirect</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Services to all sites that may include support staff, supplemental instructional materials, and services (2013-14 on-going costs of \$1,500,000 million – Title I)</p> <p>- Central Office Support to all Schools – Direct Services that may include support staff, supplemental instructional materials, and services (2013-14 on-going</p>	<p>Services to all sites that may include support staff, supplemental instructional materials, and services (2013-14 on-going costs of \$1,500,000 million – Title I)</p> <p>- Central Office Support to all Schools – Direct Services that may include support staff, supplemental instructional materials, and services (2013-14 on-</p>	<p>Services to all sites that may include support staff, supplemental instructional materials, and services (2013-14 on-going costs of \$1,500,000 million – Title I)</p> <p>- Central Office Support to all Schools – Direct Services that may include support staff, supplemental instructional materials, and services (2013-14 on-</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>costs of \$1,062,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (2013-14 on-going costs of \$1,400,000 - Title III placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p>	<p>going costs of \$1,062,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (2013-14 on-going costs of \$1,400,000 - Title III placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p>	<p>going costs of \$1,062,000 – Title I funds placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (2013-14 on-going costs of \$1,400,000 - Title III placed in 1000s, 2000s, 3000s, 4000s, and 5000s)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
II. All limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	2. Implementation of Common Core State Standards (CCSS) 4. Pupil achievement Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliances 6. College and Careers 7. Resource	Activities and services for Low Income, English Learners, Foster Youth, and Latino pupils will include: - Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for	LEA-wide School-wide		- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Acquisition and Allocation 8. Success and Accountability	Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention - Additional site allocations of LCFF (Targeted Instructional Improvement			services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement	services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement	services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Grant) funds distributed to identified schools and to support bus transportation LEA-wide (Description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development to all schools (Description reflected in Goal I Section 3B)</p> <p>- Supplemental instructional</p>			<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in</p>	<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in</p>	<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>support to all schools based on a per pupil allocation (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Description reflected in</p>			<p>Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional</p>	<p>Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional</p>	<p>Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Description reflected in Goal I Section 3B)			development (Costs and description reflected in Goal I Section 3B) -Supplemental instructional support to all schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B) - Central Office Support to all Schools – Direct Services (Costs and description reflected in	development (Costs and description reflected in Goal I Section 3B) -Supplemental instructional support to all schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B) - Central Office Support to all Schools – Direct Services (Costs and description	development (Costs and description reflected in Goal I Section 3B) -Supplemental instructional support to all schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B) - Central Office Support to all Schools – Direct Services (Costs and description

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs and description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions	reflected in Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs and description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions	reflected in Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs and description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					(Costs and description reflected in Goal I Section 3B)	(Costs and description reflected in Goal I Section 3B)	(Costs and description reflected in Goal I Section 3B)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
III. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	2. Implementation of Common Core State Standards (CCSS) 4. Pupil Achievement Aligned with the Community Engagement Plan (CEP): 1. Applied Learning 2. Learning Beyond Boundaries 3. Coaching and Mentoring 4. High Expectations for All 6. College and Careers 7. Resource Acquisition and	Activities and services for Low Income, English Learners, Foster Youth, African-American, Latino, redesignated fluent English proficient pupils will include: - Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	LEA-wide School-wide		- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Allocation 8. Success and Accountability	aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention - Additional support for Latino Student Achievement (Description reflected in			services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement	services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement	services, PD, technology, and intervention (Costs reflected in Goal I Section 3B) - Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Goal I Section 3B) - Additional support for English Learners Student Achievement (Costs reflected in Goal I Section 3B) - Additional support for Redesignated English Learners Student Achievement (Description reflected in Goal I Section 3B)			(Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement	(Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement	(Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Additional support for African-American Student Achievement (Description reflected in Goal I Section 3B) - Additional support for Foster Youth (Description reflected in Goal I Section 3B) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds 			<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified 	<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to 	<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>distributed to identified schools and to support magnet school bus transportation LEA-wide</p> <p>- Central Office support of instructional programs and professional development to all schools (Description reflected in Goal I Section 3B)</p> <p>- Supplemental instructional support to all schools based</p>			<p>schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>	<p>identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>	<p>identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>on a per pupil allocation (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Description</p>			<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>	<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>	<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Description reflected in Goal I Section 3B)			description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)	description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)	description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
IV. All students will be taught by highly qualified teachers.	1. Basic Aligned with the Community Engagement Plan (CEP): 3. Coaches and Mentoring 4. High Expectations for All 5. Network of Alliances 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	Activities and services for Low Income, English Learners, Foster Youth, African-American, Latino, and redesignated fluent English proficient pupils will include: - Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	LEA-wide School-wide		- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention			<p>services, PD, technology, and intervention (Costs reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student Achievement</p>	<p>services, PD, technology, and intervention (Costs reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student Achievement</p>	<p>services, PD, technology, and intervention (Costs reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student Achievement</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Additional support for Latino Student Achievement (Description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement (Description reflected in Goal I Section 3B) - Additional support for Redesignated English Learners Student 			<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement 	<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement 	<p>(Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student Achievement

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth (Description reflected in Goal I Section 3B)</p>			<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified</p>	<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to</p>	<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools and to support magnet school bus transportation LEA-wide (Description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development</p>			<p>schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based on a per pupil</p>	<p>identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based on a per pupil</p>	<p>identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based on a per pupil</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>to all schools (Description reflected in Goal I Section 3B)</p> <p>- Supplemental instructional support to all schools based on a per pupil allocation (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Description reflected in Goal I Section 3B)</p>			<p>allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and description</p>	<p>allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and description</p>	<p>allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and description</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Central Office Support – Centralized and Indirect Services to all sites (Description reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Description reflected in Goal I Section 3B)</p>			<p>reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>	<p>reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>	<p>reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
V. Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement partnership office. -Parent and community engagement will focus on academics, careers, and social services (0-36 months)	3. Parent involvement Aligned with the Community Engagement Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliance 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	Activities and services for Low Income, English Learners, Foster Youth, African-American, Latino, and redesignated fluent English proficient pupils will include: - Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	LEA-wide School-wide		- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention			<p>services, PD, technology, and intervention (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>	<p>(Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>	<p>services, PD, technology, and intervention (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Additional support for Latino Student Achievement (Description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement (Description reflected in Goal I Section 3B) - Additional support for Redesignated English 			<ul style="list-style-type: none"> Achievement (Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student 	<ul style="list-style-type: none"> Achievement (Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student 	<ul style="list-style-type: none"> Achievement (Costs and description reflected in Goal I Section 3B) - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Learners Student Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth (Description reflected in Goal I Section 3B)</p>			<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted support of LCFF (Targeted Instructional Improvement Grant) funds distributed to</p>	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted support of LCFF (Targeted Instructional Improvement Grant) funds</p>	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted support of LCFF (Targeted Instructional Improvement Grant) funds</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Additional site allocations of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools and to support bus transportation LEA-wide (Description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development</p>			<p>identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>	<p>distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>	<p>distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all schools based</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>to all schools (Description reflected in Goal I Section 3B)</p> <p>- Supplemental instructional support to all schools based on a per pupil allocation (Description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Description reflected in Goal I Section 3B)</p>			<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>	<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>	<p>on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office Support – Centralized and Indirect Services to all sites (Costs and</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		- Central Office Support – Centralized and Indirect Services to all sites (Description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Description reflected in Goal I Section 3B)			description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)	description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)	description reflected in Goal I Section 3B) - English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
VI. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	6. School climate Aligned with the Community Plan (CEP): 2. Learning Beyond the Boundaries 3. Coaching and Mentoring 4. High Expectations for All 5. Network of Alliance 6. College and Careers 7. Resource Acquisition and Allocation 8. Success and Accountability	Activities and services for Low Income, English Learners, Foster Youth, African-American, Latino, and redesignated fluent English proficient pupils will include: - Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and	LEA-wide School-wide		- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted	- Additional targeted support of LCFF funds distributed to all schools consistent with achieving the LCAP goals identified in Section 2 and aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted

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		aligned with the strategies included in the site's Single Plan for Student Achievement (SPSA) and Title I Program that may include instructional materials, support staff, contracted services, PD, technology, and intervention			<p>services, PD, technology, and intervention (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>	<p>services, PD, technology, and intervention (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>	<p>services, PD, technology, and intervention (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support services for Latino Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for English Learners Student</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> - Additional support for Latino Student Achievement (Description reflected in Goal I Section 3B) - Additional support for English Learners Student Achievement (Description reflected in Goal I Section 3B) - Additional support for Redesignated English Learners Student 			<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student 	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student 	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Additional monitoring support for redesignated English Learners Student Achievement (Costs and description reflected in Goal I Section 3B) - Additional support for African-American Student

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for African-American Student Achievement (Description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth (Description reflected in Goal I Section 3B)</p>			<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted instructional support of LCFF (Targeted Instructional Improvement Grant) funds</p>	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted instructional support of LCFF (Targeted Instructional Improvement</p>	<p>Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional support for Foster Youth Student Achievement (Costs and description reflected in Goal I Section 3B)</p> <p>- Additional targeted instructional support of LCFF (Targeted Instructional Improvement</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Additional targeted instructional support of LCFF (Targeted Instructional Improvement Grant) funds distributed to identified schools and to support bus transportation LEA-wide (Description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development to all schools</p>			<p>distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all</p>	<p>Grant) funds distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all</p>	<p>Grant) funds distributed to identified schools (Costs and description reflected in Goal I Section 3B)</p> <p>- Central Office support of instructional programs and professional development (Costs and description reflected in Goal I Section 3B)</p> <p>-Supplemental instructional support to all</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>(Description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Supplemental instructional support to all schools based on a per pupil allocation (Costs reflected in Goal I Section 3B) - Central Office Support to all Schools – Direct Services (Description reflected in Goal I Section 3B) 			<p>schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs 	<p>schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs 	<p>schools based on a per pupil allocation (Costs and description reflected in Goal I Section 3B)</p> <ul style="list-style-type: none"> - Central Office Support to all Schools – Direct Services (Costs and description reflected in Goal I Section 3B) - Central Office Support – Centralized and Indirect Services to all sites (Costs

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>- Central Office Support – Centralized and Indirect Services to all sites (Description reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Description reflected in Goal I Section 3B)</p>			<p>and description reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>	<p>and description reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>	<p>and description reflected in Goal I Section 3B)</p> <p>- English Learner Supplemental Support, Instructional Materials, Professional Development, and Interventions (Costs and description reflected in Goal I Section 3B)</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Districts estimated Supplemental/Concentration funding for 2014/15 is \$52.1 million which represents an increase of \$36.7 million over prior years funding for these students. The LEA is expending the increase in funds calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils by increasing site level funding by 75% or approximately \$11 million from the previous year, to be used in alignment with the LCAP and Single Plan for Student Achievement (SPSA) goals and the identified needs of each school that may include, but not limited to supplemental instructional materials, support staff, technology, contracted services, and professional development. Due to exceptionally high percentage of unduplicated pupils – approximately 95% – LCFF funded related activities, services, and expenditures support LEA-wide and school-wide applications. In addition, the LEA is providing centralized supplemental support to schools LEA-wide totaling approximately \$11,000,000 for tutoring, English Learner services, Gifted student services, African-American student services, AVID programming, Parent involvement and engagement activities, Innovation Grants, Visual and Performing Arts, sports-related support, and school climate related activities.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The percentage by which services for unduplicated pupils must be increased or improved as compared to all pupils in the LCAP year is calculated as 15.61%. The Local Control Accountability Plan developed by San Bernardino City Unified recognizes the needs of these at risk students which comprise 94.89% of our student population. The targeted support to school sites based upon these student populations and programs designed to serve at risk students as outlined in Section 3B of the LCAP plan exceed the proportionality requirement of the District that may include, but not limited to supplemental instructional materials, support staff, technology, contracted services, and professional development.

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