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

Introduction:

LEA: Alta Loma School District **Contact** James Moore, Superintendent,jmoore@alsd.k12.ca.us (909) 484-5151 **LCAP Year:** 2013-14

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
It is the intent of the Alta Loma School District to seek and incorporate input for our LCAP from advisory group parents, representative teacher groups, administrators, and community groups. Parent Stakeholders: Meetings were held with our Parent Advisory group (comprised of PTA and Site Council representatives from each school), DELAC (parents of English language learners), and a newly created LCAP Advisory group (parents representing each school and significant subgroup students). At these meetings parents participated in an activity that allowed them to prioritize LCAP goal areas and respond to open ended questions which allowed them to identify specific program needs and concerns. District Stakeholders: LCAP goal prioritizing activities were conducted with our school board members, management team (comprised of certificated and classified administrators) and various teacher groups including Curriculum Council, school leadership teams, and ALEA, our teacher bargaining unit. Student Outreach: Surveys were completed by a representative group of students, grades 4-8, from each school. Other Stakeholders: An opportunity for community members to provide input for LCAP will be scheduled in the 2014-15 school year.	The following priorities were identified by parent stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Using technology in all curriculum areas for both teachers and students (Priority #2) • Student access to a broad course of study (Priority #7) The following priorities were identified by District management stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Ensuring every student has access to standards-aligned instructional materials (Priority #1) • Using technology in all curriculum areas for both teachers and students (Priority #2) The following priorities were identified by teacher stakeholder groups: • Focus on preparing teachers to implement rigorous curriculum for all students (Priority #1) • Ensuring every students has access to standards-aligned instructional materials (Priority #1) • Focus on increasing student achievement in all subject areas (Priority # 8) The following priorities were identified by students through a district created survey: • Maintaining a safe campus • Focus on a rigorous curriculum with support from teachers

Involvement Process	Impact on LCAP
At the end of April 2014, a draft LCAP was presented to our Parent Advisory group and our DELAC parent committee. A Board Study session was held on May 21, 2014 where the LCAP draft was presented. A public hearing was held on June 11, 2014 with final approval of the LCAP on June 18, 2014.	• Knowing there is an adult they trust and can go to with a problem Additions and/or changes to the LCAP may be made based on stakeholder group feedback.

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?

Goals and Progress Indicators

CONDITIONS OF LEARNING GOAL AREA 1: 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). (State Priority 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.1 Need: Hire and retain highly qualified teachers with appropriate credentials Metrics: Evaluation of teacher assignments with teacher credentials	1.1 Students provided with highly qualified teachers in the classroom	All	All		100% of the teachers will be highly qualified with appropriate credentials	100% of the teachers will be highly qualified with appropriate credentials	100% of the teachers will be highly qualified with appropriate credentials	Priority #1 Basic Services
1.2 Need: New teachers obtain clear teaching credential through BTSA program Metrics: BTSA Survey	1.2 Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) program	All	All		100% of BTSA participating teachers will report they have received training and participated in formative assessment (FACT) with a BTSA Support Provider	100% of BTSA participating teachers will report they have received training and participated in formative assessment (FACT) with a BTSA Support Provider	100% of BTSA participating teachers will report they have received training and participated in formative assessment (FACT) with a BTSA Support Provider	Priority #1 Basic Services

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 1: 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). (State Priority 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.3 Need: Purchase of Common Core Standards instructional materials. Support teachers in the development of additional instructional materials. Support the professional development necessary for the implementation of Common Core Standards Metrics: Teacher surveys, Williams report, stakeholder groups	1.3 Students provided with access to Common Core Standards aligned instructional materials	All	All		All students will receive instruction in Common Core Standards through aligned lessons and supplemental materials. Teachers will review and pilot CCS aligned Math core materials for adoption and use in the 2015-16 school year. Teachers will be provided with a scope and sequence through the use of Synced Solution. This will include materials	All students will receive instruction in Common Core Standards through aligned lessons and adopted materials in Math. Teachers will review and pilot CCS aligned ELA core materials for adoption and use in the 2016-17 school year. Teachers will be provided with a scope and sequence through the continued use of Synced Solution.	All students will have access to State approve CCS textbooks in the areas of ELA and Math. Teachers will be provided a annually revised scope and sequence in ELA and Math through the use of Synced Solution. Teachers will have access to intervention and support materials to differentiate instruction for all students.	Priority #1 Basic Services

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 1: 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). (State Priority 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					that have been identified for CCS instruction through Synced Solution. 70% of the teachers will report they have sufficient instructional materials thorough teacher surveys.	Additional support materials are identified for CCS instruction through Synced Solution. 80% of the teachers will report they have sufficient instructional materials through teacher surveys.	90% of the teachers will report they have sufficient instructional materials through teacher surveys.	

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 1: 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). (State Priority 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.4 Need: Maintain facilities to provide a safe learning environment that also provides access for updated technology and class size reduction classrooms Metrics: Facility inspections/reports, work orders completed in timely manner, student and parent surveys	1.4 Maintain student achievement focused learning environment including safe facilities, updated technology, and class size reduction classrooms	All	All		80% of parents will report school facilities are clean and in good repair in parent surveys. 75% of parents will report that students have access to updated technology in their school in parent surveys.	90% of parents will report school facilities are clean and in good repair in parent surveys. 80% of parents will report students have access to updated technology in their school in parent surveys.	95% of parents will report school facilities are clean and in good repair in parent surveys. 85% of parents will report students have access to updated technology in their school in parent surveys.	Priority #1 Basic Services

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2.1 Need: Ongoing professional development, instructional support and collaborative planning time is needed for teachers to be prepared to effectively deliver CCS instruction (stakeholder groups) Metrics: Professional Development Plan and CCSS training schedule	2.1 Provide ongoing professional development, instructional support and collaborative planning time for all teachers	All	All		95% of teachers will report they have participated in a minimum of three district sponsored staff development days.	95% of teachers will report they have participated in a minimum of three district sponsored staff development days.	95% of teachers will report they have participated in a minimum of three district sponsored staff development days.	Priority #2 Implementation of State Standards Priority #1 Basic Services
2.2 Need: Specific staff development/coaching for teachers of English language learners Metrics: Staff development plan that includes specific training for English language learners	2.2 Increase teacher effectiveness with English language learners through knowledge of ELD standards and specific instructional strategies	English language learners	English language learners		95% of SIOP Cohort 1 & 2 trained teachers will participate in instructional coaching from the Teacher on Assignment. Refresher training in SIOP will be offered to teachers in cohorts 1 & 2.	95% of SIOP Cohort 3 trained teachers will participate in instructional coaching from the Teacher on Assignment.	100% of teachers with EL students will have been trained in the SIOP model with coaching available.	Priority #2 Implementation of State Standards

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2.3 Need: Additional technology and training that supports common core instruction is needed for both teachers and students. (all stakeholder groups) Metrics: District Technology Plan; updated classrooms to reflect 21st Century learning opportunities	2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction	All	All		30% of core subject teachers will use technology to extend and enhance student learning of curriculum aligned with CCS in lesson design and delivery of instruction a minimum of once a week.	60% of core subject teachers will use technology to extend and enhance student learning of curriculum aligned with CCS in lesson design and delivery of instruction a minimum of once a week.	90% of core subject teachers will use technology to extend and enhance student learning of curriculum aligned with CCS in lesson design and delivery of instruction a minimum of once a week.	Priority # 2 Implementation of State Standards
2.4 Need: Ongoing formative assessment that will provide data/information to determine proficiency and guide further support (stakeholder groups) Metrics: Formative assessments both teacher created and purchased assessments	2.4 Use Smarter Balanced and local assessments to inform instruction of CCSS and identify students in need of intervention or enrichment	All	All		Assessments will identify students needing additional support, intervention or enrichment.	Assessments will identify students needing additional support, intervention or enrichment.	Assessments will identify students needing additional support, intervention or enrichment.	Priority #2 Implementation of State Standards

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2.5 Need: Parent Education and training that promotes parents as partners in support of student learning and knowledge of Common Core Standards (stakeholder groups) Metrics: Parent participation and survey responses to parent workshops and Parent University focused on CCSS	2.5 Provide educational opportunities for parents to promote a partnership between home and school for increased student achievement	All	All		Continue to provide opportunities for parents to become familiar with CCSS through school and district-wide offerings.	Increase participation in parent education activities at both school and district-wide by 10%.	Increase participation in parent education activities at both school and district-wide by 20%.	Priority #2 Implementation of State Standards Priority #3 Parent Involvement
2.6 Need: Additional instructional materials and resources aligned to CCSS are needed to bridge the gap between current adopted textbooks and CCSS Metrics: Instructional Materials purchase, purchase orders, stakeholder feedback	2.6 Provide instructional materials aligned with CCS to support instruction in the classroom	All	All		Students will have access to CCSS aligned support materials in ELA and Math.	Students will have access to CCSS aligned support materials in ELA and Math.	Students will have access to CCSS aligned support materials in ELA and Math.	Priority # 2 Implementation of State Standards. Priority #1 Basic Services

Goals and Progress Indicators
CONDITIONS OF LEARNING GOAL AREA 3: 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)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
3.1 Need: Access to broad course of study that includes all subject areas Metric: Master Schedule and pupil rosters identifying enrollment in visual and performing arts, technology, and physical education as well as core subject areas	3.1 All students will have access to a broad course of study in all subject areas including visual and performing arts, technology, and physical education	All	All		All students continue to have access to a broad course of study that includes all of the subject areas appropriate for grades K-8 according to Education Code 48926	All students continue to have access to a broad course of study that includes all of the subject areas appropriate for grades K-8 according to Education Code 48926	All students continue to have access to a broad course of study that includes all of the subject areas appropriate for grades K-8 according to Education Code 48926	Priority # 7 Course Access

Goals and Progress Indicators

PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) **High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program**

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Pupil Achievement								
4.1 Need: Increase student achievement through use of data and rigorous instruction Metric: Formative assessments standardized as well as teacher created, CAASPP report	4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs	All	All		District formative assessments, developed by Action Learning Systems, will identify areas of need for students. Baseline data will be provided by CAASPP and provide a measure for student academic growth.	The percent of proficient students, as measured by CAASPP, will meet or exceed proficiency from baseline data in the 2014-15 school year.	The percent of proficient students, as measured by CAASPP, will increase as required by the State for adequate yearly progress.	Priority #4 Pupil Achievement Priority #8 Other Pupil Outcomes
4.2 Need: Meet the State goal for educational performance, Annual Performance Index (API) Metric: California performance indicators	4.2 Continuous review of student achievement as data is available through CAASPP and API. Results will be used to measure progress and revise LCAP goals	All	All		Current API scores will continue until baseline data is available in the 2015-16 year. All schools have an API over 800 which is the current State goal.	CAASPP results and new API calculations will reflect growth for all students including significant subgroups.	CAASPP results in combination with API and AYP will show an increase in achievement over the previous year for all students including significant subgroups.	Priority #4 Pupil Achievement

Goals and Progress Indicators
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
4.3 Need: Close the achievement gap for all students the difference between the achievement of white student population and other significant groups of students Metric: Data reports, performance on standardized measures	4.3 All students regardless of socio-economic, ethnicity, or language differences, will achieve academic success	All	All		Achievement gap between all significant subgroups of students will decrease as reflect in data available through district assessments and CAASPP baseline data	Achievement gap between all significant subgroups will decrease as measured by CAASPP baseline data	Achievement gap between all significant subgroups will decrease by 5% from CAASPP baseline data.	Priority #4 Pupil Achievement

Goals and Progress Indicators
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) **High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program**

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
4.4 Need: Students are prepared for high school, college, and career Metric: Monitor progress reports, promotion rates, CDE report on middle school drop-out, participation rates at Career Day and clubs Metric: Common Core aligned instructional materials and measures	4.4 Ensure students are high school, college, and career ready	All	All		Students will be prepared for academic success at high school through rigorous curriculum and demonstrated proficiency, improved promotion rates, fewer drop-outs, and improved achievement Junior high schools students will be exposed to college and career awareness.	The percent of students demonstrating proficiency on standardized assessments will increase, improved promotion rates, fewer drop-outs, and improved achievement . All junior high school students will participate in college and career awareness activities.	The percent of students demonstrating proficiency on standardized assessments will increase by 5%, improved promotion rates, fewer drop-outs, and improved achievement. All junior high school students will participate in college and career awareness activities.	Priority #4 Pupil Engagement Priority #2 Implementation of State Standards

Goals and Progress Indicators

PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
4.5 Need: Increased percentage of students making progress towards learning English Students have access to grade level curriculum Metric: CELDT report Metric: Formative and summative assessments, CAASPP	4.5 English language learners will make progress toward learning English while having access to grade level curriculum as measured by the California English Language Development Test (CELDT)	English Learners	All		49% of EL students will attain English proficiency as measured by the CELDT. Academic Proficiency will increase as measured by formative, summative assessments, CAASPP	49% of EL students will attain English proficiency as measured by the CELDT . Academic Proficiency will increase as measured by formative, summative assessments, CAASPP.	49% of EL students will attain English proficiency as measured by the CELDT. Academic Proficiency will increase as measured by formative, summative assessments, CAASPP	Priority # 2 Implementation of State Standards Priority #4 Pupil Achievement
4.6 Need: Students reclassified to English proficient Metric: Annual CELDT report	4.6 The percentage of students reclassified as English proficient will increase annually	English Learner students	All		The percent of students achieving proficiency as determined by the CELDT and reporting through AMAO 2 will increase by 5%.	The percent of students reaching proficiency as determined by the CELDT and reporting through AMAO 2 & 3, will increase by 5%.	The percent of students reaching proficiency as determined by the CELDT and reporting through AMAO 2 & 3, will increase by 5%.	Priority # 4 Pupil Achievement

Goals and Progress Indicators
PUPIL OUTCOMES GOAL AREA 5: 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. (State Priority 8)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Other Pupil Outcomes								
5.1 Need: Students need attain proficiency in History/Social Science and Science Metric: District developed common assessments	5.1 Students in grades 4-8 will make progress toward proficiency in History/Social Science and Science annually	All students in grades 4-8	All		70% of students in grades 4-8 will score proficient on district developed common assessments	75% of students in grades 4-8 will score proficient on district developed common assessments	85% of students in grades 4-8 will score proficient on district developed common assessments	Priority # 8 Other Pupil Outcomes

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 6: Parent Involvement
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (State Priority 3)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Parent Involvement								
6.1 Need: Develop parent survey input in identifying areas of need/improvement Metric: Parent Survey, Parent Leader Group, DELAC	6.1 District will annually administer a survey to all parents that will help identify areas of need and improvement	All	All		Parent survey will be developed and administered with an expected response rate of 50%. Data gathered will be baseline data for improvement.	Parent survey will be administered with an expected response rate of 55%.	Parent survey will be administered with an expected response rate of 60%.	Priority #3 Parent Involvement
6.2 Need: Input from parents representing students in our significant subgroups Metric: Parent survey , Parent Leader Group, DELAC	6.2 Increase input from parents representing students in our significant subgroups	All	All		The percent of parents from under-represented families that respond to the parent survey will determine the baseline for improvement.	The percent of parents from under-represented families that respond to the parent survey will increase by 10% from the previous baseline year.	The percent of parents from under-represented families that respond to the parent survey will increase by 10% from the previous year.	Priority #3 Parent Involvement

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 6: Parent Involvement
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (State Priority 3)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
6.3 Need: Parent participation in school programs and events Metric: Sign in sheets from activities and special events, volunteer hour logs, parent surveys	6.3 Promote increased parent participation in school programs, activities and special events	All	All		The percent of parents attending school programs, activities and special events will determine baseline data.	The percent of parents attending school programs, activities and special events will increase by 5% from the previous year.	The percent of parents attending school programs, activities and special events will increase by 5% from the previous year.	Priority #3 Parent Involvement

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (State Priority 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Pupil Engagement								
7.1 Need: Student attendance rate will continue to be high among all students Metric: Attendance records, site attendance notifications, Student Attendance Review Board (SARB) referrals	7.1 Continue high attendance rate (district-wide 96.5%) for all students	All	All		Continue student attendance rate of over	Increase student attendance rate by .25% from previous year.	Increase student attendance rate by .25% from the previous year.	Priority # 5 Pupil Engagement
7.2 Need: Maintain low incidents of chronic absenteeism Metric: Attendance Records, SARB referrals Metric: Pupil suspension and expulsion rates	7.2 Maintain low incidents of chronic absenteeism	All	All		Maintain low incidents of chronic absenteeism	Maintain low incidents of chronic absenteeism	Maintain low incidents of chronic absenteeism	Priority #5 Pupil Engagement Priority #6 School Climate

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (State Priority 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
7.3 Need: Maintain attendance at junior high level Metric: Attendance records, SARB	7.3 Continue to offer incentives and a variety of activities to encourage attendance	All	All		Improve junior high attendance by .1%	Improve junior high attendance by .1%	Improve junior high attendance by .1%	Priority # 5 Pupil Engagement
7.4 Need: Reduce the number of social promotions from 8th grade to high school Metric: Promotion records from both junior high schools, attendance rates, middle school drop-out rates	7.4 Continue to reduce the number of social promotions from 8th grade to high school	All	All		Identify students at-risk of not promoting early in the school year and put interventions in place for those students	Identify students at-risk of not promoting early in the school year and put interventions in place for those students	Identify students at-risk of not promoting early in the school year and put interventions in place for those students	Priority #5 Pupil Engagement

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (State Priority 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
7.5 Need: Create a school climate where students feel safe and have a sense of connectedness at school Metric: Student/Parent Surveys, Healthy Kids Survey, suspension and expulsion rates	7.5 Create a school climate where students feel safe and have a sense of connectedness at school	All	All		80% of students surveyed during the baseline year felt safe and connected to school Student surveys will reflect an increase from the baseline year Parent survey will collect baseline data in same areas as the student survey	The percent of students that feel safe and connected to school will increase from the previous year. The percent of parents that rate the school safe with a variety of activities for students and families will increase from the baseline year	The percent of students that feel safe and connected to school will increase from the previous year. The percent of parents that rate the school safe with a variety of activities for students and families will increase from the baseline year	Priority #6 School Climate

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
School Climate								
8.1 Need: Reduce the rate of student suspensions Metric: Data collected for CALPADS (suspension rates)	8.1 Reduce the rate of suspensions through other means of correction such as behavior plans, academic interventions, and limited counseling services	All	All		Student suspension rate will be reduced by 1% through the use of other means of correction	Student suspension rate will be reduced by 1% through the use of other means of correction	Student suspension rate will be reduced by 1% through the use of other means of correction	Priority # 6 School Climate
8.2 Need: Maintain low rate of student expulsion Metric: Data collected for CALPADS (expulsion rates)	8.2 Reduce the rate of expulsions through other means of correction, academic interventions, and behavior support plans	All	All		Continue to provide alternatives to student expulsion whenever possible	Continue to provide alternatives to student expulsion whenever possible	Continue to provide alternatives to student expulsion whenever possible	Priority # 6 School Climate

Goals and Progress Indicators
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
8.3 Need: Reduce bullying at schools Metric: Student survey, parent survey, site discipline reports, parent phone calls to the district office	8.3 Reduce incidents of bullying at schools	All	All		District will clearly communicate bullying policy in parent handbook Schools will hold discipline assemblies throughout the year	District will clearly communicate bullying policy in parent handbook Schools will hold discipline assemblies throughout the year	District will clearly communicate bullying policy in parent handbook Schools will hold discipline assemblies throughout the year	Priority #6 School Climate
8.4 Need: Continue effective home to school communication Metric: Parent survey, student survey, use of Global Connect and email blasts	8.4 Continue home to school communication through a variety of avenues	All	All		Increase communication to parents of English learners through publications in Spanish and other languages as necessary	Increase communication to parents of English learners through publications in Spanish and other languages as necessary	Increase communication to parents of English learners through publications in Spanish and other languages as necessary	Priority #6 School Climate

Section 3: Actions, Services, and Expenditures

CONDITIONS OF LEARNING GOAL AREA 1 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). (State Priority 1)

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
1.1 Students provided with highly qualified teachers in the classroom	Priority #1 Basic Services	Hire appropriately credentialed teachers	LEA		Hire appropriately credentialed teachers Base Grant: $16,750,000	Hire appropriately credentialed teachers Base Grant: $16,750,000	Hire appropriately credentialed teachers Base Grant: $17,000,000
1.2 Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) program	Priority #1 Basic Services	Identify tenured teachers to be Support Providers for BTSA teachers	LEA		Support Providers will participate with beginning teachers in the BTSA program Support Providers 21 x1500=$31,500 Reimbursed Program Base Grant	Support Providers will participate with beginning teachers in the BTSA program Support Providers 21 x 1500=$31,500 Reimbursed Program Base Grant	Support Providers will participate with beginning teachers in the BTSA program Support Providers 21 x 1500=$31,500 Reimbursed Program Base Grant

Section 3: Actions, Services, and Expenditures

CONDITIONS OF LEARNING GOAL AREA 1 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). (State Priority 1)

1.3 Students provided with access to Common Core Standards aligned instructional materials	Priority #1 Basic Services	Release time for new teachers and Support Providers to observe in classrooms	LEA		Substitute release time 30 teachers 10 Support Providers 3 days each @ $100 Base Grant $12,000	Substitute release time 30 teachers 10 Support Providers 3 days each @ $100 Base Grant $12,000	Substitute release time 30 teachers 10 Support Providers 3 days each @ $100 Base Grant $12,000
		Implement “bridge” materials to support instruction in Common Core Standards	LEA		Purchase “bridge “materials to support instruction in Common Core Standards in ELA and Math $200,000 Common Core Instructional Funds	Purchase “bridge “materials to support instruction in Common Core Standards in ELA $100,000 Lottery Funds	Eliminate need for “bridge” materials due to adoption of Common Core aligned materials in ELA and Math No Cost
		Teachers will be trained in support materials	LEA		All teachers will be trained in grade level appropriate support materials in ELA and Math No Cost	All teachers will be trained in grade level appropriate support materials in ELA, if necessary No Cost	No training in support materials necessary No Cost
		Purchase and train teachers in Common Core aligned Math and ELA instructional materials	LEA		Purchase Common Core math materials $500,000 Common Core, Lottery	Train teachers in the new Common Core math materials. Release time for teacher training. $50,000-Title II	Purchase and train teachers in the new Common Core ELA materials. Release time for teacher training. $20,000- Title II Base Grant/Lottery
1.4 Maintain student achievement focused learning environment including safe facilities, updated technology, and class size reduction classrooms	Priority #1 Basic Services	Successful Facility Inspection Tool (FIT) for every school	LEA		Work orders and deferred maintenance projects will be completed according to schedule. Base Grant 3% of expenses	Work orders and deferred maintenance projects will be completed according to schedule. Base Grant 3% of expenses	Work orders and deferred maintenance projects will be completed according to schedule. Base Grant 3% of expenses
		Technology infrastructure	LEA		Survey all sites for infrastructure capability to meet the needs of growing use of all devices. No Cost	Continue to monitor infrastructure needs at school sites. No Cost	Continue to monitor infrastructure needs at school sites. No Cost
		Meet class size reduction requirements for grades TK-Grade 3	LEA		Reduce class size in grades 1-3 to average 25:1 ratio. TK and K 28:1 class size ratio. Supplemental Funds $250,000	Follow State timeline for class size reduction No Cost: Base Grant if needed	Follow State timeline for class size reduction No Cost: Base Grant if needed

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
2.1 Provide ongoing professional development, instructional support and collaborative planning time for all teachers	Priority #1 Basic Services	Provide Staff Development Days with a focus on implementing Common Core Standards	LEA		Provide 1 Staff Development Days $100,000 Common Core	Provide 1 Staff Development Days $100,000 Supplemental	Provide 1 Staff Development Days $100,000 Supplemental
	Priority #2 Implementation of State Standards	Provide grade level appropriate Common Core Standards training and collaboration time	LEA		Provide release days for teachers to receive grade level specific training Substitute Cost: 240 teachers @ 2 days @ $115.00 Base Grant: $55,200	Provide release days for teachers to receive grade level specific training Substitute Cost: 240 teachers @ 2 days @ $115.00 Base Grant: $55,200	Provide release days for teachers to receive grade level specific training Substitute Cost: 240 teachers @ 2 days @ $115.00 Base Grant: $55,200
2.2 Increase teacher effectiveness with English language learners through knowledge of ELD standards and specific instructional strategies	Priority #2 Implementation of State Standards	Provide intervention and accommodation training for teachers to assist students in accessing the CCSS	LEA		Provide 20 teachers with training Substitute Cost $115/day for 3 days	Provide 20 teachers with training Substitute Cost $115/day for 3 days	Provide 20 teachers with training Substitute Cost $115/day for 3 days

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction	Priority #2 Implementation of State Standards	Provide funding to schools to purchase technology for teaching and learning	LEA		Disburse technology funds to each school to upgrade computers $150,000 Common Core Funds	Provide funding to schools for technology Base Grant: $50,000	Provide funding to schools for technology Base Grant: $50,000
		Provide professional development and training in the use of technology for teaching and learning	LEA		Provide professional development in the use of technology through Site Technology Leaders Base Grant: $15,000 $15,000 stipend and X 10 teachers	Continue to provide professional development in the use of technology through Site Technology Leaders Base $15,000	Continue to provide professional development in the use of technology through Site Technology Leaders Base $15,000
2.4 Use Smarter Balanced and local assessments to inform instruction of CCSS and identify students in need of intervention or enrichment	Priority # 2 Implementation of State Standards	Provide Smarter Balanced formative assessments, when available	LEA		Administer Smarter Balanced formative assessments, when available No Cost	Administer Smarter Balanced formative assessments, when available No Cost	Administer Smarter Balanced formative assessments, when available No Cost
		Provide formative unit assessments provide by Synced Solution	LEA		Administer formative unit assessments provide by Synced Solution No Cost	Administer formative unit assessments provide by Synced Solution No Cost	Administer formative unit assessments provide by Synced Solution No Cost
2.5 Provide educational opportunities for parents to promote a partnership between home and school for increased student achievement	Priority #2 Implementation of State Standards Priority #3 Parent Involvement	Provide Common Core resources and materials for parents	LEA		Provide website resources, hand-outs, etc. to parents about the Common Core Standards No Cost	Provide website resources, hand-outs, etc. to parents about the Common Core Standards No Cost	Provide website resources, hand-outs, etc. to parents about the Common Core Standards No Cost
		Provide district and site-based workshop opportunities for parents	LEA		Provide sessions at Parent University as well as site-based parent information nights about Common Core Standards Title I $4,000	Provide sessions at Parent University as well as site-based parent information nights about Common Core Standards Title I $4,000	Provide sessions at Parent University as well as site-based parent information nights about Common Core Standards Title 1 $4,000

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

2.6 Provide instructional materials aligned with CCS to support instruction in the classroom	Priority # 1 Basic Services Priority # 2 Implementation of State standards	Provide "bridge" materials in ELA and Math for Common Core Standards instruction	LEA		Purchase "bridge" materials in ELA and Math $200,000 Common Core	Purchase "bridge" materials in ELA $100,000 Lottery	N/A
		Provide scope and sequence in ELA and Math to teachers through Synced Solution	LEA		Scope and sequence of standards and units of instruction available to teachers through Synced Solution $55,000 Common Core	Scope and sequence of standards and units of instruction available to teachers through Synced Solution $55,000 Base Grant	Scope and sequence of standards and units of instruction available to teachers through Synced Solution $55,000 Base Grant
		Provide teachers with resources to instruct the Common Core Standards	LEA		Course planners will continue to align current textbooks and bridge materials to common core standards for instruction No Cost	Course planners will continue to align current textbooks and bridge materials to common core standards for instruction No cost	N/A

Section 3: Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 3: 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)

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
3.1 All students will have access to a broad course of study in all subject areas including visual and performing arts, technology, and physical education	Priority #7 Course Access	Offer broad course of study to all students	LEA		Offer broad course of study to all students	Offer broad course of study to all students	Offer broad course of study to all students
		Provide access to visual and performing arts, technology, and physical education	LEA		Provide access to visual and performing arts, technology, and physical education 14.5 Teachers @ $80,000	Provide access to visual and performing arts, technology, and physical education 14.5 Teachers @ $80,000	Provide access to visual and performing arts, technology, and physical education 14.5 Teachers @ $80,000

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs	Priority #4 Pupil Achievement Priority # 8 Other Pupil Outcomes	Action Learning Systems will provide formative unit assessments through the use of Synced Solution	LEA		Baseline data will be collected through the use of formative assessments to measure student growth the following year Synced Solution $55,000 Common Core Funds	Targets for proficiency will be establish and progress made by all students toward and beyond those targets. Formative assessments from Action Learning will be used and Smarter Balanced formative assessments will be used when available Base Grant $55,000	All students will show growth toward proficiency and beyond. Formative assessments from Action Learning will be used and Smarter Balanced formative assessment will be used when available Base Grant $55,000
4.2 Continuous review of student achievement as data is available through CAASPP and API. Results will be used to measure progress and revise LCAP goals	Priority #4 Pupil Achievement	Students in grades 3-8 will participate in Smarter Balanced assessments as part of CAASPP. Results will be used to measure progress and revise LCAP	LEA		Student achievement data is collected after administration of formative assessments, analyzed, and used to inform instruction No Cost	Student achievement data is collected from Smarter Balanced assessment, analyzed, and used to inform instruction No Cost	Student achievement data is collected from Smarter Balanced assessment, analyzed, and used to inform instruction No Cost
		Data analysis time is provided by sites for instructional planning for teachers	LEA		Teachers will be provided at least a half day per trimester to analyze data by the school site $41,400 School Achievement Grant Supplemental	Teachers will be provided at least a half day per trimester to analyze data by the school site $41,400 School Achievement Grant Supplemental	Teachers will be provided at least a half day per trimester to analyze data by the school site $41,400 School Achievement Grant Supplemental

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

4.3 All students regardless of socio-economic, ethnicity, or language differences will achieve academic success	Priority #4 Pupil Achievement	All students in grades 3-8 will participate in Smarter Balanced assessments. Interventions will be available to all at-risk students	LEA		Schools will provide intervention programs before, after, and/or during the school day for at-risk students School Achievement Grant Supplemental	Schools will provide intervention programs before, after, and/or during the school day for at-risk students School Achievement Grant Funds Supplemental	Schools will provide intervention programs before, after, and/or during the school day for at-risk students School Achievement Grant Supplemental
		Use Response to Intervention and positive behavior intervention to support at-risk students	LEA		Provide professional development and support in the implementation of RTI and positive intervention Supplemental Funds $10,000	Provide professional development and support in the implementation of RTI and positive intervention Supplemental Funds $10,000	Provide professional development and support in the implementation of RTI and positive intervention Supplemental Funds $10,000
4.4 Ensure students are high school, college, and career ready	Priority # 4 Pupil Achievement	Students will be prepared for academic success in high school through rigorous instruction and curriculum	LEA		Schools will provide before, after, and/or during school day intervention for identified students	Schools will provide before, after, and/or during school day intervention for identified students	Schools will provide before, after, and/or during school day intervention for identified students
	Priority #2 Implementation of State Standards	Junior high school students will meet with dean of students to ensure they are on track for promotion	LEA		At least twice a year, junior high students will meet with the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost	At least twice a year, junior high students will meet with the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost	At least twice a year, junior high students will meet with the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

4.5 English language learners will make progress toward learning English while having access to grade level curriculum as measured by the California English Language Development Test (CELDT)	Priority # 2 Implementation of State Standards Priority #4 Pupil Achievement	Principals/Deans will monitor student progress at each trimester and develop and intervention plan	LEA		Schools will provide before, after, and/or during school day intervention for students Base Grant	Schools will provide before, after, and/or during school day intervention for students Base Grant	Schools will provide before, after, and/or during school day intervention for students Base Grant
		Provide academic instruction in the content areas	LEA		Provide academic instruction in the content areas	Provide academic instruction in the content areas	Provide academic instruction in the content areas
		Provide data analysis training to teachers and administrators	LEA		Provide data analysis training to teachers and administrators Base Grant	Provide data analysis training to teachers and administrators Base Grant	Provide data analysis training to teachers and administrators Base Grant
4.6 The percentage of students reclassified as English proficient will increase annually	Priority #4 Pupil Achievement	Students will be provided supports for success	LEA		Schools will provide before, after, and/or during school day intervention for students	Schools will provide before, after, and/or during school day intervention for students	Schools will provide before, after, and/or during school day intervention for students

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 5: 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. (State Priority 8)

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
5.1 Students in grades 4-8 will make progress toward proficiency in History/Social Science and Science annually	Priority #8 Other Pupil Outcomes	Provide training to teachers in New Generation Science Standards Provide 7-8 grade teachers training to support ELA Common Core Standards	LEA		Select junior high teachers will attend training offered by Chaffey Union High School District in New Generation Science Standards Provide training to junior high History/Social Science to support ELA Common Core Standards Title I $3,450	Develop scope and sequence and common formative assessments in New Generation Science Standards Continue to support junior high History/Social Science teachers in Common Core instructional practices Title I $3,450	Continue to adjust scope and sequence and common formative assessments Continue to support junior high History/Social Science teachers in Common Core instructional practices Title I $3,450

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 6: Parent Involvement

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

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
6.1 District will annually administer a survey to all parents that will help identify areas of need and improvement	Priority # 3 Parent Involvement	Annually administer a parent survey to assess progress towards meeting LCAP and instructional goals	LEA		Develop and administer annual parent survey No Cost	Administer annual parent survey No Cost	Administer annual parent survey No Cost
6.2 Increase input from parents representing students in our significant subgroups	Priority #3 Parent Involvement	Promote and increase input from under-represented families through the parent survey	LEA		Develop and administer annual parent survey that includes the ability to identify parent responses from significant subgroups No Cost	Increase the percent of parents completing the survey by 10% from previous year No Cost	Increase the percent of parents completing the survey by 10% from previous year No Cost
6.3 Promote increased parent participation in school programs, activities and special events	Priority # 3 Parent Involvement	Promote and support schools in providing multiple opportunities for parents to be involved in schools District level – Promote participation in Parent University	LEA		Support schools in offering multiple opportunities for parents to be involved in schools No Cost	Increase parent participation from previous year No Cost	Increase parent participation from previous year No Cost

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 7: Pupil Engagement

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (State Priority 5)

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
7.1 Continue high attendance rate (district-wide 96.5%) for all students	Priority # 5 Pupil Engagement	Continue high student attendance at all schools for all students	LEA		Review attendance records at sites and hold SART meetings when necessary to design a plan for school success No Cost	Review attendance records at sites and hold SART meetings when necessary to design a plan for school success No Cost	Review attendance records at sites and hold SART meetings when necessary to design a plan for school success No Cost
7.2 Maintain low incidents of chronic absenteeism	Priority #5 Pupil Engagement Priority #5 School Climate	Continue to maintain low incidents of chronic absenteeism	LEA		Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary No Cost	Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary No Cost	Monitor incidents of chronic absenteeism and hold SART and SARB meetings when necessary No Cost
7.3 Continue to offer incentives and a variety of activities to encourage attendance	Priority #5 Pupil Engagement	Improve junior high attendance	LEA		Continue to review student attendance records, incentives, and activities No cost	Continue to review student attendance records, incentives, and activities No Cost	Continue to review student attendance records, incentives, and activities No Cost

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (State Priority 5)

7.4 Continue to reduce the number of social promotions from 8th grade to high school	Priority #5 Pupil Engagement	Continue to reduce the number of social promotions from 8th grade to high school	LEA		Students at risk of not promoting will be identified early in the school year and interventions put in place Supplemental: $12,000	Students at risk of not promoting will be identified early in the school year and interventions put in place Supplemental: $12,000	Students at risk of not promoting will be identified early in the school year and interventions put in place Supplemental: $12,000
7.5 Create a school climate where students feel safe and have a sense of connectedness to school	Priority # 6 School Climate	Provide activities for students and families that provide a sense of connectedness to school	LEA		Schools will provide multiple opportunities for students and their families to make a positive connection with school School Achievement Grant $5,000	Schools will provide multiple opportunities for students and their families to make a positive connection with school School Achievement Grant $5,000	Schools will provide multiple opportunities for students and their families to make a positive connection with school School Achievement Grant $5,000

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
8.1 Reduce the rate of suspensions through other means of correction such as behavior plans, academic interventions, and limited counseling services	Priority # 6 School Climate	Reduce the rate of suspensions through other means of correction and interventions	LEA		Provide training for staff in Response to Intervention strategies for behavior interventions Supplemental $10,000	Implement positive behavior intervention through Response to Intervention Supplemental $10,000	Implement positive behavior intervention through Response to Intervention Supplemental $10,000
		Provide Mental Health counseling for special education students	LEA		Provide Mental Health counseling for Special Education students Mental Health funds $150,000	Provide Mental Health counseling for Special Education students Mental Health funds $150,000	Provide Mental Health counseling for Special Education students Mental Health funds $150,000
		Provide Bilingual Family Counseling through a referral process	LEA		Provide Bilingual Family Counseling where appropriate MBO Grant $30,000	Provide Bilingual Family Counseling where appropriate MBO Grant $30,000	Provide Bilingual Family Counseling where appropriate MBO Grant $30,000
8.2 Reduce the rate of expulsions through other means of correction, academic interventions, and behavior support plans	Priority #6 School Climate	Continue to provide alternatives to student expulsion whenever possible	LEA		Provide staff training in other means of correction and behavior intervention strategies Mental Health funds for substitutes $11,500	Implement staff training in other means of correction and behavior intervention strategies Mental Health funds for substitutes $11,500	Implement staff training in other means of correction and behavior intervention strategies Mental Health funds for substitutes $11,500
		Hire school psychologist to address mental health needs of Special Education students	LEA		Hire school psychologist to address mental health needs of Special Education students Mental Health Funds $90,000	School psychologist will address mental health needs of Special Education students Mental Health Funds $90,000	School psychologist will address mental health needs of Special Education students Mental Health Funds $90,000

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

8.3 Reduce incidents of bullying at schools	Priority #6 School Climate	Schools will implement positive behavior programs for all students	LEA		Schools will implement positive behavior programs for all students Base Grant: $5,000	Schools will implement positive behavior programs for all students Base Grant: $5,000	Schools will implement positive behavior programs for all students Base Grant: $5,000
		Investigate and address all reported incidents of bullying	LEA		Investigate and address all reported incidents of bullying No Cost	Investigate and address all reported incidents of bullying No Cost	Investigate and address all reported incidents of bullying No Cost
		Implement Safe School Ambassador programs at both junior high schools	LEA		Implement Safe School Ambassador programs at both junior high schools Base Grant: $7,200	Implement Safe School Ambassador programs at both junior high schools Base Grant $7,200	Implement Safe School Ambassador programs at both junior high schools Base Grant $7,200
8.4 Continue home to school communication through a variety of avenues	Priority #6 School Climate	Maintain home to school communication through the school and district website, global connect auto dialer, newsletters	LEA		Support schools in identifying opportunities that increase home to school communication Maintain home to school communication through the school and district website, global connect auto-dialer, newsletters Base Grant: $25,000	Support schools in identifying opportunities that increase home to school communication Maintain home to school communication through the school and district website, global connect auto-dialer, newsletters Base Grant: $25,000	Support schools in identifying opportunities that increase home to school communication Maintain home to school communication through the school and district website, global connect auto-dialer, newsletters Base Grant: $25,000

Section 3: Actions, Services, and Expenditures

CONDITIONS OF LEARNING GOAL AREA 1 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). (State Priority 1)

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
1.1 Students provided with highly qualified teachers in the classroom	Priority #1 Basic Services	Low income/foster youth: Hire appropriately credentials teachers	LEA		Hire appropriately credentialed teachers Base Grant: $16,500,000	Hire appropriately credentialed teachers Base Grant: $16,750,000	Hire appropriately credentialed teachers Base Grant $17,000,000
		EL and Redesignated students: Hire teachers that have embedded EL strategies in their teacher training programs	LEA		Hire appropriately credentialed teachers No Cost	Hire appropriately credentialed teachers No Cost	Hire appropriately credentialed teachers No Cost
1.2 Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) program	Priority #1 Basic Services	Low income/foster youth: Provide teacher training in serving special populations of students	LEA		Provide teacher training through the BTSA program in needs of special populations of students Base Grant $31,500	Provide teacher training through the BTSA program in needs of special populations of students Base Grant $31,500	Provide teacher training through the BTSA program in needs of special populations of students Base Grant $31,500
		EL and Redesignated students: Provide teacher training in English Language Development and Sheltered Instruction Observation Protocol (SIOP)	LEA		Provide training in ELD and SIOP to new teachers Substitute teachers 120 days @ $115. A day $13,800 EIA Carryover	Provide training in ELD and SIOP to new teachers Substitute Teachers: 120 days@ $115. A day $13,800 EIA Carryover	Provide training in ELD and SIOP to new teachers Substitute Teachers Title III $13,000

Section 3: Actions, Services, and Expenditures

CONDITIONS OF LEARNING GOAL AREA 1 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). (State Priority 1)

1.3 Students provided with access to Common Core Standards aligned instructional materials	Priority #1 Basic Services	Low income/foster youth: Provide students with core and as needed, intervention materials for ELA and math	LEA		Purchase supplemental intervention materials in ELA and math EIA Carryover $20,000	Purchase supplemental intervention materials in ELA and math as needed EIA Carryover $20,000	Purchase supplemental intervention materials in ELA and math as needed EIA Carryover $20,000
		EL and Redesignated students: Provide students access to Universal Access materials in ELA and math as needed	LEA		Provide Universal Access materials through Common Core supplemental materials in ELA and math EIA Carryover $10,000	Provide Universal Access materials through Common Core supplemental materials in ELA. New math materials will incorporate Common Core Universal Access EIA Carryover $10,000	Provide Universal Access materials through Common Core supplemental materials in ELA and math as needed. Title III or Supplemental $10,000
1.4 Maintain student achievement focused learning environment including safe facilities, updated technology, and class size reduction classrooms	Priority #1 Basic Services	Low income/foster youth: No actions necessary EL and Redesignated students: No actions necessary	LEA		N/A	N/A	N/A

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
2.1 Provide ongoing professional development, instructional support and collaborative planning time for all teachers	Priority #1 Basic Services Priority #2 Implementation of State Standards	Low income/foster youth: Training for staff in Universal Access for all students and meeting needs of students performing below grade level.	LEA		Provide 2 Staff Development Days $100,000 Common Core	Provide 2 Staff Development Days $100,000 Supplemental Funds	Provide 2 Staff Development Days $100,000 Supplemental Funds
		EL and Redesignated students: SIOP training and coaching for teachers with EL students	LEA		Provide release days for teachers to receive grade level specific training EIA Carryover $6,900 Substitute Cost	Provide release days for teachers to receive grade level specific training EI Carryover $6,900 Substitute Cost	Provide release days for teachers to receive grade level specific training Title III $6,900 Substitute Cost
		EL and Redesignated students: Train teachers in ELD standards	LEA		Provide training in ELD standards as part of SIOP EIA Carryover $6,900	Provide training in ELD standards as part of SIOP EIA Carryover $6,900	Provide training in ELD standards as part of SIOP Title III $6,900
2.2 Increase teacher effectiveness with English language learners through knowledge of ELD standards and specific instructional strategies	Priority #2 Implementation of State Standards	For English learners and redesignated pupils: SIOP training for teachers with EL students	LEA		Provide 20 teachers with SIOP training EIA Carryover $6,900	Provide 20 teachers with SIOP training EIA Carryover $6,900	Provide 20 teachers with SIOP training Title III $6,900
		For English learners and redesignated pupils: Hire a teacher on assignment to provide training, coaching , and oversight of EL program	LEA		Provide 3 half days of coaching for teachers that have received SIOP training EIA Carryover $3,450 Hire on teacher on assignment EIA Carryover $80,000	Provide 3 half days of coaching for teachers that have received SIOP training EIA Carryover $3,450 Hire on teacher on assignment EIA Carryover $80,000	Provide 3 half days of coaching for teachers that have received SIOP training Title III $3,450 Hire on teacher on assignment Supplemental $80,000

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction	Priority #2 Implementation of State Standards	For low income/foster youth pupils: Provide access to on-line interventions in math and reading	LEA		Provide students with access to online intervention in math and reading No cost	Determine effectiveness of online interventions in math and reading to determine if program will continue No Cost	Determine effectiveness of online interventions in math and reading to determine if program will continue No Cost
		For English learners and redesignated pupils: Provide access to online reading programs that enhance language development	LEA		Provide access to online reading programs that enhance language development No Cost	Determine effectiveness of online interventions in math and reading to determine if program will continue No Cost	Determine effectiveness of online interventions in math and reading to determine if program will continue No Cost
		For low income/foster youth/ EL and redesignated pupils: Provide updated technology that includes mobile devices	LEA		Provide updated computers which may include mobile devices No Cost	Provide updated computers which may include mobile devices No Cost	Provide updated computers which may include mobile devices No Cost
2.4 Use Smarter Balanced and local assessments to inform instruction of CCSS and identify students in need of intervention or enrichment	Priority # 2 Implementation of State Standards	For low income/foster youth/EL and redesignated pupils: Use Smarter Balanced formative assessments to monitor student progress toward proficiency and need for intervention	LEA		Administer Smarter Balanced formative assessments to determine progress toward proficiency and determine possible need for intervention No Cost	Administer Smarter Balanced formative assessments to determine progress toward proficiency and determine possible need for intervention No Cost	Administer Smarter Balanced formative assessments to determine progress toward proficiency and determine possible need for intervention No Cost
		For low income, foster youth, EL and redesignated pupils: Use Synced Solution unit assessments to determine student progress toward proficiency and need for intervention	LEA		Administer Smarter Balanced unit assessments to determine student progress toward proficiency and need for intervention No Cost	Administer Smarter Balanced unit assessments to determine student progress toward proficiency and need for intervention No Cost	Administer Smarter Balanced unit assessments to determine student progress toward proficiency and need for intervention No Cost

Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 2: Implementation of State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

2.5 Provide educational opportunities for parents to promote a partnership between home and school for increased student achievement	Priority #2 Implementation of State Standards Priority #3 Parent Involvement	For low income/foster youth, English learner and redesignated pupils: Increase outreach to parents through increased educational opportunities	LEA		Provide resources, printed materials, website resources including information to parents in Spanish and other home languages where necessary EIA Carryover $2,500	Provide resources, printed materials, website resources including information to parents in Spanish and other home languages where necessary EIA Carryover $2,500	Provide resources, printed materials, website resources including information to parents in Spanish and other home languages where necessary Title III $2,500
		For low income/foster youth, English learner and redesignated pupils: Provide parent workshops at Parent University that addresses needs reflected in the parent survey	LEA		Conduct a needs assessment that helps identify sessions for Parent University Provide parent sessions that address those needs Title I $4,000	Conduct a needs assessment that helps identify sessions for Parent University Provide parent sessions that address those needs Title I $4,000	Conduct a needs assessment that helps identify sessions for Parent University Provide parent sessions that address those needs Title I $4,000
2.6 Provide instructional materials aligned with CCS to support instruction in the classroom	Priority # 1 Basic Services Priority # 2 Implementation of State standards	For low income/foster youth pupils: Provide teachers with "bridge" materials in ELA and Math that support Common Core Standards instruction	LEA		Purchase "bridge" materials in ELA and Math No cost	Purchase "bridge" materials in ELA New Math adoption will provide Universal Access materials for low income/foster youth pupils if needed. No Cost	New ELA materials will provide Universal Access materials for low income/foster youth pupils
		For English learners and redesignated pupils: Provide teachers with training in ELD standards and use of Guided Language Acquisition Development (GLAD) strategies through SIOP training	LEA		Provide teacher on assignment who will train teachers in ELD and GLAD strategies EIA Carryover $80.000	New Math adoption will provide Universal Access materials for all students. Provide teacher on assignment who will train teachers in ELD and GLAD strategies EIA Carryover $80,000	New ELA materials will provide embedded ELD standards and instruction will be supported through specific training Supplemental $80.000

Section 3: Actions, Services, and Expenditures
CONDITIONS OF LEARNING GOAL AREA 3: 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)

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
3.1 All students will have access to a broad course of study in all subject areas including visual and performing arts, technology, and physical education	Priority #7 Course Access	For low income/foster youth: Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education	LEA		Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. District will provide instruments and clothing for P.E. when families are unable to provide for these. No Cost	Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. District will provide instruments and clothing for P.E. when families are unable to provide for these. No Cost	Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. District will provide instruments and clothing for P.E. when families are unable to provide for these. No Cost
		For English learners and redesignated: Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education	LEA		Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. No Cost	Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. No Cost	Provide access for all students to broad course of study as well as visual and performing arts, technology, and physical education. No Cost

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs	Priority #4 Pupil Achievement Priority #8 Other Pupil Outcomes	For low income/foster youth pupils: Data gathered from formative assessments will allow teachers to identify needs of at-risk students	LEA		Synced Solution unit assessments will provide information for the teacher to identify at-risk students and adjust instruction No Cost	Synced Solution unit assessments will provide information for the teacher to identify at-risk students and adjust instruction No Cost	Synced Solution unit assessments will provide information for the teacher to identify at-risk students and adjust instruction No Cost
		For English language learners and redesignated pupils: EL aides will provide additional support for students in the classroom	LEA		EL aides will provide additional support to students in the classroom EIA/LEP Funds $140,000	EL aides will provide additional support to students in the classroom EIA/LEP Funds $140,000	EL aides will provide additional support to students in the classroom EIA/LEP Funds $140,000
		For English language learners and redesignated pupils: Provide professional development and coaching for teachers through the SIOP model	LEA		Provide professional development with coaching to teachers of English learners in SIOP model EIA/LEP & Title III Funds $6,900	Provide professional development with coaching to teachers of English learners in SIOP model EIA/LEP & Title III Funds $6,900	Provide professional development with coaching to teachers of English learners in SIOP model Title III Funds $6,900
		For English language learners and redesignated pupils: Hire a Teacher on Assignment that will provide training and coaching to teachers with English language learners	LEA		Hire a Teacher on Assignment that will provide training and coaching to teachers with English language learners EIA/LEP Funds $80,000	Hire a Teacher on Assignment that will provide training and coaching to teachers with English language learners EIA/LEP Funds $80,000	Hire a Teacher on Assignment that will provide training and coaching to teachers with English language learners EIA/LEP Funds $80,000

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

4.2 Continuous review of student achievement as data is available through CAASPP and API. Results will be used to measure progress and revise LCAP goals	Priority #4 Pupil Achievement	For low income/foster youth pupils: Monitor student progress toward proficiency and provide intervention when necessary	LEA		Monitor student progress toward proficiency and provide intervention when necessary No Cost Junior High After School Intervention $12,000	Monitor student progress toward proficiency and provide intervention when necessary No Cost Junior High After School Intervention $12,000	Monitor student progress toward proficiency and provide intervention when necessary No Cost Junior High After School Intervention $12,000
		For English language learners and redesignated pupils: Monitor student progress and provide intervention when necessary	LEA		No Cost	No Cost	No Cost
4.3 All students regardless of socio-economic, ethnicity, or language differences will achieve academic success	Priority #4 Pupil Achievement	For low income/foster youth, English learners and redesignated pupils: Provide appropriate small group instruction and when needed, after school intervention at the junior high schools	LEA		Provide appropriate small group instruction and when needed, after school intervention at the junior high schools No Cost	Provide appropriate small group instruction and when needed, after school intervention at the junior high schools No Cost	Provide appropriate small group instruction and when needed, after school intervention at the junior high schools No Cost
		For English language learners and redesignated pupils: Provide additional classroom support with instructional aides and teachers trained in SIOP	LEA		Provide additional classroom support with instructional aides and teachers trained in SIOP EIA/LEP $140,000	Provide additional classroom support with instructional aides and teachers trained in SIOP EIA/LEP $140,000	Provide additional classroom support with instructional aides and teachers trained in SIOP EIA/LEP $140,000
4.4 Ensure students are high school, college, and career ready	Priority # 4 Pupil Achievement Priority #2 Implementation of State Standards	For low income/foster youth, English learners and redesignated pupils: Monitor students to ensure they are on track to promote with skills required for success	LEA		Junior high students will meet With the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost	Junior high students will meet With the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost	Junior high students will meet With the dean of students to review their academic progress and ensure they are on track to promote at the end of 8th grade No Cost

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 4: 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. (State Priority 4) High schools only: share of pupils that pass Advanced Placement exams with 3 or higher and share of pupils determined prepared for college by the Early Assessment Program

4.5 English language learners will make progress toward learning English while having access to grade level curriculum as measured by the California English Language Development Test (CELDT)	Priority # 2 Implementation of State Standards Priority #4 Pupil Achievement	For English language learners and redesignated pupils: Provide EL classroom aides to support English learners within the classroom	LEA		Provide EL classroom aides to support English language learners within the classroom EIA/LEP $140,000	Provide EL classroom aides to support English language learners within the classroom EIA/LEP $140,000	Provide EL classroom aides to support English language learners within the classroom EIA/LEP $140,000
		For English language learners and redesignated pupils: Provide academic instruction in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach	LEA		Provide academic instruction in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach EIA/LEP $6,900	Provide academic instruction in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach EIA/LEP $6,900	Provide academic instruction in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach Title III $6,900
		Provide Sheltered Instruction Observation Protocol (SIOP) training to teachers that includes a coaching component	LEA		SIOP training for teacher with coaching from TOA EIA/LEP Funds $80,000	SIOP training for teacher with coaching from TOA EIA/LEP Funds $80,000	SIOP training for teacher with coaching from TOA Supplemental Funds $80,000
4.6 The percentage of students reclassified as English proficient will increase annually	Priority #4 Pupil Achievement	For English language learners and redesignated pupils: Provide trained EL classroom aides to support English Learners in the classroom and monitor their progress toward increasing proficiency in English	LEA		Provide trained EL classroom aides to support and monitor progress of EL students EIA/LEP Funds $140,000	Provide trained EL classroom aides to support and monitor progress of EL students EIA/LEP Funds $140,000	Provide trained EL classroom aides to support and monitor progress of EL students EIA/LEP Funds $140,000

Section 3: Actions, Services, and Expenditures
PUPIL OUTCOMES GOAL AREA 5: 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. (State Priority 8)

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
5.1 Students in grades 4-8 will make progress toward proficiency in History/Social Science and Science annually	Priority #8 Other Pupil Outcomes	For low income/foster youth pupils: Provide teachers with specific strategies that engage low income and foster youth students in their own learning	LEA		Provide training in ELA Common Core Standards that focuses on strategies for student engagement Title 1 $3,450	Continue to support History/Social Science and Science teachers in student engagement strategies Title 1 $3,450	Continue to support History/Social Science and Science teachers in student engagement strategies Title 1 $3,450
		For English learner/redesignated pupils: Provide training in ELD standards through SIOP training for teachers with EL and redesignated students	LEA		Provide SIOP training for teachers that include ELD standards and specific teaching strategies for EL and redesignated students EIA/LEP $6,900	Continue to provide SIOP training for teachers that include ELD standards and specific teaching strategies for EL and redesignated students EIA/LEP $6,900	Continue to provide SIOP training for teachers that include ELD standards and specific teaching strategies for EL and redesignated students Title 111 $6,900

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 6: Parent Involvement

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

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
6.1 District will annually administer a survey to all parents that will help identify areas of need and improvement	Priority # 3 Parent Involvement	For low income/foster youth pupils: Provide opportunity for parents to complete a paper/pencil copy	LEA		Develop and administer both on-line and paper/pencil version of parent survey No Cost	Administer both on-line and paper/pencil version of parent survey No Cost	Administer both on-line and paper/pencil version of parent survey No Cost
		For English learners and redesignated pupils: Provide Spanish translation of survey and opportunity for parents to complete a paper/pencil copy	LEA		Develop and administer parent survey in Spanish both on-line and paper/pencil copy EIA/LEP $2,500	Administer parent survey in Spanish both on-line and paper/pencil copy EIA/LEP $2,500	Administer parent survey in Spanish both on-line and paper/pencil copy Supplemental $2,500
6.2 Increase input from parents representing students in **our** significant subgroups	Priority #3 Parent Involvement	For low income/foster youth pupils: Provide a parent survey that allows the district to identify input from low income/foster youth parents	LEA		Develop and administer parent survey that allows identification of input from low income/foster youth parents No Cost	Administer parent survey that allows identification of input from low income/foster youth parents No Cost	Administer parent survey that allows identification of input from low income/foster youth parents No Cost

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 6: Parent Involvement
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (State Priority 3)

6.3 Promote increased parent participation in school programs, activities and special events	Priority # 3 Parent Involvement	For low income/foster youth pupils: Communicate with families about school programs and progress through a variety of avenues	LEA		Support schools in identifying additional avenues of communication with families about school programs No Cost	Support schools in identifying additional avenues of communication with families about school programs No Cost	Support schools in identifying additional avenues of communication with families about school programs No Cost
		For English learner and redesignated pupils: Communicate with families about school programs through primary language and a variety of avenues	LEA		Translate home-to-school communications about school programs EIA/LEP Funds $2,500	Translate home-to-school communications about school programs EIA/LEP Funds $2,500	Translate home-to-school communications about school programs Supplemental $2,500

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (State Priority 5)

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
7.1 Continue high attendance rate (district-wide 96.5%) for all students	Priority # 5 Pupil Engagement	For low income/foster youth, English learners and redesignated pupils: School administrators will meet with at-risk students and their parents	LEA		School administrators with monitor student attendance at meet with students and parents that are at-risk	School administrators with monitor student attendance at meet with students and parents that are at-risk	School administrators with monitor student attendance at meet with students and parents that are at-risk
7.2 Maintain low incidents of chronic absenteeism	Priority #5 Pupil Engagement Priority #6 School Climate	For low income/foster youth, English learners and redesignated pupils: School administrators will meet with at-risk students and their parents	LEA		School administrators with monitor student attendance at meet with students and parents that are at-risk	School administrators with monitor student attendance at meet with students and parents that are at-risk	School administrators with monitor student attendance at meet with students and parents that are at-risk
7.3 Continue to offer incentives and a variety of activities to encourage attendance	Priority #5 Pupil Engagement	For low income/foster youth, English learners and redesignated pupils: Provide intervention and support to students to assure connectedness to school	LEA		Provide after school intervention and support to students to assure connectedness to school Supplemental $12,000	Provide after school intervention and support to students to assure connectedness to school Supplemental $12,000	Provide after school intervention and support to students to assure connectedness to school Supplemental $12,000

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 7: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (State Priority 5)

7.4 Continue to reduce the number of social promotions from 8th grade to high school	Priority #5 Pupil Engagement	For low income/foster youth, English learners and redesignated pupils: Provide academic support through interventions to at-risk students	LEA		Identify students that are at-risk and put early interventions in place to aid academic success No Cost	Identify students that are at-risk and put early interventions in place to aid academic success No Cost	Identify students that are at-risk and put early interventions in place to aid academic success No Cost
7.5 Create a school climate where students feel safe and have a sense of connectedness to school	Priority # 6 School Climate	For low income/foster youth, English learners and redesignated pupils: Provide activities for students and families that provide a sense of connectedness to school	LEA		Support schools in increasing activities for students and families that provide a sense of connectedness to school No Cost	Support schools in increasing activities for students and families that provide a sense of connectedness to school No Cost	Support schools in increasing activities for students and families that provide a sense of connectedness to school No Cost
		For low income/foster youth, English learners and redesignated pupils: Encourage junior high schools to include these students in the Safe School Ambassador program and Rachel's Challenge club			Support junior high schools in Safe School Ambassador and Rachel's Challenge programs Base Grant $7,200	Support junior high schools in Safe School Ambassador and Rachel's Challenge programs Base Grant $7,200	Support junior high schools in Safe School Ambassador and Rachel's Challenge programs Base Grant $7,200

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

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)	**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: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
8.1 Reduce the rate of suspensions through other means of correction such as behavior plans, academic interventions, and limited counseling services	Priority #6 School Climate	For low income/foster youth pupils: Provide intervention strategies and other means of correction to support students	LEA		Provide intervention strategies through Response to Intervention and other means of correction Supplemental Funds $10,000	Provide intervention strategies through Response to Intervention and other means of correction Supplemental Funds $10,000	Provide intervention strategies through Response to Intervention and other means of correction Supplemental Funds $10,000
		For English learner and redesignated pupils: Provide intervention strategies and other means of correction to support students	LEA		Provide intervention strategies through Response to Intervention and other means of correction Provide Bilingual Family Counseling where appropriate	Provide intervention strategies through Response to Intervention and other means of correction Provide Bilingual Family Counseling where appropriate	Provide intervention strategies through Response to Intervention and other means of correction Provide Bilingual Family Counseling where appropriate
8.2 Reduce the rate of expulsions through other means of correction, academic interventions, and behavior support plans	Priority #6 School Climate	For low income/foster youth pupils: Implement Response to Intervention and positive intervention strategies	LEA		Provide staff training in Response to Intervention and positive intervention strategies No Cost	Provide support to students through Response to Intervention and positive intervention strategies No Cost	Provide support to students through Response to Intervention and positive intervention strategies No Cost
		For English learners and redesignated pupils: Implement Response to Intervention and positive intervention strategies	LEA		Provide staff training in other means of correction and behavior intervention strategies Supplemental Funds	Provide support to students through Response to Intervention and positive intervention strategies Supplemental Funds	Provide support to students through Response to Intervention and positive intervention strategies Supplemental Funds

Section 3: Actions, Services, and Expenditures
ENGAGEMENT GOAL AREA 8: 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. (State Priority 6)

8.3 Reduce incidents of bullying at schools	Priority #6 School Climate	For low income/foster youth pupils: Ensure positive role models are identified as leaders within the schools	LEA		Schools will seek participation in positive behavior programs from low income/foster youth pupils. They will be encouraged to participate leadership programs No Cost	Schools will seek participation in positive behavior programs from low income/foster youth pupils. They will be encouraged to participate leadership programs No Cost	Schools will seek participation in positive behavior programs from low income/foster youth pupils. They will be encouraged to participate leadership programs No Cost
		For English learners and redesignated pupils: Ensure positive role models are identified as leaders I the schools	LEA		Schools will seek participation in positive behavior programs from English learner and redesignated pupils. They will be encouraged to participate in leadership programs No Cost	Schools will seek participation in positive behavior programs from English learner and redesignated pupils. They will be encouraged to participate in leadership programs No Cost	Schools will seek participation in positive behavior programs from English learner and redesignated pupils. They will be encouraged to participate in leadership programs No Cost
8.4 Continue home to school communication through a variety of avenues	Priority #6 School Climate	For low income/foster youth pupils: Encourage parent participation in parent surveys, school site councils, and stakeholder group meetings	LEA		Support schools in identifying opportunities for parent participation in parent surveys, school meetings, and stakeholder group meetings No Cost	Support schools in identifying opportunities for parent participation in parent surveys, school meetings, and stakeholder group meetings No Cost	Support schools in identifying opportunities for parent participation in parent surveys, school meetings, and stakeholder group meetings No Cost
		For English learner and redesignated pupils: Encourage participation in parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate	LEA		Encourage participation in parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate EIA/LEP $2,500	Encourage participation in parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate EIA/LEP $2.500	Encourage participation in parent surveys, school site councils, and stakeholder groups. Provide information about school and district programs in primary language when appropriate EIA/LEP $2,500

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.)

As reflected in the previous pages of this plan, supplemental funds will be allocated to improve achievement of targeted students in the following ways:

- Class sizes will be reduced in grades K-3 to increase teacher/students contact for all students, however these smaller classes will benefit English language learners, low income students, and foster youth disproportionally as these students will experience greater academic benefit from increased contact time with their teacher.
- Supplemental funds will be allocated to school sites on a per student basis to allow school staff to focus interventions at the most appropriate local level, the school site.
- At the junior high school level, additional funds will be available for specific after school intervention programs that will target closing the achievement gap.
- Funds will be used for Response to Intervention training that will empower teachers to most effectively teach students who suffer from learning difficulties, who are disproportionally represented from the targeted groups of students.
- English language learner aides will be used to assist and support the instructional program at all schools.
- A Teacher on Assignment for English language learner instruction has been hired to provide staff development on a full-time basis.

Estimated Supplemental and Concentration Grant Funding for 2014-2015: $930,494.

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 following Minimum Proportionality Percentages (MPP) are calculated using the FCMAT Calculator:
2014-15: 2.51%
2015-2016: 0.95%
2016-2017: 1.00%
Following input from stakeholder groups, the following was determined to be the best use of funds. Students generating LCFF supplemental funds, will receive proportionally additional services in the following manner:

- English language learner aides will be used to assist and support the instructional program at all schools.
- A Teacher on Assignment for English language learner instruction has been hired to provide staff development on a full-time basis.

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.