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

Introduction:

LEA: Cucamonga School District **Contact (Name, Title, Email, Phone Number): Janet Temkin, Superintendent, jtemkin@cuca.k12.ca.us**
LCAP Year:2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Base Program Introduction Student success in social/emotional and academics are very important concepts for Cucamonga School district as reflected in our base program for students. This includes High Quality Teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources. ($ Base Program Lump Sum)	
Creation of the LCAP committee – Stakeholders include parents of unduplicated populations, parents from the base population, school board member, classified, certificated, and administration staff members. A total of 40 people were included in the committee.	The steering committee created the draft of the LCAP goals and services from evaluating the data and input of the community.
LCAP Committee Meeting (LCAP Purpose, Data Review and Identification of Strengths and Weaknesses) – December 12, 2013	The steering committee reviewed the LCAP process, plan, and reasons for creation of the LCAP. The LCAP committee then reviewed the district achievement data for all 8 priority areas. The LCAP committee began to evaluate the district's strengths and weaknesses in the 8 priority areas. The LCAP committee then

Involvement Process	Impact on LCAP
	began to generate a brainstormed list of possible services to address the needs of the base and unduplicated population students. Tools such as PollEverywhere.com were used for consensus based decision making that allowed anonymous pressure free consensus based decisions.
LCAP Committee Meeting (Goal Development Meeting) - January 26, 2014	The LCAP committee continued to evalaute reviewed the strengths and weaknesses data. The LCAP committee then established three year goals in the priority areas based off of the district weaknesses. The three year goals were then written in one year increments with services for both the base and unduplicated populations. Tools such as PollEverywhere.com were used for consensus based decision making that allowed anonymous pressure free consensus based decisions.
LCAP Committee Meeting (Goal and Service Refinement) – March 3, 2014	The LCAP committee evaluated the goals to determine if any could be combined or removed while still meeting all 8 state priorities. The LCAP committee also further refined the services to ensure that the unduplicated population could start closing the achievement gap. Time was spent prioritizing all services for the refined goals.
LCAP Community Input and Stakeholder Feedback – March - April	The community was invited to review, rate, and comment on the draft goals and services via a web based survey utilizing Google Forms. A phone message was made to all the parents inviting them to participate in the survey via a one click web link in both English and Spanish. The entire staff of Cucamonga School District was also invited to take the same survey via the same process. Consultation was made with the teachers and classified unions which generated specific feedback on the goals and services. Additional consultation was made with ASB students at Rancho Cucamonga Middle School, District Budget Advisory Committee, Administrative Council, District Advisory Committee
Committee Meeting (Reviewing, Evaluating, Re-Prioritizing Services) –	

Involvement Process	Impact on LCAP
April 22, 2014	(Parent Advisory Committee), DELAC, and the Cucamonga School Board. We also conducted input meetings with the district advisory committee(Parent Advisory Committee) and the DELAC.
Parent Advisory and DELAC Committee Meeting – May 13, 2014	The LCAP Committee reviewed and evaluated all of the feedback from the stakeholder groups. The feedback was evaluated for major themes that spanned multiple groups to determine priorities from the feedback. The feedback was then used to modify the existing goals and services based off of the most important common themes. The services were then prioritized in the order of importance and greatest impact for the base and unduplicated populations.
Public Board Hearing – May 22, 2014	The draft complete LCAP was be shared with the DAC/DELAC, by statute, to get their input and comments.
Final Board Approval – June 12, 2014	The Board will hear the comments from the public and make their first read of the LCAP plan. The LCAP plan will be modified at the discretion of the board based off the public input. The Cucamonga School Board will have a second reading of the LCAP plan and will be considered for approval. All stakeholder input from the community meetings was recorded, organized under each of the state priorities and district goals, and discussed by the district leadership team. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture the ways in which all stakeholders wish to promote academic success for our students, it must be noted that resource restraints; time, financial and personnel, led the prioritization of the actions steps to be taken. The suggestions and actions still remain under consideration as part of the future LCAP review and planning cycle. As the annual review process begins, these items will be reconsidered.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?

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

Identified Need and Metric **(What needs have been identified and what metrics are used to measure progress?)**	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students? (based on identified metric)**			**Related State and Local Priorities** **(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)**
	Description of Goal	**Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)**	**School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)**		**LCAP YEAR Year 1: 2014-2015**	**Year 2: 2015-16**	**Year 3: 2016-17**	
Need: Increase student ELA performance percentage	**Goal 1:** Students will increase their informational and literature reading	All	All		Establish baseline data for Informational and literature reading(Professional Development Logs and Benchmark	Increase baseline data for 3rd grade students in Informational and literature reading by 10% (Professional Development Logs and	Increase 2015-2016 data for 3rd grade students Informational and literature reading by 10% (Professional Development Logs and	***#2 Implementation of State Standards #8 Other Pupil***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Metric: (Professional Development Logs and Benchmark Assessments)	percentage.	Unduplicated Population	All		Assessments) Establish baseline data for Informational and literature reading(Professional Development Logs and Benchmark Assessments)	Benchmark Assessments) Increase baseline data for 3rd grade students in Informational and literature reading by 15% (Professional Development Logs and Benchmark Assessments)	Benchmark Assessments) Increase 2015-2016 data for 3rd grade students Informational and literature reading by 15% (Professional Development Logs and Benchmark Assessments)	***Outcomes***
Need: Increase student ELA percentage **Metric:**	**Goal 2:** Students will increase their Reading Proficiency in Craft and Structure,	All	All		Establish baseline data for Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity (Professional Development Logs and	Increase baseline data for 3rd grade students in Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by 10%	Increase 2015-2016 data for 3rd grade students in Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by	***#2 Implementation of State Standards #8 Other Pupil Outcomes***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
(Professional Development Logs and Benchmark Assessments)	Range of Reading and Level of Text Complexity through specific professional development for instructional staff in academic vocabulary, depth of knowledge, and critical thinking.	Unduplicated Populations(UP)	All		Benchmark Assessments) Establish baseline data for Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity (Professional Development Logs and Benchmark Assessments)	(Professional Development Logs and Benchmark Assessments) Increase baseline data for 3rd grade students in Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by 15% (Professional Development Logs and Benchmark Assessments)	10% (Professional Development Logs and Benchmark Assessments) Increase 2015-2016 data for 3rd grade Reading Proficiency in Craft and Structure and Range of Reading and Level of Text Complexity by 15% (Professional Development Logs and Benchmark Assessments)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Need: Cucamonga School District will maintain the high level of teachers appropriately assigned Student have access to standards aligned materials and technology, and all facilities in good repair. **Metric:** (District Credential	**Goal 3:** Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.	All	All		Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials.(Williams Report and FIT Reports) Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)	Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)	Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)	***#1 Basic***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Report, Williams Report and FIT Reports)								
Need: Student reading achievement needs to increase. **Metric:** (CAASPP Scores and District Benchmark Assessments)	**Goal 4:** The number of 3rd grade students reading at grade level will increase.	All Unduplicated Population	All		Establish baseline data for Informational and literature reading(CAASPP Scores and District Benchmark Assessments) Establish baseline data for Informational and literature reading(CAASPP Scores	Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments) Increase of 10% achievement for all students over baseline or reduce the	Increase of 10% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) Increase of 10% achievement for all students over 2015-16 or reduce the	***#4 Pupil Achievement #8 Other Pupil Outcomes***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
					and District Benchmark Assessments)	achievement gap. (CAASPP Scores and District Benchmark Assessments)	achievement gap. (CAASPP Scores and District Benchmark Assessments)	
Need: Student reading and math achievement needs to increase.	**Goal 5:** Increase the number of 6th grade students competent in ELA and Math.	All	All		Time for 5/6th grade staff to determine assessment and establish baseline measurements (CAASPP Scores and District Benchmark Assessments)	Increase of 10% achievement for all students over baseline (CAASPP Scores and District Benchmark Assessments)	Increase of 10% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments)	***#4 Pupil Achievement*** ***#8 Other Pupil Outcomes***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Metric: (CAASPP Scores and District Benchmark Assessments)		Unduplicated Population			Determine assessment and establish baseline measurements (CAASPP Scores and District Benchmark Assessments)	Increase of 10% achievement for all students over baseline or reduce the achievement gap. (CAASPP Scores and District Benchmark Assessments)	Increase of 10% achievement for all students over 2015-16 or reduce the achievement gap. (CAASPP Scores and District Benchmark Assessments)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Need: All students do not have access to intervention/enrichment, and extra-curricular activities opportunities **Metric:** (AERIES Attendance Report and Master Schedule)	**Goal 6:** Increase student participation in intervention/enrichment services.	All Unduplicated Population-Free/Reduced Lunch, EL Students, and Foster Youth	All		Establish baseline of students in intervention and enrichment classes. (AERIES Attendance Report and Master Schedule) Establish baseline of students in intervention and enrichment classes. (AERIES Attendance Report and Master Schedule)	Increase number of students in intervention or enrichment over baseline by 25%. (AERIES Attendance Report and Master Schedule) Increase number of students in intervention or enrichment over baseline by 25%. (AERIES Attendance Report and Master Schedule)	Increase number of students in intervention or enrichment over 2015-2016 by 25%. (AERIES Attendance Report and Master Schedule) Increase number of students in intervention or enrichment over 2015-2016 by 25%. (AERIES Attendance Report and Master Schedule)	***#7 Course Access #5 Pupil Engagement***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Need: There is a need to decrease the number of discipline incidents on all school Campuses **Metric:** (AERIES – Suspension and Expulsion Reports)	**Goal 7:** Decrease the number of student referrals, suspension, and expulsions.	All	All		Establish a baseline of student referrals, suspensions, and expulsion(AERIES – Suspension and Expulsion Reports)	Reduce number of student referrals, suspensions, and expulsion by 0.5% over baseline (AERIES – Suspension and Expulsion Reports)	Reduce number of student referrals, suspensions, and expulsion by 0.5% over 2015-2016 (AERIES – Suspension and Expulsion Reports)	***#6 School Climate***
Need:	**Goal 8:**	All	All		Establish a baseline electives, clubs and	Increase number of students over baseline	100% of student will be in an elective, club or	***#7 Course Access #5 Pupil***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Not all students have access to sports, electives, and clubs **Metric:** (AERIES Attendance Report and Middle School Dropout Data)	Increase Student Access to electives, clubs and sports.				sports (AERIES Attendance Report and Middle School Dropout Data)	by 20% in electives, clubs and sports (AERIES Attendance Report and Middle School Dropout Data)	sport. (AERIES Attendance Report and Middle School Dropout Data)	***Engagement***
Need: Parent participation could increase to increase our community involvement	**Goal 9:** Increase Parent Participation.	All	All		Establish a baseline of parent participation. (Sign-In Sheets)	Increase parent participation by 10% over baseline(Sign-In Sheets)	Increase parent participation by 10% over 2015-2016 data (Sign-In Sheets)	***#3 Parent Involvement***

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Metric: (Sign-In Sheets)								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/15	**Year 2: 2015/16**	**Year 3: 2016/17**
Goal 1: Students will increase their informational and literature reading percentage.	***#2 Implementation of State Standards*** ***#8 Other Pupil Outcomes***	1. Provide in depth study of CCSS. 2.Provide technology training. 3. Provide research and training for Intervention.	LEA-wide		1.1 In depth study of CCSS with content knowledge experts. ($238,000 – Common Core, 5850) 2.1 Technology training on student devices and teacher instructional tools.($10,500 – Common Core, 1130) 3.1 Research and Training for Intervention. ($10,000 - Title I, 1130)	1.1 Model lessons containing common core content and strategy implementation. ($119,000 – LCFF Base, 5850) 2.1 Continued technology training on student devices and teacher instructional tools.($10,500 – LCFF Base, 1130) 4.1 Collaboration/PLC	1.1 Continued Implementation of model lessons to students. ($119,000 – LCFF Base, 5850) 2.1 Continued technology training on student devices and teacher instructional tools.($10,500 – LCFF Base, 1130) 4.1 Collaboration/PLC

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		4. Provide collaboration/PLC time			4.1 Collaboration/PLC ($210,000 – LCFF Supp, 1140)	($210,000 – LCFF Supp, 1140)	($210,000 – LCFF Supp, 1140)
Goal 2: Students will increase their Reading Proficiency in Craft and Structure, Range of Reading and Level of Text Complexity through specific professional development for instructional staff in academic vocabulary, depth of knowledge, and critical thinking.	***#2 Implementation of State Standards #8 Other Pupil Outcomes***	1. Provide staff with strategies and techniques to support critical thinking skills. 2. Provide instructional staff training on complexity, vocabulary, and critical thinking. 3. Provide staff	LEA-wide		1.1 Training and development of instructional strategies and questioning techniques to support critical thinking skills. ($108,000 – Common Core, 5850) 2.1 Training for all instructional staff on DOK with focus on higher levels and develop academic language and critical thinking. ($108,000 – Common Core, 5850) 3.1 Training on the use of classroom	1.1 Continued implementation of professional development skills and strategies in the classroom. ($108,000-LCFF Base, 5850) 3.1 Continued training on the use of classroom technology and	1.1 Extended learning time. ($108,000 -LCFF Base, 5850) 3.1 Continued training on the use of classroom technology and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		with training on the use of classroom technology			technology and provide additional resources for teachers ($8,000 – Common Core, 1130)	provide additional resources for teachers ($8,000 – LCFF Base, 1130)	provide additional resources for teachers ($8,000 – LCFF Base, 1130)
Goal 3: Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.	***#1 Basic***	1. Maintain 100% of teachers appropriately assigned and credentialed. (Credential Report) 2. Maintain 100% of students having access to standards aligned curriculum and materials.(Williams Report) 3. Maintain 100% of facilities have a good or higher	LEA-wide		1.1 Maintain 100% of teachers appropriately assigned and credentialed. ($9,050,000– LCFF Base, 1110) 2.1 Maintain 100% of students having access to standards aligned curriculum and materials. ($100,000 – LCFF Base, 4310) 3.1 Continuance of Deferred	1.1 Maintain 100% of teachers appropriately assigned and credentialed. ($9,050,000– LCFF Base, 1110) 2.1 Maintain 100% of students having access to standards aligned curriculum and materials. ($100,000 – LCFF Base, 4310) 3.1 Continuance of Deferred	1.1 Maintain 100% of teachers appropriately assigned and credentialed. ($9,050,000– LCFF Base, 1110) 2.1 Maintain 100% of students having access to standards aligned curriculum and materials. ($100,000 – LCFF Base, 4310) 3.1 Continuance of

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		rating with minimal deficiencies. (Williams Report)			Maintenance Program ($560,000 – LCFF Base, 4000-5000)	Maintenance Program ($560,000 – LCFF Base, 4000-5000)	Deferred Maintenance Program ($560,000 – LCFF Base, 4000-5000)
Goal 4: The number of 3rd grade students reading at grade level will increase. **Goal 5:** Increase the number of 6th grade students competent in ELA and Math. **Goal 6:** Increase student participation in intervention/enrichment services.	***#4 Pupil Achievement #8 Other Pupil Outcomes*** ***#4 Pupil Achievement #8 Other Pupil Outcomes*** ***#7 Course Access #5 Pupil Engagement***	1. Provide full Day Kindergarten Program 2. Increase instructional time in the classroom 3. Enrichment in art and music	LEA-wide		1.1 Full Day Kindergarten Program ($310,000 – LCFF Supplemental, 1110) 2.1 Increase instructional minutes—30 minutes across all grades($600,000 - LCFF Supplemental, 1110) 3.1 Enrichment in art and music($15,000 – LCFF Supplemental, 1150)	1.1 Refine and continue Full Day Kindergarten Program ($325,500 – LCFF Supplemental, 1110) 2.1 Maintain 30 minutes of extra instruction($610,000 - LCFF Supplemental, 1110) 3.1 Continued implementation of enrichment programs ($15,000 – LCFF Supplemental, 1150)	1.1 Refine and continue Full Day Kindergarten Program ($342,000 – LCFF Supplemental, 1110)) 2.1 Maintain 30 minutes of extra instruction($615,000 - LCFF Supplemental, 1110) 3.1 Continued implementation of enrichment programs($15,000 – LCFF Supplemental, 1150)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		4. Allocate resources for school libraries and services 5. Establish a baseline measure for 3rd grade reading, 6th grade ELA and Math, and monitor achievement 6. Provide teacher training in Common Core			4.1 Allocate resources for school libraries and services including technology, books and ebooks ($20,000 – LCFF Base, 4220) 5.1 Time for 3rd grade, 6th grade ELA and Math staff to determine assessment and establish baseline measurements ($500 – Title II, 1130) 6.1 Teachers trained in Common Core ELA and Math ($238,000 - Common Core, 5850) 7.1 Parent	4.1 Maintain and assess resources for school libraries ($10,000 – LCFF Base, 4220) 5.1 Assessment of 3rd graders in reading and 6th graders in ELA and Math ($500 – LCFF Base, 1130) 6.1 Continued training in Common Core ELA and Math. ($238,000 - LCFF Base, 5850) 7.1 Continued workshops for parents ($ 1000 – Title I, 1130)	4.1 Maintain and assess resources for school libraries ($5,000 – LCFF Base, 4220) 5.1 Assessment of 3rd graders 6th graders in ELA and Math ($500-LCFF Base, 1130) 6.1 Continued training in Common Core ELA and Math. ($238,000 - LCFF Base, 5850) 7.1 Continued workshops for parents ($ 1000 –

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		7. Parent workshops 8. Professional Development for all Instructional Staff in reading instruction 9. Language arts and math Common Core Materials 10. Augment After-School Sports, Electives, and			workshops ($ 1000 – Title I, 1130) 8.1 Professional Development for all Instructional Staff in reading instruction($120,000 – LCFF Base, 5850) 9.1 Language arts and math Common Core Materials ($400,000---Common Core, 4310) 10.1 Augment After-School Sports, Electives, and Clubs($120,000 – LCFF Base, 1150)	8.1 Continued Professional Development for all Instructional Staff in reading instruction ($120,000 – LCFF Base, 5850) 9.1 Language arts and math Common Core Materials in place and training on going. ($200,000--- LCFF Base, 4310) 10.1 Augment After-School Sports, Electives, and Clubs($140,000 – LCFF Base, 1150)	Title I, 1130) 8.1 Continued Professional Development for all Instructional Staff in reading instruction ($120,000 – LCFF Base, 5850) 9.1 Language arts and math Common Core Materials in place and training on going. ($200,000--- LCFF Base, 4310) 10.1 Augment After-School Sports, Electives, and Clubs($160,000 – LCFF Base, 1150)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		Clubs					
Goal 7: Decrease the number of student referrals, suspension, and expulsions.	***#6 School Climate***	1. Provide access to health care providers, counselors, social service liaisons, community resources (Referrals) 2. Begin implementation of a district and	LEA-wide School-wide		1.1 Provide access to health care providers, counselors, social service liaisons, community resources ($92,000 – LCFF Base, 1200-2200's) 2.1 Begin implementation of a district and school-wide behavior support system, SW-	1.1 Continue access to health care providers, counselors, social service liaisons, community resources ($92,000 – LCFF Base, 1200-2200's) 2.1 Continue implementation of a district and school-wide behavior support system, Tier	1.1 Continue to access to health care providers, counselors, social service liaisons, community resources ($92,000 – LCFF Base, 1200-2200's) 2.1 Continue implementation of a district and school-wide behavior support system, Tier

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		school-wide behavior support system, Tier 1(PBIS Program) 3. Provide recognition for student success			PBIS, Tier 1($80,000 – LCFF Base, 5800-4300's) 3.1 Provide recognition for student success ($8000 – LCFF Base, 5881)	2($40,000 – LCFF Base, 5800-4300's) 3.1 Continue to provide recognition for student success ($8000 – LCFF Base, 5881)	3($40,000 – LCFF Base, 5800-4300's) 3.1 Continue to provide recognition for student success ($8000 – LCFF Base, 5881)
Goal 8: Increase Student Access to electives, clubs and sports.	***#7 Course Access #5 Pupil Engagement***	1. Provide personnel, time and increased course offerings for students	School-wide		1.1 Provide personnel, time and increased course offerings for students ($20,000 LCFF Base, 1100's)	1.1 Maintain personnel, time and increased course offerings for students ($20,000 LCFF Base, 1100's)	1.1 Maintain personnel, time and increased course offerings for students ($20,000 LCFF Base, 1100's)
Goal 9: Increase Parent Participation.	***#3 Parent Involvement***	1. Increase two way communication	LEA-wide School-wide		1.1 Increase two way communication ($25,000 – LCFF Base, 5840)	1.1 Continue to increase two way communication ($25,000 – LCFF	1.1 Continue to increase two way communication ($25,000 – LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
						Base, 5840)	Base, 5840)
		2. Offer parent classes and resources, including child care for the classes			2.1 Offer parent classes and resources, including child care for the classes ($4,000 –LCFF Base, 1130)	2.1 Increase parent classes and resources, including child care for the classes ($4,000 –LCFF Base, 1130)	2.1 Increase parent classes and resources, including child care for the classes ($4,000 –LCFF Base, 1130)
		3. Establish parent centers at sites			3.1 Begin parent centers at sites ($10,000 – LCFF Base, 1100's & 4000's)	3.1 Maintain parent centers at sites ($10,000 – LCFF Base, 1100's & 4000's)	3.1 Maintain parent centers at sites ($10,000 – LCFF Base, 1100's & 4000's)

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: Students will increase their informational and literature reading percentage.	***#2 Implementation of State Standards #8 Other Pupil Outcomes***	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:** 1. Professional Development in Cultural literacy, poverty, homeless and foster youth **For English learners:**	LEA-wide		1.1 Professional Development in Cultural literacy, poverty, homeless and foster youth ($21,000 – Title I/LCFF Supplemental, 5850) 2.1 Training in new ELD standards for all instructional staff.	1.1 Professional Development in Cultural literacy, poverty, homeless and foster youth ($21,000 – Title I/LCFF Supplemental, 5850)	1.1 Professional Development in Cultural literacy, poverty, homeless and foster youth ($21,000 – Title I/LCFF Supplemental, 5850)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Training in new ELD standards for all instructional staff.			($42,000 – LCFF Supplemental, 1130)	2.1 Training in new ELD standards for all instructional staff. ($42,000 – LCFF Supplemental, 1130)	2.1 Training in new ELD standards for all instructional staff. ($42,000 – LCFF Supplemental, 1130)
Goal 2: Students will increase their Reading Proficiency in Craft and Structure, Range of Reading and Level of Text Complexity through specific professional development for instructional staff in academic vocabulary, depth of knowledge, and critical thinking.	***#2 Implementation of State Standards #8 Other Pupil Outcomes***	**For low income pupils: For English learners: For redesignated fluent English proficient pupils: For foster youth:** 1. Use of assessments and data systems to identify specific needs of UP students and provide flexible interventions.	LEA-wide		1.1 Use of assessments and data systems to identify specific needs of UP students and provide flexible interventions.($18,000 – Title I/LCFF Supplemental, 5810) 2.1 Provide additional resources. ($10,000 – Common	1.1 Continued refinement of interventions ($18,000 – Title I/LCFF Supplemental, 5810) 2.1 Provide additional	1.1 Continued refinement of interventions ($18,000 – Title I/LCFF Supplemental, 5810) 2.1 Provide additional

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Provide additional resources.			Core, 4310)	resources. ($10,000 – LCFF Supplemental, 4310)	resources. ($10,000 – LCFF Supplemental, 4310)
Goal 4: The number of 3rd grade students reading at grade level will increase. **Goal 5:** Increase the number of 6th grade students competent in ELA and Math.	***#4 Pupil Achievement #8 Other Pupil Outcomes*** ***#4 Pupil Achievement #8 Other Pupil Outcomes***	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:** 1. Early intervention delivered through push in and pull out	LEA-wide		1.1 Early intervention delivered through push in and pull out models ($550,000 – Title I and LCFF	1.1 Maintain early intervention delivered through push in	1.1 Maintain early intervention delivered through push in

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 6: Increase student participation in intervention/enrichment services.	***#7 Course Access #5 Pupil Engagement***	models 2. Professional Development for all Instructional Staff in reading instruction and intervention 3. Literacy Coaches at each site (could be internal person)—need expertise of knowledge/research based practice 4. Kindergarten Intensive Intervention			Supplemental, 2110) 2.1 Professional Development for all Instructional Staff in reading instruction and intervention ($120,000 – Common Core, 5850) 3.1 Literacy Coaches at each site (could be internal person)—need expertise of knowledge/research based practice ($8,000 – Title I, 1150) 4.1 Kindergarten Intensive Intervention ($50,000 – Title I, 1130)	and pull out models ($550,000 – Title I and LCFF Supplemental, 2110) 2.1 Literacy coach continues professional development in reading for teachers as needed ($8,000 – Title I, 1150) 3.1 Maintain literacy coaches at each site ($8,000 – Title I, 1150) 4.1 Kindergarten Intensive	and pull out models ($550,000 – Title I and LCFF Supplemental, 2110) 2.1 Literacy coach continues professional development in reading for teachers as needed ($8,000 – Title I, 1150) 3.1 Maintain literacy coaches at each site ($8,000 – Title I, 1150) 4.1 Kindergarten Intensive

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		5. Hire additional instructional support 6. Tutoring support 7. Specific skill intervention 8.Homework Support				Intervention ($50,000 – Title I, 1130) 5.1 Hire Instructional Assistants, one per elementary site, for reading and math intervention ($60,000 – LCFF Supplemental, 2110) 7.1 Specific skill intervention ($210,000 – Title I/LCFF Supplemental, 1100's-2100's)	Intervention ($50,000 – Title I, 1130) 5.1 Maintain Hire Instructional Assistants, one per elementary site, for reading and math intervention ($60,000 – LCFF Supplemental, 2110) 6.1 Math and ELA tutoring Program ($8,000 – LCFF Supplemental, 1130) 7.1 Specific skill intervention ($210,000 – Title I/LCFF Supplemental,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						8.1 Homework support ($12,600 – LCFF Supplemental, 1130)	1100's-2100's) 8.1 Homework support ($12,600 – LCFF Supplemental, 1130)
Goal 7: Decrease the number of student referrals, suspension, and expulsions.	***#6 School Climate***	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:** 1. Provide sufficient access to health care providers, counselors, social service liaisons, community resources			1.1Provide sufficient access to health care providers, counselors, social service liaisons, community resources ($3240 – LCFF Supplemental, 2230) 2.1 Begin implementation of a district and school-wide behavior support system, Tier 1	1.1Maintain sufficient access to health care providers, counselors, social service liaisons, community resources ($3240 – LCFF Supplemental, 2230) 2.1 Continue implementation of a district	1.1Maintain sufficient access to health care providers, counselors, social service liaisons, community resources ($3240 – LCFF Supplemental, 2230) 2.1 Continue implementation of a district

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Begin implementation of a district and school-wide behavior support system 3.Provide recognition for student success			($45,000 – LCFF Base, 5850) 3.1 Provide recognition for student success ($8,000 – LCFF Base, 5881)	and school-wide behavior support system, Tier 2 ($30,000 – LCFF Base, 5850) 3.1 Continue to provide recognition for student success ($8,000 – LCFF Base, 5881)	and school-wide behavior support system, Tier 3 ($30,000 – LCFF Base, 5850) 3.1 Continue to provide recognition for student success ($8,000 – LCFF Base, 5881)
Goal 8: Increase Student Access to electives, clubs and sports.	***#7 Course Access #5 Pupil Engagement***	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:** 1. Increase use of flexible scheduling to allow students to access electives,	LEA-wide		1.1Increase use of flexible scheduling to allow students to access electives, sports, and clubs. ($4,000 – LCFF	1.1Continue use of flexible scheduling to allow students to access electives,	1.1Continue use of flexible scheduling to allow students to access electives,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		sports, and clubs.(Course Schedules)			Supplemental, 1130)	sports, and clubs ($4,000 – LCFF Supplemental, 1130)	sports, and clubs ($4,000 – LCFF Supplemental, 1130)
Goal 9: Increase Parent Participation.	***#3 Parent Involvement***	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:**	LEA-wide		1.1Begin parent centers at sites	1.1Maintain parent centers	1.1Maintain parent centers

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1. Begin parent centers at sites 2.Increase communication with the unduplicated populations 3.Offer English Classes through the parent center			($10,000 – LCFF Base, 1100's-4300's) 2.1Increase communication with the unduplicated populations ($20,000 – LCFF Supplemental, 5840) 3.1Offer English Classes through the parent center ($15,000 – LCFF Supplemental, 1130)	at sites ($10,000 – LCFF Base, 1100's-4300's) 2.1Continue to increase communication with the unduplicated populations ($20,000 – LCFF Supplemental, 5840) 3.1English Classes continue through the parent center ($15,000 – LCFF Supplemental, 1130)	at sites ($10,000 – LCFF Base, 1100's-4300's) 2.1Continue to increase communication with the unduplicated populations ($20,000 – LCFF Supplemental, 5840) 3.1English Classes continue through the parent center ($15,000 – LCFF Supplemental, 1130)

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.)

Cucamonga School District's LCFF supplemental grant target at full implementation is estimated at $ 23.3 million. 2012/13 expenditures to support unduplicate between full implementation and the 2012/2013 expenditures is $ 21.9 million. Using the estimated gap funding percentage for 2014/2015 of 28.05% the incre grant funding is $ 6.1 Million.

1. Professional development in reading, math, cultural literacy, poverty, homeless, and foster youth.
2. Introduce and begin implementation of the new ELD framework to the instructional staff.
3. Provide flexible and skill specific interventions with additional resources, which are based off of assessment data.
4. Continue to ensure 100% of teachers instructing ELD are properly credentialed.
5. Provide Full Day kindergarten.
6. Increase instructional teaching time.
7. Deliver early intervention including intervention for kindergarten.
8. Reading and Math coaches at each site to support instruction.
9. Provide sufficient access to health care providers, counselors, social service liaisons and community resources.
10. Implement school-wide positive behavior intervention at each site.
11. Provide flexible scheduling to increase participation in electives, clubs, and sports.
12. Increase translation and offering of English classes for parents.

By allocating resources in a district-wide and school-wide manner, Cucamonga School District is able to provide services to all unduplicated pupils.

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 total estimated LCFF supplemental minimum proportionality percentage is 11.44% and corresponding expenditures for 2014/2015 is $ 1.77 million.

For the 2014/2015 school year, Cucamonga District is expecting to allocate approximately $ 1.9 million to actions and services that directly support low income pupils. The following will be done to increase services to the Cucamonga School District low income, foster youth, and English learners:

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unc

1. Professional development in reading, math, cultural literacy, poverty, homeless, and foster youth.
    a. In the 2013/2014 School Year there was no district-wide professional development in cultural literacy.
    b. In the LCAP year, Cucamonga School District plans to provide professional development on cultural literacy to the instructional staff.
2. Introduce and begin implementation of the new ELD framework to the instructional staff.
    a. In the 2013/2014 School Year the schools were operating under the old ELD framework.
    b. In the LCAP year, Cucamonga School District plans to begin the implementation and staff development of the new ELD standards.
3. Provide flexible and skill specific interventions with additional resources, which are based off of assessment data.
    a. In the 2013/2014 School Year all interventions were delivered through the Title I program based off of at-risk status.
    b. In the LCAP year, Cucamonga School District plans to offer specific intervention for the unduplicated population to close the achievement gap.
4. Continue to ensure 100% of teachers instructing ELD are properly credentialed.
    a. In the 2013/2014 all ELD classes were taught by a teacher with the proper EL credential.
    b. In the LCAP year, Cucamonga School District plans to maintain 100% of our teachers having the proper EL credential.
5. Provide Full Day Kindergarten
    a. In the 2013/2014 all kindergarten classes were half day.
    b. In the LCAP year, all students, including the unduplicated population, will receive full day kindergarten.
6. Increase instructional teaching time.
    a. In the 2013/2014 all classes were above the minimum requirement for instructional minutes.
    b. In the LCAP year, all students, including the unduplicated population, will receive 30 additional minutes beyond the baseline in 2013/2014.

7. Deliver early intervention including intervention for kindergarten.
    a. In the 2013/2014 year, all students received intervention, but only one elementary school provided intensive early intervention in kindergarte
    b. In the LCAP year, all students, including the unduplicated population, will receive early intensive intervention for kindergarten.
8. Reading and Math coaches at each site to support instruction.
    a. In the 2013/2014 year, students received instructional support within existing Title I or intervention programs.
    b. In the LCAP year, all students, including the unduplicated population, will have a stipend paid teaching coach for ELA/Reading and Math.
9. Provide sufficient access to health care providers, counselors, social service liaisons and community resources.
    a. In the 2013/2014 year, all students were provided access to a variety of health services through the District LVNs and Health techs.
    b. In the LCAP year, the district will increase access to a variety of health services through the District LVNs and Health techs through the allocatic
10. Implement school-wide positive behavior intervention at each site.
    a. In the 2013/2014 year, all students had a variety of behavior supports dependent on the school site with no unified system of instructing posit
    b. In the LCAP year, the district will implement a district and site positive behavior system, SW-PBIS with Tier I instruction.
11. Provide flexible scheduling to increase participation in electives, clubs, and sports.
    a. In the 2013/2014 year Rancho Cucamonga Middle School provided 62% of student's electives.
    b. In the LCAP year, the district will increase the percentage of students in electives, clubs and sports through modification of the master schedul teachers to increase the number of clubs and sports offered.
12. Increase translation and offering of English classes for parents.
    a. In the 2013/2014 year, the district offered translation at some events and had only one school offering an English class on site.
    b. In the LCAP year, the district will increase time for translations at more events and offer English classes for parents at all sites.

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.