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

Introduction:

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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**
Central School District is located in the city of Rancho Cucamonga and encompasses a geographical area of six square miles. There are five elementary schools, one 5-8 middle school and one 6-8 middle school that serve 4,758 students in grades K-8. Central School District currently has 2,561 (54%) low income students, 553 (12%) English learners, 406 (9%) special education students and 20 foster children. Members of the Central School District community were actively involved in the Local Control Accountability Plan (LCAP) process. <u>Parent Stakeholders</u>: • All Central School District parents were asked to participate in the development of LCAP goals by completing an 18 question school survey that included questions from each of the state's eight priority areas. (February 2014) • All Central School District parents were invited to participate on a district LCAP Advisory Committee through the district website and a district wide backpack letter from the Superintendent. (February 2014) • Six parents representing English learner, low income, redesignated English learners, students with special needs and GATE participated on the LCAP Advisory Committee. The Committee met four times and was actively involved in the review of district data and in the development, review and revisions of LCAP goals and action plans. (March 11, April 1, 8, 15) • Parents participated on the District Advisory Council (DAC) that reviewed and made recommendations for development of the LCAP. DAC includes parent	More than 3,000 parent surveys or 65% were returned and tabulated. Each question provided baseline data on CSD parent perceptions in the state's eight priority areas. The results of this survey are noted in the current state sections in each priority area of the LCAP. Survey results will be used in future years as a local metric in all eight priority areas. The survey results provided general information regarding areas of strength and areas in need of improvement. In addition, parents were asked to include comments in each priority area. Suggestions were incorporated into district LCAP goals when appropriate and school specific comments were forwarded to schools for further consideration. Input from parent surveys and stakeholder groups yielded several emerging themes: **<u>Conditions of Learning</u>** **(Basic Services, Implementation of CCSS, Course Access)** • Continue to attract and hire highly qualified staff • Maintain and upgrade facilities • Build teacher capacity through ongoing professional development, collaboration and support • Provide resources for the implementation of CCSS • Increase teacher and student access/use of technology both during and after school • Provide educational opportunities for parents so they can support CCSS

Involvement Process	Impact on LCAP
representatives from all seven schools. DAC discussed and reviewed LCAP goals and action plans at two meetings. Questions were responded to in writing by the Superintendent and suggestions incorporated into the LCAP where appropriate. (January 28, April 8) • English learner parents participate on the District English Learner Advisory Committee (DELAC) that reviewed and made recommendations for the development of the LCAP. DELAC includes parent representatives from all seven schools. DELAC discussed and reviewed LCAP goals and action plans at two meetings. Questions were responded to in writing by the Superintendent and suggestions incorporated into the LCAP where appropriate. (January 28, April 8) • School PTA/PTO presidents met with the Superintendent to provide input for the development of the LCAP. (January 15) • Parent representatives participate on the GATE Advisory Committee that met with the Assistant Superintendent of Instruction to provide input for the development of the LCAP. (January 28) • Parent representatives participate on the District Wellness Committee that met with the Assistant Superintendents' of Human Resources and Instruction to provide input into the development the LCAP. (January 28) • Foster parent representatives met with Superintendent to provide input for the development of the LCAP. (April 10) • Special Education representatives met with Superintendent to provide input for the development of the LCAP. (February 27) • Bear Gulch ELAC met with Superintendent to provide input for the development of the LCAP. (April 10) <u>Student Stakeholders</u>: • Diverse Ruth Musser Middle School student group met with the Superintendent to provide input for the development of the LCAP. (March 12) • 7th/8th grade English learner class of Cucamonga Middle School students met with the Superintendent to provide input for the development of the LCAP. (March 11) <u>Classified Stakeholders</u>: • Classified bargaining unit members met with Assistant Superintendent of Human Resources to provide input for the development of the LCAP. (April 3) • Classified employee representatives participate on the LCAP Advisory Committee	instruction at home • Increase educational opportunities for students in the areas of visual and performing arts, health, technology, and foreign language at the middle school. **<u>Engagement:</u>** **(School Climate, Student Engagement, Parent Involvement)** • Continue to improve school security practices and systems • Implement strategies, programs and activities that promote "school connectedness" including after school clubs and sports programs • Continue to implement positive behavior interventions • Promote a "college mentality" at all schools • Continue and improve programs and activities that encourage student attendance • Continue and increase the work of Parent Community Involvement Coordinators at all sites • Implement the newly developed Central School District Family Engagement Plan • Increase parent educational opportunities • Increase parent communication systems including the use of online grading and reporting **<u>Student Outcomes:</u>** **(Pupil Achievement, Other Student Outcomes, Targeted Students)** • Ensure the continuous improvement of each and every student • Ensure the continuous improvement of every school including all significant subgroups • Continue and improve Professional Learning Communities as a way to monitor student progress • Develop district assessment practices that effectively monitor student progress • Implement interventions to ensure student success including before/during/after/extended year school programs • District focus on wellness programs and activities that promote and support a healthy lifestyle • Increase counseling services • Improve student access to computer labs and libraries **The following changes were made to the LCAP after initial drafts were shared with**

Involvement Process	Impact on LCAP
that reviewed and made recommendations for the development of the LCAP. (March 11, April 1, 8, 15) • Classified employee representatives participate on the District Advisory Committee (DAC) that reviewed and made recommendations for the development of the LCAP. (January 28, April 8) • Classified employee representatives participated on the Maintenance and Operations Team, Safety Committee, Attendance Clerk Committee, Office Manager Committee, Kid Central Manager Committee and the Parent Community Involvement Coordinator Committee that met with Assistant Superintendents to provide input for the development of the LCAP. (M&O Team–February 18; Safety Committee–March 12; Attendance Clerks–March 11; Office Managers–February 5; Kid Central–February 21; PCI Coordinators–March 12. <u>Certificated Staff</u>: • Certificated bargaining unit members met in negotiations with Assistant Superintendent of Human Resources to provide input for the development of the LCAP. (March 14) • Teacher representatives participate on the Common Core Steering Committee that met with the Assistant Superintendent of Instruction to provide input for the development of the LCAP. (January 28) • School Teacher Leadership Team representatives met with Assistant Superintendent of Instruction to provide input for the development of the LCAP. (March 11) • Certificated staff participate on the district GATE Advisory Committee that met with Assistant Superintendent of Instruction to provide input for the development of the LCAP. (January 28, April 8) • Certificated staff participate on the District Wellness Committee that met with Asst. Superintendents to provide input for the development of the LCAP. (March 10) • Certificated staff participate on the District English Learner Advisory Committee (DELAC) that met with district administration to provide input for the development of the LCAP. (January 28, April 8) • Certificated staff participate on the District Advisory Committee (DAC) that reviewed and provided recommendations for the development of the LCAP. (January 28, April 8) • Certificated staff participate on the District LCAP Advisory Committee that	**advisory groups:** • Increase parent communication systems through the use of online grading and reporting • Additional safety measures for Kid Central including peep holes in doors, security cameras and gates • Additional professional development on CCSS for Kid Central assistants was incorporated into the plan • Additional professional development on CCSS for special education paraedcuators was incorporated into the plan • Several metrics were revised

Involvement Process	Impact on LCAP
reviewed and provided recommendations for the development of the LCAP. (March 11, April 1, 8, 15) <u>Administrators</u>: • All instructional administrators met with the Superintendent to provide input for the development of the LCAP. (January 14) • All principals met with the Assistant Superintendent of Instruction to provide input for the development of the LCAP. (February 19) • All classified managers met with the Superintendent to provide input for the development of the LCAP. (April 3) • Principal representatives participate on the LCAP Advisory Committee that reviewed and made recommendations for the development of the LCAP. (March 11, April 1, 8, 15) • All principals participate on the District Advisory Committee that reviewed and made recommendations for the development of the LCAP. (January 28, April 8) <u>Community</u>: • Community representatives that represent the parent, business, city and senior populations that serve on the District Bond Oversight Committee met with the Superintendent to provide input for the development on the LCAP. (January 8) • Community representatives that currently serve on the Central School District Board of Trustees reviewed and provided recommendations for the development of the LCAP. (April 12, May 1) • Superintendent letter to all parents providing the results of the LCAP parent survey and notifying them of the LCAP approval timeline and where they can find and comment on the most current LCAP draft. (May 2) • Public Hearing at regularly scheduled Board meeting. (May 15) • LCAP recommendation for Board approval. (June 12)	

<u>Section 2: Goals and Progress Indicators</u>

*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?

<table>
<tr><th rowspan="2">Identified Need and Metric
(What needs have been identified and what metrics are used to measure progress?)</th><th colspan="3">Goals</th><th rowspan="2">Annual Update: Analysis of Progress</th><th colspan="3">What will be different/improved for students? (based on identified metric)</th><th rowspan="2">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.)</th></tr>
<tr><th>Description of Goal</th><th>Applicable Pupil Subgroups
(Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)</th><th>School(s) Affected
(Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th><th>LCAP YEAR
Year 1: 2014-15</th><th>Year 2: 2015-16</th><th>Year 3: 2016-17</th></tr>
<tr><td>1.1
Need: Every student needs teachers and support staff who are willing and able to provide effective instruction that meets the diverse needs of the students in their classroom.

Current State:
CSD Highly Qualified Teachers
<table><tr><th></th><th>Number of Teachers</th><th>Appropriately Assigned</th><th>Fully Credentialed</th><th>% Highly Qualified Teachers</th></tr><tr><td>Elementary School</td><td>123</td><td>123</td><td>123</td><td>100%</td></tr><tr><td>Middle School</td><td>74</td><td>74</td><td>74</td><td>98.6%</td></tr><tr><td>Total</td><td>197</td><td>197</td><td>197</td><td>99.5%*</td></tr></table>* One teacher is currently finalizing completion of HQT coursework.
94% of parent respondents report that they Strongly Agree/Agree that, “I have confidence in the school staff to meet the needs of my child.”

Metrics:
Highly qualified teacher rates; rates of teachers appropriately assigned; parent surveys.</td><td>1.1
All teachers will be appropriately credentialed, assigned and trained to meet the diverse needs of the students they teach.</td><td>All</td><td>All</td><td></td><td>Maintain current rates of Highly Qualified and appropriately assigned teachers.

95% of parents will report they have confidence in the school staff to meet the needs of their child.

Refer also to Goal 6.1.</td><td>Maintain current rates of Highly Qualified and appropriately assigned teachers.

96% of parents will report they have confidence in the school staff to meet the needs of their child.

Refer also to Goal 6.1.</td><td>Maintain current rates of Highly Qualified and appropriately assigned teachers.

98% of parents will report they have confidence in the school staff to meet the needs of their child.

Refer also to Goal 6.1.</td><td><u>State Priority Area 1</u>
Basic Services

<u>Local Guiding Principle #5</u>
We are committed to hiring and retaining the best employees. We believe that all employees benefit from building on their strengths and identifying areas in which to grow.</td></tr>
</table>

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	
1.2 Need: Every student requires CCSS aligned instructional materials, technology and other tools as a condition for learning state content standards. Current State: 95% of parent responders report that they Strongly Agree/Agree that, "My student has access to the instructional materials he/she needs, including textbooks, technology and other resources." Metrics: CCSS aligned resources purchased; teacher/parent survey; teacher/student access to instructional technology.	1.2 All students will have access to CCSS aligned instructional materials, instructional technology and other tools as needed both in the classroom and at home.	All	All		Increase number of technological devices purchased for students to use during daily instruction. Additional resources will be purchased for students' daily instruction. 95% of parents will report that their student has access to the instructional materials he/she needs including textbooks, technology and other resources.	Increase number of technological devices purchased for students to use during daily instruction. Additional resources will be purchased for students' daily instruction. 96% of parents will report that their student has access to the instructional materials he/she needs including textbooks, technology and other resources.	Increase number of technological devices purchased for students to use during daily instruction. Additional resources will be purchased for students' daily instruction. 98% of parents will report that their student has access to the instructional materials he/she needs including textbooks, technology and other resources.	State Priority Area 1 Basic Services District Strategic Goal Teachers will integrate instructional technology into their daily instruction to increase student engagement and learning.
1.3 Need: Ongoing maintenance and repairs of aging facilities that maintains the district standard. Current State: 95% of parent responders report that they	1.3 District will complete all necessary projects on schedule as outlined in the District's 25-Year Maintenance Plan.	All	All		100% of identified projects will be completed. 95% of parents will report that their school campus is	100% of identified projects will be completed. 96% of parents will report that their school campus is	100% of identified projects will be completed. 98% of parents will report that their school campus is	State Priority Area 1 Basic Services Local Guiding Principle #4 We take pride in our well-

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	
Strongly Agree/Agree that, "The school campus is clean and well cared for." Metrics: Progress on 25-year Maintenance Plan; Progress on Measure A project list; facilities plan; parent survey.					clean and well cared for.	clean and well cared for.	clean and well cared for.	maintained facilities. It is our responsibility to provide clean, safe and secure sites for the well-being of our students and staff.
1.4 Need: To keep our promise to our community regarding facility improvements on voter-approved Measure A projects. Current State: 100% of Measure A bond projects have been completed. Metrics: Bond Oversight Committee report, % of projects completed.	1.4 District will make progress on Measure A projects consistent with the voter-approved bond measure as funding allows.	All	All		100% of board approved projects will be completed.	100% of board approved projects will be completed.	100% of board approved projects will be completed.	State Priority Area 1 Basic Services Local Guiding Principle #4 We take pride in our well-maintained facilities. It is our responsibility to provide clean, safe and secure sites for the well being of our students and staff.
2.1 Need: Ongoing professional development, instructional support and collaborative planning time is needed for teachers to be prepared to effectively deliver CCSS	2.1 Build teacher capacity through ongoing professional development, instructional support and collaborative	All	All		95% of teachers will report they have participated in a minimum of three district sponsored	95% of teachers will report they have participated in a minimum of three district sponsored	95% of teachers will report they have participated in a minimum of three district sponsored	State Priority Area 2 Implementation of Common Core State Standards

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	
instruction. (stakeholder groups, parent surveys) Current State: 92% of teacher respondents Strongly Agree/Agree that, "My understanding of the Common Core State Standards has increased as a result of attending the Staff Development Day." 91% of teacher respondents Strongly Agree/Agree that, "As a result of attending the Staff Development Day, I feel better prepared to create and teach common core lessons." Metrics: Professional Development Plan and schedule for CCSS trainings; professional development teacher surveys.	planning time for all teachers.				CCSS professional development days. 93% of teachers will report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received.	CCSS professional development days. 95% of teachers will report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received.	CCSS professional development days. 98% of teachers will report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and support received.	Local District Strategic Goal All staff will demonstrate continuous improvement in job performance and effectiveness.
2.2 Need: Additional technology and training that supports common core instruction is needed for both teachers and students. (stakeholder groups, parent surveys) Current State: 100% of teacher respondents Strongly Agree/Agree that, "The technical training has made a significant impact on my	2.2 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction.	All	All		100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. Purchase of technological devices	100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. Purchase of technological devices	100% of teachers will report they have received training and support on new technology they have received to support CCSS instruction. Purchase of technological devices	State Priority Area 2 Implementation of Common Core State Standards Local District Strategic Goal Teachers will integrate instructional

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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instructional practice." Metrics: District Technology Plan; increased wireless access and number of technological devices for student use during daily instruction; teacher professional development surveys.					to support CCSS.	to support CCSS.	to support CCSS.	technology into their daily instruction to increase student engagement and learning.
2.3 Need: Additional instructional resources aligned to CCSS are needed to bridge the gap between current Board adopted textbooks and CCSS. (stakeholder groups, parent surveys) Current State: Teacher leadership survey indicates a need for supplemental CCSS aligned instructional resources. Metrics: Purchase or development of CCSS aligned supplemental instructional resources for teachers; teacher surveys.	2.3 Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.	All	All		Increase CCSS instructional materials purchased for teachers. Teachers will report newly purchased supplemental CCSS aligned materials meet their needs.	Increase CCSS instructional materials purchased for teachers. Teachers will report newly purchased supplemental CCSS aligned materials meet their needs.	Increase CCSS instructional materials purchased for teachers. Teachers will report newly purchased supplemental CCSS aligned materials meet their needs.	State Priority Area 2 Implementation of Common Core State Standards
2.4 Need: Parent education and training that promotes parents as partners who can support student learning at home. (stakeholder groups, parent surveys) Current State:	2.4 Provide CCSS educational opportunities for parents so that they feel comfortable and confident to support their students' learning at home.	All	All		Provide CCSS educational opportunities for parents. 85% of parents will report they are	10% increase in number of parents participating in parent workshops. 90% of parents will report they are	10% increase in number of parents participating in parent workshops. 95% of parents will report they are aware	State Priority Area 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.)
	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	
83% of parent responders Strongly Agree/Agree that, "I am aware of the new Common Core State Standards that are being used to guide instruction." Metrics: Number of parents who participate in CCSS parent workshops; parent surveys.					aware of the new CCSS on parent surveys.	aware of the CCSS on parent surveys.	of the CCSS on parent surveys.	
3.1 Need: Although many parents support their schools through participation in family nights and fundraising activities, it is difficult to engage parents as partners in school/district decision making. Parent stakeholders say lack of time and knowledge are the biggest obstacles. Parent stakeholders have specifically requested additional training on how to support their students at home with the new Common Core State Standards. (stakeholder groups, parent surveys) Current State: 93% of parent responders reported that they Strongly Agree/Agree that, "Parents and families are provided multiple opportunities to be involved in their child's educational experience." Current State:	3.1 Parents will be able and willing to provide input regarding district budget, student performance and school/district programs and activities.	All	All		94% of parents will report that they are provided multiple opportunities to be involved in their child's educational experience. 94% will report that they feel welcome and respected at their child's school. Parents will participate on school/ district advisory committees/councils. Evidence that demonstrates Year 1 of Family Engagement Plan has	95% of parents will report that they are provided multiple opportunities to be involved in their child's educational experience. 95% will report that they feel welcome and respected at their child's school Parents will participate on school/ district advisory committees/councils. Evidence that demonstrates Year 2 of Family Engagement Plan has	98% of parents will report that they are provided multiple opportunities to be involved in their child's educational experience. 98% will report that they feel welcome and respected at their child's school Parents will participate on school/ district advisory committees/councils. Evidence that demonstrates Year 3 of Family Engagement Plan has been	<u>State Priority Area 3</u> Parent Involvement <u>Local District Strategic Goal</u> Parents will support school programs and student learning in a variety of ways.

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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93% of all parent responders reported that they Strongly Agree/Agree that, "I feel welcome and respected at my child's school." Metrics: Parent surveys; parent participation; implementation of Family Engagement Plan.					been implemented.	been implemented.	implemented.	
3.2 Need: Although parents participate in several school sponsored events and committees, parents need to be engaged in ways that allow them to learn more about their school, how they can promote students' chances of success in school and develop parent leaders. Parent stakeholders have specifically requested on-going training in parent engagement that fosters student success in school and creates parent leaders. Metrics: Parent surveys, parent feedback from trainings, parent participation rates; implementation of the Family Engagement Plan.	3.2 Build parent capacity and participation through the implementation of the 18 principles of the Central School District Family Engagement Plan. Also see Goal 2.4	All	All		90% of the parents that participate in a parent education program will indicate that they have increased knowledge of their school and how they can help their child be more successful in school. 70% of the parents that participate in the parent education program will indicate that they are more likely to get involved with their schools and their child's education. Survey results will	90% of the parents that participate in a parent education program will indicate that they have increased knowledge of their school and how they can help their child be more successful in school. 80% of the parents that participate in the parent education program will indicate that they are more likely to get involved with their schools and their child's education. Survey results will	90% of the parents that participate in a parent education program will indicate that they have increased knowledge of their school and how they can help their child be more successful in school. 90% of the parents that participate in the parent education program will indicate that they are more likely to get involved with their schools and their child's education. Survey results will	State Priority Area 3 Parent Involvement Local District Strategic Goal Parent Involvement Parents will support school programs and student learning in a variety of ways

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<tr><td></td><td></td><td></td><td></td><td></td><td>indicate that parents have opportunities to serve in a parent leader capacity.

Evidence that demonstrates Year 1 of Family Engagement Plan has been implemented.</td><td>indicate that parents have opportunities to serve in a parent leader capacity.

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Evidence that demonstrates Year 3 of Family Engagement Plan has been implemented.</td><td></td></tr>
<tr><td>4.1
Need: For every student to have effective daily classroom instruction and extra support as needed to ensure their mastery of CCSS and the closing of the achievement gap.

Current State:<table><tr><th colspan="3">API</th></tr><tr><th></th><th>2009</th><th>2013</th></tr><tr><td>BEAR GULCH</td><td>760</td><td>821</td></tr><tr><td>CENTRAL</td><td>795</td><td>847</td></tr><tr><td>COYOTE CANYON</td><td>876</td><td>836</td></tr><tr><td>DONA MERCED</td><td>841</td><td>859</td></tr><tr><td>VALLE VISTA</td><td>862</td><td>857</td></tr><tr><td>CUCAMONGA MIDDLE SCHOOL</td><td>798</td><td>833</td></tr><tr><td>RUTH MUSSER MIDDLE SCHOOL</td><td>829</td><td>841</td></tr></table></td><td>4.1
All students will demonstrate continuous improvement in Common Core State Standards.</td><td>All</td><td>All</td><td></td><td>District benchmarks are developed for all grade levels in ELA and math.</td><td>Baseline data from new district benchmark assessments will be analyzed to develop school/grade level goals.</td><td>Students will meet proficiency goals on district benchmark assessments.</td><td><u>State Priority Area 4</u>
Pupil Achievement

<u>District Strategic Goal</u>
All students will demonstrate continuous improvement in core content standards.</td></tr>
</table>

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	
API 2009 / 2013 LEA-wide 820 / 840 Black or African American 788 / 790 Asian 889 / 918 Filipino 920 / 921 Hispanic or Latino 796 / 821 White 845 / 869 Socioeconomically Disadvantaged (SED) 778 / 813 English Learners (EL) 768 / 809 Students with Disabilities (SWD) 657 / 681 Metrics: Common assessments, district benchmarks, state assessments, AMAOs								
4.2 Need: Schools will meet district, state and federal achievement goals. Current State: Bear Gulch API BASE / GROWTH School- wide 821 / 821 Black or African American 783 / 771 Asian 878 / 953 Filipino - / - Hispanic or Latino 808 / 803 White 864 / 865 Socioeconomically Disadvantaged (SED) 803 / 807 English Learners (EL) 814 / 814 Students with Disabilities (SWD) 672 / 694	4.2 All schools will develop Single School Plans for Student Achievement that include school goals and action plans to address the needs of all students.	All	All		District benchmark data will be used to develop site goals and action plans for student achievement.	District benchmark data will be used to develop site goals and action plans for student achievement.	CAASPP baseline results and district benchmark data will be used to develop site goals and action plans for student achievement.	State Priority Area 4 Pupil Achievement District Guiding Principle We are committed to maintaining an excellent academic environment that provides quality instruction to all of our students, which will ensure that they meet federal, state and local standards.

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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Central API		
	BASE	GROWTH
School- wide	842	847
Black or African American	814	780
Asian	-	-
Filipino	-	-
Hispanic or Latino	824	830
White	863	885
Socioeconomically Disadvantaged (SED)	808	814
English Learners (EL)	831	806
Students with Disabilities (SWD)	683	697

Coyote Canyon API		
	BASE	GROWTH
School- wide	856	836
Black or African American	815	771
Asian	899	942
Filipino	949	960
Hispanic or Latino	842	803
White	876	894
Socioeconomically Disadvantaged (SED)	815	801
English Learners (EL)	856	839
Students with Disabilities (SWD)	771	691

Doña Merced API		
	BASE	GROWTH
School- wide	877	859
Black or African American	812	830
Asian	937	913
Filipino		
Hispanic or Latino	854	835
White	900	882
Socioeconomically Disadvantaged (SED)	846	838
English Learners (EL)	890	835
Students with Disabilities (SWD)	769	726

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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Valle Vista API

	BASE	GROWTH
School- wide	874	857
Black or African American		862
Asian		-
Filipino		-
Hispanic or Latino	849	840
White	884	874
Socioeconomically Disadvantaged (SED)	829	820
English Learners (EL)	824	826
Students with Disabilities (SWD)	758	770

Cucamonga Middle School API

	BASE	GROWTH
School- wide	822	833
Black or African American	756	774
Asian	865	902
Filipino	932	931
Hispanic or Latino	808	820
White	845	856
Socioeconomically Disadvantaged (SED)	795	808
English Learners (EL)	776	798
Students with Disabilities (SWD)	611	650

Ruth Musser Middle School API

	BASE	GROWTH
School- wide	843	841
Black or African American	839	802
Asian	926	907
Filipino	925	899
Hispanic or Latino	814	825
White	855	863
Socioeconomically Disadvantaged (SED)	812	815
English Learners (EL)	776	795
Students with Disabilities (SWD)	559	616

Metrics:
Achievement data and California performance indicators.

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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4.3 Need: English learners need to acquire English. Current State: 64% of English learners met State AMAO Target 1 making annual progress in learning English. 42% of English learners met state AMAO Target 2A and 52% of English learners met State AMAO Target 2B attaining English proficiency. Metrics: CELDT assessment results	4.3 English learners will meet or exceed State AMAO Target 1 and Targets 2A & 2B.	All	All		English learners will meet or exceed State AMAO Target 1 and Targets 2A & 2B.	English learners will meet or exceed State AMAO Target 1 and Targets 2A & 2B.	English learners will meet or exceed State AMAO Target 1 and Targets 2A & 2B.	State Priority Area 4 Pupil Achievement
5.1 Need: Continue to improve current student attendance rate. Current State:	5.1 Schools will implement strategies, programs and activities that encourage students to come to school on time every day.	All	All		School attendance rates will increase by .5%.	School attendance rates will be maintained.	Schools will maintain their attendance rate.	State Priority Area 5 Pupil Engagement District Goal Parents will support school programs and student learning in a variety of ways.

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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<table><tr><th>School Site</th><th colspan="3">Year-to-Date Average Attendance Rates</th></tr><tr><td></td><td>2010-11</td><td>2011-12</td><td>2012-13</td></tr><tr><td>Bear Gulch</td><td>96.05%</td><td>96.51%</td><td>96.07%</td></tr><tr><td>Central</td><td>96.59%</td><td>96.99%</td><td>96.33%</td></tr><tr><td>Coyote Canyon</td><td>96.35%</td><td>96.69%</td><td>96.09%</td></tr><tr><td>Doña Merced</td><td>96.89%</td><td>97.33%</td><td>97.08%</td></tr><tr><td>Valle Vista</td><td>96.12%</td><td>96.46%</td><td>96.43%</td></tr><tr><td>Cucamonga Middle</td><td>96.16%</td><td>96.70%</td><td>96.56%</td></tr><tr><td>Ruth Musser Middle</td><td>96.57%</td><td>96.71%</td><td>96.73%</td></tr></table> 94% of parent respondents Strongly Agree/Agree that, "Students are motivated to come to school on time every day." Metrics: School attendance rates, parent surveys, student surveys.								
5.2 Need: Focus on school connectedness; the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. (stakeholder groups and parent surveys) Current State: 84% of parent respondents Strongly Agree/Agree that, "My school offers a good mix of extra-curricular events and programs that help to make school a positive experience for children."	5.2 Schools will implement strategies, programs and activities that promote school connectedness in students.	All	All		88% of parent respondents will Strongly Agree/Agree that, "My school offers a good mix of extra-curricular events and programs that help to make school a positive experience for children." 95% of parent respondents will Strongly Agree/Agree	92% of parent respondents will Strongly Agree/Agree that, "My school offers a good mix of extra-curricular events and programs that help to make school a positive experience for children." 97% of parent respondents will Strongly Agree/Agree	95% of parent respondents will Strongly Agree/Agree that, "My school offers a good mix of extra-curricular events and programs that help to make school a positive experience for children." 98% of parent respondents will Strongly Agree/Agree	<u>State Priority Area 5</u> Pupil Engagement

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Year 1: 2014-15</th><th>Year 2: 2015-16</th><th>Year 3: 2016-17</th></tr>
<tr><td>94% of parent respondents Strongly Agree/Agree that, “Students are challenged to do their best at school.”

Metrics:
Parent surveys, student surveys</td><td></td><td></td><td></td><td></td><td>that, “Students are challenged to do their best at school.”</td><td>that, “Students are challenged to do their best at school.”</td><td>that, “Students are challenged to do their best at school.”</td><td></td></tr>
<tr><td>6.1
Need: School wide progressive discipline system at all schools that includes recognition and rewards for improvement and achievement and consistent consequences for inappropriate behavior. (stakeholder groups)

Current State:
<table><tr><th colspan="3">Suspension Rates</th></tr><tr><th rowspan="2">School/District/County/State</th><th colspan="2">Suspension Rate</th></tr><tr><th>2011-12</th><th>2012-13</th></tr><tr><td>Bear Gulch Elementary</td><td>0.7</td><td>1.2</td></tr><tr><td>Central Elementary</td><td>1.8</td><td>0.3</td></tr><tr><td>Coyote Canyon Elementary</td><td>0.8</td><td>2.1</td></tr><tr><td>Cucamonga Middle</td><td>11.0</td><td>9.2</td></tr><tr><td>Doña Merced Elementary</td><td>1.5</td><td>0.8</td></tr><tr><td>Ruth Musser Middle</td><td>5.4</td><td>5.2</td></tr><tr><td>Valle Vista Elementary</td><td>1.1</td><td>1.1</td></tr><tr><td>Central School District (all)</td><td>3.9</td><td>3.4</td></tr><tr><td>San Bernardino County</td><td>7.3</td><td>6.0</td></tr><tr><td>State of California</td><td>5.7</td><td>5.1</td></tr></table>Current State:</td><td>6.1
Schools will develop, implement, communicate and annually evaluate a school wide discipline plan.</td><td>All</td><td>All</td><td></td><td>Schools will maintain their current expulsion rates.

Elementary schools will maintain or decrease their current suspension rates.

Middle Schools will demonstrate a 2% decrease in suspension rates.

Schools will see a 5% increase in students being recognized and rewarded for improvement and achievements.</td><td>Schools will maintain their current expulsion rates.

Elementary schools will maintain or decrease their current suspension rates.

Middle Schools will demonstrate a 2% decrease in suspension rates.

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Elementary schools will maintain or decrease their current suspension rates.

Middle Schools will demonstrate a 2% decrease in suspension rates.

Schools will see a 5% increase in students being recognized and rewarded for improvement and achievements.</td><td>State Priority Area 6
School Climate</td></tr>
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Expulsion Rates School/District/County/State / Expulsion Rate 2011-12 / 2012-13 Bear Gulch Elementary 0.0 0.0 Central Elementary 0.0 0.0 Coyote Canyon Elementary 0.0 0.0 Cucamonga Middle 0.1 0.0 Doña Merced Elementary 0.0 0.0 Ruth Musser Middle 0.0 0.1 Valle Vista Elementary 0.0 0.0 Central School District (all) 0.0 0.0 San Bernardino County 0.2 0.2 State of California 0.1 0.1 Metrics: School policy in school handbooks; schedules of recognition activities; school suspension/expulsion rates.								
6.2 Need: Continued planning, programs and employee training in school safety. (stakeholder groups, parent surveys) SCS Risk Management Safety Review has been evaluated and projects have been prioritized. Current State: 94% of parent respondents Strongly Agree/Agree that, "Students are safe at school."	6.2 Schools will develop, implement, communicate and annually evaluate and update a school wide safety plan.	All	All		Schools will demonstrate progress on Status 1 recommendations from their SCS Risk Management School Safety Survey. Maintain or increase number of employee meetings/trainings that promote school safety.	Schools will demonstrate progress on Status 2 recommendations from their SCS Risk Management School Safety Survey. Maintain or increase number of employee meetings/trainings that promote school safety.	Schools will demonstrate progress on Status 3 recommendations from their SCS Risk Management School Safety Survey. Maintain or increase number of employee meetings/trainings that promote school safety.	<u>State Priority Area 6</u> School Climate <u>District Goal</u> The district will ensure schools are clean, well-maintained and secure.

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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Metrics: Number of school safety meetings and trainings, parent surveys; progress on SCS Risk Management School Safety Survey recommendations.					95% of parents will report that they believe students are safe at school on parent survey.	95% of parents will report that they believe students are safe at school on parent survey.	95% of parents will report that they believe students are safe at school on parent survey.	
6.3 Need: Focus on school connectedness; the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. (stakeholder groups, parents surveys) Current State: 95% of parent respondents Strongly Agree/Agree that, "I feel comfortable initiating discussion and staff is attentive to the social and emotional needs and my child is happy." Metrics: Parent surveys; student surveys	6.3 Schools will implement strategies, programs and activities that promote school connectedness in students.	All	All		95% of parents will report they feel comfortable initiating discussion with their child's teacher regarding academic, behavior or social concerns. 95% of parents will report that school staff is attentive to the social and emotional needs of students. 95% of students and parents will report students are happy at school.	95% of parents will report they feel comfortable initiating discussion with their child's teacher regarding academic, behavior or social concerns. 95% of parents will report that school staff is attentive to the social and emotional needs of students. 95% of students and parents will report students are happy at school.	97% of parents will report they feel comfortable initiating discussion with their child's teacher regarding academic, behavior or social concerns. 97% of parents will report that school staff is attentive to the social and emotional needs of students. 97% of students and parents will report students are happy at school.	State Priority Area 6 School Climate
6.4 Need: Continue with implementing positive behavior interventions before suspension/expulsion.	6.4 Schools will ensure that students will be given	All	All		District will maintain their current expulsion rates.	District will maintain their current expulsion rates.	Schools will maintain their current expulsion rates.	State Priority Area 6 School Climate

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	
Expulsion Rates School/District/County/State / Expulsion Rate 2011-12 / 2012-13 Bear Gulch Elementary 0.0 0.0 Central Elementary 0.0 0.0 Coyote Canyon Elementary 0.0 0.0 Cucamonga Middle 0.1 0.0 Doña Merced Elementary 0.0 0.0 Ruth Musser Middle 0.0 0.1 Valle Vista Elementary 0.0 0.0 Central School District (all) 0.0 0.0 San Bernardino County 0.2 0.2 State of California 0.1 0.1 Metrics: District Suspension/Expulsion rates	appropriate positive behavioral interventions before being suspended whenever possible.				District will reduce number of suspensions for defiance by 5%.	District will reduce number of suspensions for defiance by 5%.	District will reduce number of suspensions for defiance by 5%.	
7.1 Need: Parent surveys and stakeholder input indicates a need for access to a broad course of study including visual and performing arts, health, technology and foreign language Current State: All students have access to core subject areas including English Language Arts, social studies, science, math and physical education. 87% of parent respondents Strongly Agree/Agree that, "I am happy with the additional programs available for my student."	7.1 Ensure that students have access to a broad course of study, including visual and performing arts, health, technology and foreign language as appropriate.	All	All		All students will have access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 as described in Education Code Sections 51210 & 51220 as applicable. Baseline data will be collected to develop goals based on parent response to the survey question,	All students will have access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 as described in Education Code Sections 51210 & 51220 as applicable. Goals will be developed based on previous data in response to, "My student has access to	All students will have access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 as described in Education Code Sections 51210 & 51220 as applicable. Goals will be developed based on previous data in response to, "My student has access to	State Priority Area 7 Course Access District Strategic Goal: School programs and classroom instruction will support the intellectual, character, social, emotional and physical development of students.

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	
Metrics: Middle school master schedule and parent surveys					"My student has access to a broad course of study that includes English Language Arts, social studies, science, math, physical education, visual and performing arts, health, technology and foreign language (middle school).	a broad course of study that includes English Language Arts, social studies, science, math, physical education, visual and performing arts, health, technology and foreign language (middle school) .	a broad course of study that includes English Language Arts, social studies, science, math, physical education, visual and performing arts, health, technology and foreign language (middle school) .	
8.1 Need: The Inland Empire has the greatest percentage of adults and children with diabetes of all counties in California. All stakeholder groups have indicated that there is a need to promote and support a healthy lifestyle for children and adults. Current State: 86% of parent responders report they Strongly Agree/Agree that, "School site provides programs, services and opportunities that promote student health and wellness. Metrics: physical education test results, student and parent feedback, implementation of Wellness Plan,	8.1 School and departments will provide wellness programs and activities that promote and support a healthy lifestyle.	All	All		90% of parents will report that the school provides program, services and opportunities that promote student health and wellness. Evidence that demonstrates that Year 1 of the District Wellness Plan has been implemented. Employee participation rates in wellness plans and	93% of parents will report that the school provides program, services and opportunities that promote student health and wellness. Evidence that demonstrates that Year 2 of the District Wellness Plan has been implemented. Employee participation rates in wellness plans and	95% of parents will report that the school provides program, services and opportunities that promote student health and wellness. Evidence that demonstrates that Year 3 of the District Wellness Plan has been implemented. Employee participation rates in wellness plans and programs will increase	<u>State Priority Area 8</u> Other Student Outcomes <u>District Strategy</u> School programs and classroom instruction will support the intellectual, character, social, emotional and physical development of students.

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	
participate rates					programs will increase by 10%.	programs will increase by 5%.	by 5%.	
8.2 Need: Parent survey results and staff feedback indicate a need to better address the social and emotional needs of students. Current State: 86% of parent responders report they Strongly Agree/Agree that, "The staff are attentive to the social and emotional needs of students." Metrics: Parent surveys, logs of services, implementation of Wellness Plan	8.2 The social and emotional needs of all students will be met.	All	All		90% of parents will report that the social and emotional needs of their students are being met. Evidence of increased services that address the social and emotional needs of students will be documented.	93% of parents will report that the social and emotional needs of their students are being met. Evidence of increased services that address the social and emotional needs of students will be documented.	95% of parents will report that the social and emotional needs of their students are being met. Evidence of increased services that address the social and emotional needs of students will be documented.	State Priority Area 8 Other Student Outcomes
8.3 Need: Students will meet physical fitness requirement on state physical fitness tests. Current State:	8.3 All students will make progress toward the physical fitness requirements set by California for grades 5 and 7.	All	All		66% of 5th and 73% of 7th grade students will score in the Healthy Fitness Zone on five or more physical fitness tests as measured by state test.	68% of 5th and 74% of 7th grade students will score in the Healthy Fitness Zone on five or more physical fitness tests as measured by state test.	70% of 5th and 75% of 7th grade students will score in the Healthy Fitness Zone on five or more physical fitness tests as measured by state test.	State Priority Area 8 Other Student 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<table><tr><th># Of Physical Fitness Areas Meeting the Healthy Fitness Zone</th><th># Of Students in Gr. 5</th><th>Cumulative % in Gr. 5</th><th># Of Students in Gr. 7</th><th>Cumulative % in Gr. 7</th></tr><tr><td>6 of 6 PF Standards</td><td>218</td><td>42.7</td><td>276</td><td>49.3</td></tr><tr><td>5 of 6 PF Standards</td><td>117</td><td>65.6</td><td>127</td><td>72.0</td></tr><tr><td>4 of 6 PF Standards</td><td>98</td><td>84.8</td><td>91</td><td>88.2</td></tr><tr><td>3 of 6 PF Standards</td><td>58</td><td>96.2</td><td>52</td><td>97.5</td></tr><tr><td>2 of 6 PF Standards</td><td>15</td><td>99.1</td><td>13</td><td>99.8</td></tr><tr><td>1 of 6 PF Standards</td><td>2</td><td>99.5</td><td>1</td><td>100.0</td></tr><tr><td>0 of 6 PF Standards</td><td>3</td><td>100.0</td><td>0</td><td>100.0</td></tr><tr><td>Total Tested</td><td>511</td><td>n/a</td><td>560</td><td>n/a</td></tr></table> Metrics: State Physical Education results								
9.1 Need: Low income students experience an educational achievement gap. Metrics: Common assessments, benchmark assessments	The educational outcomes of low income students will mirror that of the general student population.	Low income students	All		The academic gap between low income students and the general student population will decrease by 10%.	The academic gap between low income students and the general student population will decrease by 10%.	The academic gap between low income students and the general student population will decrease by 10%.	<u>State Priority Area 4</u> Student Achievement <u>District Guiding Principal</u> Student Performance: We are committed to maintaining an excellent academic environment that provides quality instruction to all of our students, which will ensure that they meet federal, state and local standards.

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	
9.2 Need: English Learners experience an educational achievement gap. Metrics: CELDT assessment results, common assessments, benchmark assessments and state assessments	The educational outcomes of English Learners will mirror that of the general student population.	English Learners	All		The academic gap between English Learners and the general student population will decrease by 10%.	The academic gap between English Learners and the general student population will decrease by 10%.	The academic gap between English Learners and the general student population will decrease by 10%.	State Priority Area 4 Student Achievement
9.3 Need: Foster youth experience an educational achievement gap. Metrics: Common assessments, benchmark assessments and state assessments, student climate surveys	The educational outcomes of foster youth will mirror that of the general student population.	Foster Youth	All		The academic gap between foster youth and the general student population will decrease by 10%.	The academic gap between foster youth and the general student population will decrease by 10%.	The academic gap between foster youth and the general student population will decrease by 10%.	State Priority Area 4 Student Achievement
9.4 Need: Redesignated fluent English proficient students require monitoring to ensure continued academic proficiency. Metrics: District monitoring tool, common assessments, benchmark assessments, state assessments	The educational outcomes of English Learners will continue to mirror that of the general student population.	Redesignated fluent English Learners	All		The academic achievement of Redesignated English Learners will continue to mirror that of the general student population.	The academic achievement of Redesignated English Learners will continue to mirror that of the general student population.	The academic achievement of Redesignated English Learners will continue to mirror that of the general student population.	State Priority Area 4 Student Achievement

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**
1.1 All teachers will be appropriately credentialed, assigned and trained to meet the diverse needs of the students they teach.	State Priority 1	All teachers interviewed and ultimately hired will have appropriate credential/certification.	LEA		Appropriately credentialed/certified teachers will be hired. $5,000 (Base Grant)	Appropriately credentialed/ certified teachers will be hired. $5,000 (Base Grant)	Appropriately credentialed/ certified teachers will be hired. $5,000 (Base Grant)
1.1		All teachers will be appropriately assigned to students they are credentialed to teach.	LEA		All teachers will be appropriately assigned. $19,038,504 (Base Grant, Title I, Title II, SpEd, EIA)	All teachers will be appropriately assigned. $19,038,504 (Base Grant, Title I, Title II, SpEd, EIA)	All teachers will be appropriately assigned. $19,038,504 (Base Grant, Title I, Title II, SpEd, EIA)
1.1		Hire BTSA Coordinator and Support Providers for Participating Teachers.	LEA		BTSA Coordinator manages the district BTSA program. Support Providers provide formative assessment. $15,000 (Base Grant)	BTSA Coordinator manages the district BTSA program. Support Providers provide formative assessment. Cost dependent on COE fee. (Base Grant)	BTSA Coordinator manages the district BTSA program. Support Providers provide formative assessment. Cost dependent on COE fee. (Base Grant)

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
1.1		Provide professional development for BTSA Support Providers.	LEA		Support providers participate in RIMS BTSA professional development. 3 sub days x 18 teachers = $7,020 (Base Grant)	Support providers participate in RIMS BTSA professional development. Cost dependent on COE fee. (Base Grant)	Support providers participate in RIMS BTSA professional development. Cost dependent on COE fee. (Base Grant)
1.1		Hire PAR teacher to support experienced teachers referred to the Peer Assistance and Review program.	LEA		PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)	PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)	PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)
1.1		Quality substitute teachers are recruited and trained to provide effective instruction in 21st Century Classrooms.	LEA		Recruit and train substitutes in providing effective instruction. $6,500 (Base Grant)	Recruit and train substitutes in providing effective instruction. $6,500 (Base Grant)	Recruit and train substitutes in providing effective instruction. $6,500 (Base Grant)
1.1		District Professional Development Plan is annually developed, implemented and evaluated to ensure teachers are trained in district goal areas. (Please see Goal 2.1)	LEA		Professional development plan is annually revised and implemented. $1,000 (Base Grant)	Professional development plan is annually revised and implemented. $1,000 (Base Grant)	Professional development plan is annually revised and implemented. $1,000 (Base Grant)
1.2 All students have access to CCSS aligned instructional materials, instructional	State Priority 1	Purchase additional CCSS aligned instructional materials to bridge the gap as outlined in Priority Area 2.	LEA		Purchase supplemental instructional materials in ELA and math. $100,000 (Common Core Funding)	Purchase supplemental instructional materials in ELA and math. $100,000 (Pending Common Core Funding)	Purchase supplemental instructional materials in ELA and math. $100,000 (Pending Common Core Funding)

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
technology and other tools as needed in the classroom and at home.							
1.2		Develop 5-year technology plan for district, including policies and procedures for student use in the classroom.	LEA		See Priority Area 2 Cost included in 2.2	See Priority Area 2 Cost included in 2.2	See Priority Area 2 Cost included in 2.2
1.2		Increase student access to instructional technology as outlined in Priority Area 2.	LEA		See Priority Area 2 Cost included in 2.2	See Priority Area 2 Cost included in 2.2	See Priority Area 2 Cost included in 2.2
1.3 District will complete all necessary projects on schedule as outlined in the District's 25-Year Maintenance Plan.	State Priority 1	Interior and exterior of sites noted on 25-year plan will be evaluated to determine if painting is necessary.	LEA		Doors and door jams at Central, Coyote Canyon and Ruth Musser Middle School will be painted. ($14,860 – deferred maintenance/ general fund; basic grant)	Wood, metal, doors and door jams at Cucamonga Middle School will be painted. ($9,810 – deferred maintenance/general fund; basic grant)	Doors and door jams at Bear Gulch, Doña Merced and Valle Vista will be painted. ($8,190 – deferred maintenance/general fund; basic grant)
1.3		Asphalt areas at all sites noted on 25-year plan will be evaluated to determine if specific areas need to be re-sealed or removed and replaced.	LEA		Asphalt areas at Bear Gulch, Central, Cucamonga Middle School, Ruth Musser Middle School and Valle Vista will be sealed and restriped. Upper parking lot at	Fire lane and basketball courts at Cucamonga Middle School and the playground area at Central will be removed and replaced.	Basketball playground area at Doña Merced will be removed and replaced. All other areas at Doña Merced, the Kindergarten area at Central, and the parking lot 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
					Valle Vista and bus loop at Cucamonga Middle School will be removed and replaced. ($50,350 – deferred maintenance/ general fund; basic grant)	($67,070 – deferred maintenance/general fund; basic grant)	playground area at Coyote Canyon will be re-sealed and restriped. ($57,060 – deferred maintenance/general fund; basic grant)
1.3		Roofs on all district-owned buildings noted on 25-year plan will be inspected to determine need to repair/replace.	LEA		Six buildings at Ruth Musser Middle School and Rooms 8-12 at Bear Gulch will be re-roofed. ($80,950 – deferred maintenance/ general fund; basic grant)	Rooms 31-39 at Central, Rooms K1-6 and 16-21 at Valle Vista will be re-roofed. ($75,230 – deferred maintenance/ general fund; basic grant)	Vogel, Administration and MPR buildings at Cucamonga Middle School, Rooms 7-15 at Valle Vista and Garner wing at Doña Merced will be re-roofed. ($91,460 – deferred maintenance/ general fund; basic grant)
1.3		Plumbing at all sites noted on 25-year plan will be evaluated to determine need.	LEA		Replace or coat pipes at Central and Cucamonga Middle School. ($8,870 – deferred maintenance/ general fund; basic grant)	Replace angle stops at Cucamonga Middle School. ($3,270 – deferred maintenance/ general fund; basic grant)	Seal boiler at Ruth Musser Middle School. ($1,910 – deferred maintenance/ general fund; basic grant)
1.3		Electrical and communications systems noted on 25-year plan will be evaluated to determine need.	LEA		Replace telecenter (VOIP) and fire alarm control panel at Cucamonga Middle School. ($19,970 – deferred maintenance/ general fund; basic grant)	Replace telecenter (VOIP) at Coyote Canyon. ($19,620 – deferred maintenance/ general fund; basic grant)	Replace telecenter (VOIP) at Valle Vista. ($16,380 – deferred maintenance/ general fund; basic grant)

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
1.3		Replace approximately 158 HVAC units that are 25+ years or older.	LEA		Replace up to 53 units by site as funds allow. ($1,325,000 – construction, facilities, and Prop 39 Clean Energy & Jobs Act funds)	Replace up to 53 units by site as funds allow. ($1,325,000 – construction, facilities, and Prop 39 Clean Energy & Jobs Act funds)	Replace up to 52 units by site as funds allow. ($1,300,000 – construction, facilities, and Prop 39 Clean Energy & Jobs Act funds)
1.4 District will make progress on Measure A projects consistent with the voter-approved bond measure as funding allows.	State Priority 1	Update on 2008 Bond overview and status will be presented to Bond Oversight Committee and Board of Trustees.	LEA		Presentation to Bond Oversight Committee and Board of Trustees. $100 (Base Grant)	Presentation to Bond Oversight Committee and Board of Trustees. $100 (Base Grant)	Presentation to Bond Oversight Committee and Board of Trustees. $100 Costs for Years 2 & 3 to be determined based on Year 1 findings. (Base Grant)
1.4		Financial advisors will present Long-Term School Facilities Funding Program including Local G.O. Bond Funding Component under new AB 182 Bond issuance parameters to Board of Trustees.	LEA		Presentation of Long Term Schools Facility Program. Costs included in 1.4	Presentation of Long Term Schools Facility Program. Costs Included in 1.4	Presentation of Long Term Schools Facility Program. Cost included in 1.4
1.4		Master Facilities Plan will be updated to reflect current facility needs.	LEA		Update Master Facilities Plan. $85,000 (Fund 25)		
2.1 Build teacher capacity through ongoing professional	State Priority 2	Develop and implement annual Professional Development Plan and schedule.	LEA		District professional development plan will be updated and implemented annually. Cost included in 2.1	District professional development plan will be updated and implemented annually. Cost included in 2.1	District professional development plan will be updated and implemented annually. Cost included in 2.1

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
development, instructional support and collaborative planning time for all teachers.							
2.1		All teacher trainings will provide professional development in district "Non- Negotiable" goal areas. • High levels of learning for all students • Relevant professional development and effective collaboration • Effective use of formative and summative assessment data • Research-based instructional strategies	LEA		Training will be provided on "non-negotiable goal" areas during all professional development offerings. $2,700 (Base Grant)	Training will be provided on "non-negotiable goal" areas during all professional development offerings. $2,700 (Base Grant)	Training will be provided on "non-negotiable goal" areas during all professional development offerings. $2,700 (Base Grant)
2.1		Hire 1.5 Teachers on Assignment (TOA) to provide professional development and instructional support to teachers as they implement CCSS in their classrooms.	LEA		TOAs will provide professional development and collaborative coaching throughout the year. 1.5 FTE teacher salaries = $140,000 (Base Grant)	TOAs will provide professional development and collaborative coaching throughout the year. 1.5 FTE teacher salaries = $140,000 (Base Grant)	TOAs will provide professional development and collaborative coaching throughout the year. 1.5 FTE teacher salaries = $140,000 (Base Grant)
2.1		Hire one half time TOA to support veteran teachers who are referred to PAR.	LEA		PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)	PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)	PAR teacher works with referred teachers. .5 teacher salary = $43,118 (Base Grant)

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
2.1		Provide days for course planners to compile resources for CCSS units.	LEA		Collaboration time for course planners to compile resources for CCSS units. 3 days substitutes x ($130) = $390 $390 x 30 teachers =$11,700 (Common Core Funding)	Collaboration time for course planners to revise resources for CCSS units. 3 days substitutes x ($130) = $390 $390 x 30 teachers =$11,700 (Base Grant)	*N/A*
2.1		Provide two days for Common Core Steering Committee to develop district CCSS training modules.	LEA		Sub-Committee development of CCSS training modules. 2 days substitutes x ($130) = $260 $260 x 10 teachers = $2,600 (Common Core Funding)	*N/A*	*N/A*
2.1		Provide CCSS math professional development.	LEA		Up to 3 days substitutes x ($130) = $390 $390 x 145 teachers = $56,500 (Common Core Funding)	2 days substitutes x ($130) = $260 $260 x 180 teachers = $46,800 (Base Grant)	2 days substitutes x ($130) = $260 $260 x 180 teachers =$46,800 (Base Grant)
2.1		Provide CCSS ELA professional development for K-6.	LEA		2 days substitutes x ($130) = $260 $260 x 123 teachers = $31,980 (Common Core Funding)	2 days substitutes x ($130) = $260 $260 x 123 teachers = $31,980 (Base Grant)	2 days substitutes x ($130) = $260 $260 x 123 teachers = $31,980 (Base Grant)

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
2.1		Continue Expository Reading and Writing Curriculum training for all 7th and 8th grade ELA teachers.	LEA		2 days substitutes x ($130) = $260 $260 x 24 teachers = $6,240 (Common Core Funding)	2 days substitutes x ($130) = $260 $260 x 24 teachers =$6,240 (Base Grant)	2 days substitutes x ($130) = $260 $260 x 24 teachers = $6,240 (Base Grant)
2.1		Teachers will collaborate to plan CCSS instruction.	LEA		District professional development days (No additional expenditures.)	District professional development days (No additional expenditures.)	District professional development days (No additional expenditures.)
2.1		Utilize late start Fridays for middle school PLC articulation.	LEA		PLC meetings Costs included in 1.1	PLC meetings Costs included in 1.1	PLC meetings Costs included in 1.1
2.1		Utilize modified Wednesdays for elementary school PLC articulation.	LEA		PLC meetings Costs included in 1.1	PLC meetings Costs included in 1.1	PLC meetings Costs included in 1.1
2.1		Develop and implement professional development plan for administrators.	LEA		Professional development will be embedded in monthly ITeam meetings. Costs included in 1.1	Professional development will be embedded in monthly ITeam meetings. Costs included in 1.1	Professional development will be embedded in monthly ITeam meetings. Costs included in 1.1
2.1		Special education teams (teachers and paraeducators) participate in specialized SELPA Intensive Behavior Team training for SWD.	LEA		Registration for 10 teachers = $3,500 5 days substitutes = $6,500 (Common Core Funding)	*N/A*	*N/A*
2.1		Provide CCSS professional development to middle school science, social studies, PE and elective teachers.	LEA		2 days substitutes X 130 = $260 $260 X 25 = $6,500 (Common Core Funding)	2 days substitutes X 130 = $260 $260 X 25 = $6,500 (Base Grant)	2 days substitutes X 130 = $260 $260 X 25 = $6,500 (Base Grant)

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
2.1		Strategies to support English learners will be embedded in professional development and teacher collaboration.	LEA		District professional development days. Costs included in 1.1	District professional development days. Costs included in 1.1	District professional development days. Costs included in 1.1
2.1		Provide two days collaboration for GATE teachers.	LEA		Professional development days. 2 days substitutes x ($130) = $260 $260 x 32 teachers = $8,320 (Base Grant)	Professional development days. 2 days substitutes x ($130) = $260 $260 x 32 teachers = $8,320 (Base Grant)	Professional development days. 2 days substitutes x ($130) = $260 $260 x 32 teachers = $8,320 (Base Grant)
2.1		Participants evaluate all professional development sessions.	LEA		Utilize survey data to refine professional development. $300 (Survey Monkey) (Base Grant)	Utilize survey data to refine professional development. $300 (Survey Monkey) (Base Grant)	Utilize survey data to refine professional development. $300 (Survey Monkey) (Base Grant)
2.1		Provide training for child care employees in strategies to support students in CCSS in the after-school program	LEA		Survey child care employees to determine need for and level of training. Disseminate information about CCSS to child care employees. Costs included in 2.1	Provide training for child care employees on CCSS and strategies they can use to support their students. Cost dependent on survey results. (Base Grant)	Revise training based on current levels of understanding and child care employee needs. Adopt a train the trainer model using veteran employees to train new child care employees. (No additional expenditures.)
2.2 Increase student engagement and learning of CCSS through the effective	State Priority 2	Maintain District Technology Team.	LEA		District Technology Team meetings – 5 days = $4,550 (Base Grant)	District Technology Team meetings – 5 days = $4,550 (Base Grant)	District Technology Team meetings – 5 days = $4,550 (Base Grant)

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
use of technology in daily instruction.							
2.2		Develop 5-year technology plan for district.	LEA		District Technology Team will develop 5-year District Technology Plan Costs included in 2.2	District Technology Plan will be implemented. Costs included in 2.2	District Technology Plan will be implemented. Costs included in 2.2
2.2		Complete computer lab projects as promised in Measure A ballot statement.	LEA		Upgrade computer labs. (Pending available funding through Measure A)	Upgrade computer labs. (Pending available funding through Measure A)	Upgrade computer labs. (Pending available funding through Measure A)
2.2		Provide additional wireless access in classrooms.	LEA		Increase wireless access in classrooms. 18 access points X $2,500 = $45,000 (Common Core Funding)	Increase wireless access in classrooms. 18 access points X $2,500 = $45,000 (Pending available funding)	Increase wireless access in classrooms. 18 access points X $2,500 = $45,000 (Pending available funding)
2.2		Increase number of devices for student use annually.	LEA		Increase number of mobile student devices by 25%. 100 x $800 = $80,000 (Common Core Funding)	Increase number of student devices. 400 x $900 = $360,000 (Pending available funding)	Increase number of student devices. 100 x $1,000 = $100,000 (Pending available funding)
2.2		Provide teacher training in effective use of 1:1 technology in daily classroom to support implementation of CCSS.	LEA		Teachers on assignment will develop training modules for effective use of 1:1 technology. Costs included in 2.1	Training will be provided on effective use of 1:1 District staff development days. Costs included in 2.1	Ongoing classroom coaching utilizing Teachers on Assignment. Costs included in 2.1

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
2.2		Provide district 21st Century Classroom training to newly hired teachers.	LEA		3 days professional development. Cost dependent on number of new teachers. $2,600 (Base Grant)	3 days professional development. Cost dependent on number of new teachers. $2,600 (Base Grant)	3 days professional development. Cost dependent on number of new teachers. $2,600 (Base Grant)
2.2		Develop technology scope and sequence that supports CCSS instruction.	LEA		District Technology Team will develop scope and sequence to support CCSS instruction. Costs included in 2.2	Teachers receive training on district technology scope and sequence. Costs included in 2.2	Technology scope and sequence implementation K–8. Costs included in 2.2
2.2		Provide grade level appropriate explicit instruction on digital citizenship.	LEA		District Technology Team and Teachers on Assignment develop training modules focusing on digital citizenship. Costs included in 2.2	Teachers receive training on explicit instruction for digital citizenship. Costs included in 2.2	Teachers implement explicit instruction on digital citizenship. Costs included in 2.2
2.2		Provide additional technical support.	LEA		Hire additional technician to support 21st Century classrooms and student devices - $69,848 (Base Grant)	Hire additional technician to support 21st Century classrooms and student devices - $69,848 (Base Grant)	Hire additional technician to support 21st Century classrooms and student devices - $69,848 (Base Grant)
2.2		Increase technical support at each site.	LEA		N/A	Evaluate need for additional site support. (No additional expenditures.)	Hire additional technician to support 21st Century class-rooms and student devices - $48,000 (Pending available funding)

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
2.2		Provide professional development for effective technology in lab setting.	LEA		Teachers on Assignment develop training modules for effective use of technology in lab setting. Costs included in 2.2	Teachers on Assignment train teachers using modules for effective use of technology in lab setting. District staff development days. Costs included in 2.2	Teachers on Assignment train newly hired teachers using modules for effective use of technology in lab setting. District staff development days. Costs included in 2.2
2.2		Standardize electronic grading at elementary schools.	LEA		PLC Guiding Coalitions and District Technology Team will develop district electronic grading policy. PLC cost – 37 teachers X 2 days @ $130/day = $9,620	Standardized electronic grading will be implemented in grades 3–5 utilizing district data management system. (No additional expenditures.)	*N/A*
2.3 Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.	State Priority 2	Teachers implement grade level CCSS units.	LEA		Course planners revise units. 2 days substitutes = $7,280 (Common Core Funding) Teachers collaborate to plan CCSS units. District Staff Development Days. Costs included in 1.1	Teachers revise and implement CCSS units. District Staff Development Days. Costs included in 1.1	Teachers review and implement CCSS units as needed. District Staff Development Days. Costs included in 1.1

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2.3		Teachers will provide opportunities for students to utilize 21st Century skills: • Communication • Collaboration • Critical Thinking • Creativity	LEA		Teachers will embed 21st Century skill in daily instruction. Costs included in 1.1	Teachers will embed 21st Century skill in daily instruction. Costs included in 1.1	Teachers will embed 21st Century skill in daily instruction. Costs included in 1.1
2.3		Supplemental CCSS resources are provided to support CCSS instructional units.	LEA		Additional resources = $100,000 (Sec. 1.2) (Common Core Funding)	Additional resources to support CCSS. $100,000 (Pending Common Core Funding)	Additional resources to support CCSS. $100,000 (Pending Common Core Funding)
2.3		CCSS units are electronically stored and shared.	LEA		Units are posted on district FTP. (No additional expenditures.)	Units are posted on district FTP. (No additional expenditures.)	Units are posted on district FTP. (No additional expenditures.)
2.3		Special Ed teachers will align goals with CCSS.	LEA		IEP teams will identify CCSS standards to meet IEP goals. Costs included in 1.1	IEP teams will identify CCSS standards to meet IEP goals. Costs included in 1.1	IEP teams will identify CCSS standards to meet IEP goals. Costs included in 1.1
2.3		Develop or purchase district writing curriculum.	LEA		District writing committee formed to evaluate current writing programs and to research effective programs. 4 days substitutes = $21,840 (Base Grant)	District PLC Guiding Coalition will evaluate and select writing program. 2 days substitutes = $10,240 (Base Grant)	Teachers on Assignment train teachers on new writing program. 1 day substitute X 150 teachers = $19,500 (Base Grant)
2.3		Utilize CCSS common assessments.	LEA		Teachers will use SBAC and/or district CCSS interim assessments to monitor student progress. Costs included in 1.1	Teachers will use SBAC and/or district CCSS interim assessments to monitor student progress. Costs included in 1.1	Teachers will use SBAC and/or district CCSS interim assessments to monitor student progress. Costs included in 1.1

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)?		
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2.4 Provide CCSS educational opportunities for parents so that they feel comfortable and confident to support their students' learning at home.	State Priority 3	Develop parent training modules to be presented at all school sites.	LEA		District team will develop additional CCSS parent education modules. $1,000 (Common Core Funding)	District team will develop additional CCSS parent education modules. $1,000 (Base Grant)	District team will develop additional CCSS parent education modules. $1,000 (Base Grant)
2.4		Conduct a minimum of two district parent trainings.	LEA		District will provide CCSS training for parents using district developed training modules. (No additional expenditures.)	District will provide CCSS training for parents using district developed training modules. (See Goal 2.1) (No additional expenditures.)	District will provide CCSS training for parents using district developed training modules. (See Goal 2.1) (No additional expenditures.)
2.4		Provide parent education classes to support student success with CCSS.	LEA		All sites will conduct a minimum of 3 parent education classes designed to support parents in supporting students' academic success. (Site budgets as needed.)	All sites will conduct a minimum of 3 parent education classes designed to support parents in supporting students' academic success. (Site budgets as needed.)	All sites will conduct a minimum of 3 parent education classes designed to support parents in supporting students' academic success. (Site budgets as needed.)
2.4		CCSS information sheet handed out at Back to School Nights.	LEA		Updated CCSS information sheet presented to parents annually. $500 (Base Grant)	Updated CCSS information sheet presented to parents annually. $500 (Base Grant)	Updated CCSS information sheet presented to parents annually. $500 (Base Grant)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2.4		School newsletters communicate information about CCSS through school year.	LEA		Site newsletters continue to feature information about CCSS. $500 (Base Grant)	Site newsletters continue to feature information about CCSS. $500 (Base Grant)	Site newsletters continue to feature information about CCSS. $500 (Base Grant)
2.4		Provide parents opportunity to take SBAC practice test.	LEA		School computer labs are made available for parents to participate in SBAC practice test 3 times/year. $1,000 (Base Grant)	School computer labs are made available for parents to participate in SBAC practice test 3 times/year. $1,000 (Base Grant)	School computer labs are made available for parents to participate in SBAC practice test 3 times/year. $1,000 (Base Grant)
2.4		District newsletters provide information regarding implementation of CCSS.	LEA		District newsletters continue to feature information about CCSS. $500 (Base Grant)	District newsletters continue to feature information about CCSS. $500 (Base Grant)	District newsletters continue to feature information about CCSS. $500 (Base Grant)
3.1 Parents will be able and willing to provide input regarding district budget, student performance and school/ district programs and activities.	State Priority 3	Hire part time Parent Community Involvement (PCI) Coordinators for every school.	LEA		PCIs will recruit, train, monitor and track parent involvement. $49,900 (Base Grant)	PCIs will recruit, train, monitor and track parent involvement. Evaluate need for additional time for parent outreach. $49,900 (Base Grant)	PCIs will recruit, train, monitor and track parent involvement. If funding is available, increase parent outreach capacity. (Pending available funding)

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
3.1		PCI Coordinators meet monthly with Assistant Superintendent of Human Resources for collaborative goal setting and planning.	LEA		Monthly collaboration and professional development time for PCIs. Costs included in 3.1	Monthly collaboration and professional development time for PCIs. Costs included in 3.1	Monthly collaboration and professional development time for PCIs. Costs included in 3.1
3.1		PCI Coordinators work with the Assistant Superintendent of Human Resources, principals and parent advisory groups to develop a District Family Engagement Plan to be implemented at all school sites.	LEA		Family Engagement Plan will be developed and implemented. Costs included in 3.1	Family Engagement Plan will be updated annually and continue to be implemented. Costs included in 3.1	Family Engagement Plan will be updated annually and continue to be implemented. Costs included in 3.1
3.1		PCI Coordinators establish volunteer handbooks used to recruit, train and organize parent volunteers.	LEA		Handbooks will be developed, distributed and discussed with parent volunteers at an orientation. $750 (Base Grant)	Handbooks will be updated annually. $750 (Base Grant)	Handbooks will be updated annually. $750 (Base Grant)
3.1		PCI Coordinators coordinate training for parents to successfully participate in curricular and budgetary decision making.	LEA		Survey parents to determine need for and level of training. Costs included in 2.1	Provide training to facilitate parent participation in decision making. $1,000 (Base Grant)	Adopt a train the trainer model using veteran parents to train new parents. $1,000 (Base Grant)
3.1		PCI Coordinators coordinate training for parents to successfully support their students at home with the new Common Core State Standards.	LEA		Survey parents to determine need for and level of training. Disseminate information to parents on Common Core State Standards. Please see Priority 2. Costs included in 2.1	Provide training for parents on Common Core Standards and strategies they can use at home to support their students. Please see Priority 2. $1,000 (Base Grant)	Revise training based on current levels of understanding and parent needs. Adopt a train the trainer model using veteran parents to train new parents. (Cost to be determined.)

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
3.1		Special Education Director will convene Special Education Advisory Committee to provide input regarding district Special Education program.	LEA		Special Education Director will hold regular Special Education Advisory Committee meetings. $533 + Costs included in 1.1	Special Education Director will hold regular Special Education Advisory Committee meetings. $533 + Costs included in 1.1	Special Education Director will hold regular Special Education Advisory Committee meetings. $533 + Costs included in 1.1
3.2 Build parent capacity and participation through the implementa-tion of the 18 principles of the Central School District Family Engagement Plan.	State Priority 3	Integrate parent involvement programs into school plans.	LEA		School plans will address parent involvement. (No additional expenditures.)	School plans will be updated annually. (No additional expenditures.)	School plans will be updated annually. (No additional expenditures.)
3.2		PCI Coordinators coordinate training for parents to learn more about their schools and the educational system.	LEA		Survey parents to determine need and level of training. Research parent education programs. Costs included in 3.1	Conduct trainings to help parents learn more about their school and the educational system. $1,000 (Base Grant)	Revise training based on current levels of understanding and need. Adopt a train the trainer model using veteran parents to train new parents. (Cost to be determined.)
3.2		PCI Coordinators coordinate training for parents to learn specific ways they can support their student's learning at home and school.	LEA		Survey parents to determine need and level of training. Research parent	Conduct trainings to help parents learn ways they can support their student's	Revise training based on current levels of understanding and need.

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					education programs. Costs included in 3.1	learning at home and school. Costs included in 3.1	Adopt a train the trainer model using veteran parents to train new parents. (Cost to be determined.)
3.2		Provide opportunities for parents to serve as parent leaders on school and district committees and advisory groups.	LEA		Parents will serve on school and district committees and advisory groups. Parents will receive training on their roles and responsibilities. $250 (Base Grant)	Parents will serve on school and district committees and advisory groups. Parents will receive training on their roles and responsibilities. $250 (Base Grant)	Parents will serve on school and district committees and advisory groups. Parents will receive training on their roles and responsibilities. $250 (Base Grant)
4.1 All students will demonstrate continuous improvement in Common Core State Standards.	State Priority 4	School PLC Guiding Coalition Teams will participate in ongoing training at the district level.	LEA		3 days of ongoing training will be provided for Guiding Coalitions. 3 days x 35 = $13,650 (Base Grant)	3 days of ongoing training will be provided for Guiding Coalitions. 3 days x 35 = $13,650 (Base Grant)	3 days of ongoing training will be provided for Guiding Coalitions. 3 days x 35 = $13,650 (Base Grant)
4.1		District scheduled PLC time will be used to discuss student progress and identify students for interventions.	LEA		Late start Fridays and modified Wednesdays will be used for PLC articulation. Costs included in 1.1	Late start Fridays and modified Wednesdays will be used for PLC articulation. Costs included in 1.1	Late start Fridays and modified Wednesdays will be used for PLC articulation. Costs included in 1.1
4.1		PLC teams will implement grade level interventions for identified students as outlined in Single School Plan.	LEA		Common assessments will be used in K–8 ELA and 6–8 math to identify students in	Common assessments will be used in K–8 in ELA and math to identify students in	Common assessments will be used in K–8 in ELA and math to identify students in

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					need of grade level intervention. Costs included in 1.1	need of grade level intervention. Costs included in 1.1	need of grade level intervention. Costs included in 1.1
4.1		Adopted CCSS progress monitoring assessments will be utilized following district pacing guides.	LEA		Progress monitoring will be used with all K–8 students in ELA and all 6–8 students in math following the adopted pacing guides. Costs included in 1.1	Progress monitoring will be used with all K–8 students in ELA and math. Costs included in 1.1	Progress monitoring will be used with all K–8 students in ELA and math. Costs included in 1.1
4.1		CAASPP and local benchmark assessments (ELA and math) will be utilized for summative reporting to parents.	LEA		District assessment committee will revise K–8 math benchmark assessments and will develop K–8 ELA benchmark assessments to ensure CCSS alignment. 5 sub days for sub-committees (42) = $27,300 (Common Core Funding)	District assessment committee will revise K–8 ELA benchmark assessments. 3 sub days for sub-committees = $16,380 (Base Grant)	N/A
4.1		CCSS report cards will be developed.	LEA		District report card committee will be convened to develop CCSS report card. 3 sub days x 20 members = $7,803 (Common Core Funding)	CCSS report card will be piloted and revised as needed. 2 sub days x 20 members = $5,200 (Base Grant)	CCSS report card will be fully implemented in K–8. Printing $5,000 (Base Grant)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4.1		School site leaders observe lessons in classrooms with district leaders at least twice monthly.	LEA		District leaders schedule and observe lessons in classrooms with site administrators at least twice monthly. $178,430 (Base Grant)	District leaders schedule and observe lessons in classrooms with site administrators at least twice monthly. $178,430 (Base Grant)	District leaders schedule and observe lessons in classrooms with site administrators at least twice monthly. $178,430 (Base Grant)
4.2 All schools will develop Single School Plans for Student Achievement that include school goals and action plans to address the needs of all students.	State Priority 4	Schools will analyze school achievement data to develop annual student achievement goals.	LEA		District adopted CCSS common assessments will be used to determine/monitor student progress. (No additional expenditures.)	SBAC interim assessments will be utilized to determine student need and measure student progress. (No additional expenditures.)	SBAC results will be used to develop annual student achievement goals. (No additional expenditures.)
4.2		All schools will develop and implement Single School Plans that align to District Strategic Plan to improve student achievement at their school.	LEA		Single School Plans will be developed to support LCAP priority areas in student achievement. (No additional expenditures.)	Single School Plans will be developed to support LCAP priority areas in student achievement. (No additional expenditures.)	Single School Plans will be developed to support LCAP priority areas in student achievement. (No additional expenditures.)
4.2		School intervention plans will be developed and implemented.	LEA		Schools will annually evaluate all current intervention programs for effectiveness (Read 180, ExCEL, Voyager, Standards Plus, etc.)	Schools will refine intervention programs based on annual evaluation of program effectiveness. (No additional expenditures.)	Schools will refine intervention programs based on annual evaluation of program effectiveness. (No additional expenditures.)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					(No additional expenditures.)		
4.2		Middle School elective classes will align with CCSS.	RMMS CMS		Elective class curriculum will include the CCSS Literacy Standards. (No additional expenditures.)	Elective class curriculum will include the CCSS Literacy Standards. (No additional expenditures.)	Elective class curriculum will include the CCSS Literacy Standards. (No additional expenditures.)
4.3 English learners will continue to meet or exceed State AMAO Target 1 and Targets 2A & 2B	State Priority 4	Highly qualified teachers will teach daily ELD.	LEA		Highly qualified teachers will teach daily ELD. Costs included in 1.1	Highly qualified teachers will teach daily ELD. Costs included in 1.1	Highly qualified teachers will teach daily ELD. Costs included in 1.1
4.3		All teachers will use SDAIE strategies with English learners.	LEA		All teachers will use SDAIE strategies with English learners. Costs included in 1.1	All teachers will use SDAIE strategies with English learners. Costs included in 1.1	All teachers will use SDAIE strategies with English learners. Costs included in 1.1
4.3		Designated ELD aides will provide additional support for English learners. (See Section 3B Additional Actions.)	LEA		Designated ELD aides will provide additional support for English learners. (See Section 3B Additional Actions.)	Designated ELD aides will provide additional support for English learners. (See Section 3B Additional Actions.)	Designated ELD aides will provide additional support for English learners. (See Section 3B Additional Actions.)
5.1 Schools will implement strategies,	State Priority 5	All schools will implement an attendance incentive/support program.	LEA		Schools will utilize site attendance review teams to annually review and improve	Schools will utilize site attendance review teams to annually review and improve	Schools will utilize site attendance review teams to annually review and improve

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programs and activities that encourage students to come to school on time every day.					attendance support programs. Attendance program costs = $17,500 (Medi-Cal Grant)	attendance support programs. Attendance program costs = $17,500 (Medi-Cal Grant)	attendance support programs. Attendance program costs = $17,500 (Medi-Cal Grant)
5.1		School SAT and SART teams monitor student attendance.	LEA		School SAT and SART teams will meet weekly to monitor student attendance and implement attendance support program. Costs included in 5.1	School SAT and SART teams will meet weekly to monitor student attendance and implement attendance support program. Costs included in 5.1	School SAT and SART teams will meet weekly to monitor student attendance and implement attendance support program. Costs included in 5.1
5.1		Explore Saturday school as an option for recouping missed instructional hours.	LEA		District will explore Saturday school as an option for recouping missed instructional hours. (No anticipated expenditures.)	District will pilot Saturday school program if appropriate. Costs to be determined based on Year 1.	District will pilot Saturday school program if appropriate. Costs to be determined based on Year 1.
5.2 Schools will implement strategies, programs and activities that promote school connected-ness in students.	State Priority 5	Increase counseling services.	LEA		Hire additional counselors based on district priority and available funding. No costs budgeted.	Hire additional counselors based on district priority and available funding. Analyze based on need.	Hire additional counselors based on district priority and available funding. Analyze based on need.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5.2		Increase library services.	LEA		Hire additional library clerks based on district priority and available funding. No costs budgeted.	Hire additional library clerks based on district priority and available funding. Analyze based on need.	Hire additional library clerks based on district priority and available funding. Analyze based on need.
5.2		Quality before and after school child care will be available at all schools for families who need it.	LEA		Continue to support District's Kid/Teen Central before and after school program. $1,269,000 Fee for Service	Continue to support District's Kid/Teen Central before and after school program. $1,269,000 Fee for Service	Continue to support District's Kid/Teen Central before and after school program. $1,269,000 Fee for Service
5.2		Increase before and after school activities including clubs, sports and access to library and computer labs.	LEA		Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2	Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2	Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2
5.2		Provide extended school year opportunities for all students.	LEA		Develop pilot program for extended school year program. (No additional expenditures.)	Implement district wide extended school year program. (Pending available funding) Costs in Year 2 & 3 to be determined.	Expand district wide extended school year program as appropriate. (Pending available funding.) Costs in Year 2 & 3 to be determined.
5.2		Promote "college mentality" at all schools.	LEA		All schools will develop programs/ activities that promote a "college mentality" in their students. (No additional expenditures.)	All schools will improve or increase programs/activities that support a "college mentality." (No additional expenditures.)	All schools will improve or increase programs/activities that support a "college mentality." (No additional expenditures.)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5.2		Provide parents with educational opportunities such as CCSS family nights, book groups and college informational nights to promote parent participation in schools.	LEA		All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child care expenses = $1,050 (Concentration Grant)	All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child care expenses = $1,050 (Concentration Grant)	All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child care expenses = $1,050 (Concentration Grant)
6.1 Schools will develop, implement, communicate and annually evaluate a school wide discipline plan.	State Priority 6	Schools will develop and implement school wide progressive discipline plan that includes positive recognition/rewards for improvement/ achievement and consistent consequences for inappropriate behavior.	LEA		All sites will implement a school wide progressive discipline plan and maintain or increase student recognition opportunities. (No additional expenditures.)	All sites will implement a school wide progressive discipline plan and maintain or increase student recognition opportunities. (No additional expenditures.)	All sites will implement a school wide progressive discipline plan and maintain or increase student recognition opportunities. (No additional expenditures.)
6.1		Staff will implement positive behavioral interventions whenever possible to help students improve behavior.	LEA		Staff will be trained and will consistently implement positive behavioral interventions. (No additional expenditures.)	New staff will be trained and will consistently implement positive behavioral interventions. (No additional expenditures.)	New staff will be trained and will consistently implement positive behavioral interventions. (No additional expenditures.)
6.1		School wide discipline plan will be communicated to all stakeholders the first month of school.	LEA		School wide discipline plans will be developed and communicated to students/parents via planners, school folders, and websites. (No additional expenditures.)	School wide discipline plans will be revised as needed and communicated to students/parents via planners, school folders, and websites. (No additional expenditures.)	School wide discipline plans will be revised as needed and communicated to students/parents via planners, school folders, and websites. (No additional expenditures.)

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
6.1		Schools will develop student climate surveys.	LEA		Schools will develop a student climate survey to identify strengths and improvement goals. (No additional expenditures.)	Schools will implement a site plan to address identified areas in need of improvement. (No additional expenditures.)	Schools will continue to evaluate student climate survey results to identify additional areas of need. (No additional expenditures.)
6.1		Schools will eliminate incidents of bullying.	LEA		Schools will implement programs/activities that promote an anti-bullying environment. (SLIP budgets)	Schools will implement programs/activities that promote an anti-bullying environment. (SLIP budgets)	Schools will implement programs/activities that promote an anti-bullying environment. (SLIP budgets)
6.1		School Climate Committee will annually evaluate effectiveness of school plan and revise plan accordingly.	LEA		All schools will convene a School Climate Committee to evaluate the effectiveness of the school safety plan. (No additional expenditures.)	School Climate Committee will evaluate effectiveness of school safety plan and revise as needed. (No additional expenditures.)	School Climate Committee will evaluate effectiveness of school safety plan and revise as needed. (No additional expenditures.)
6.2 Schools will have developed, implemented, communi-cated and annually evaluate and update a school wide safety plan.	State Priority 6	School safety committee will update school safety plan and identify areas in which employees are in need of training.	LEA		School safety committee will update school safety plan and identify areas in which employees are in need of training. (No additional expenditures.)	Training will be provided in areas of need identified by school safety committee. (No additional expenditures.)	School safety committee will update school safety plan and identify areas in which employees are in need of training. (No additional expenditures.)

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
6.2		School safety committee will work with district safety committee to develop and monitor district plan for training employees.	LEA		School and district safety committees will develop district training plan. (No additional expenditures.)	School and district safety committees will monitor district training plan. (No additional expenditures.)	School and district safety committees will monitor district training plan. (No additional expenditures.)
6.2		Schools will update SCS Risk Management School Safety Review and work with M&O to develop annual plan for safety projects.	LEA		Schools will demonstrate progress on Status 1 recommendations from their SCS Risk Management School Safety Review. (No additional expenditures.)	Schools will demonstrate progress on Status 2 recommendations from their SCS Risk Management School Safety Review. (No additional expenditures.)	Schools will demonstrate progress on Status 3 recommendations from their SCS Risk Management School Safety Review. (No additional expenditures.)
6.2		School safety committee will monitor the completion of identified safety projects.	LEA		School safety committee will monitor the completion of Status 1 safety projects. (No additional expenditures.)	School safety committee will monitor the completion of Status 2 safety projects. (No additional expenditures.)	School safety committee will monitor the completion of Status 3 safety projects. (No additional expenditures.)
6.2		Schools will communicate school safety plans and procedures to school stakeholders.	LEA		School safety plans will be revised and disseminated to site staffs. Student safety handbooks will be revised and disseminated to students/families and/or posted on school websites. Printing cost = $2,000 (Base Grant)	School safety plans will be revised and disseminated to site staffs. Student safety handbooks will be revised and disseminated to students/families and/or posted on school websites. Printing cost = $2,200 (Base Grant)	School safety plans will be revised and disseminated to site staffs. Student safety handbooks will be revised and disseminated to students/families and/or posted on school websites. Printing cost = $2,500 (Base Grant)

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
6.2		District will work with local law enforcement agencies to increase campus safety.	LEA		District will explore measure to increase school safety. (No additional expenditures.)	District will implement recommended safety measures, i.e. fingerprinting volunteers based on priority. (Pending available funding.)	District will implement recommended safety measures, i.e. fingerprinting volunteers based on priority. (Pending available funding.)
6.3 Schools will implement strategies, programs and activities that promote school connected-ness in students.	State Priority 6	Increase counseling services as funding will allow.	LEA		Hire additional counselors based on district priority and available funding.	Hire additional counselors based on district priority and available funding.	Hire additional counselors based on district priority and available funding.
6.3		Increase library services as funding will allow.	LEA		Hire additional library clerks based on district priority and available funding.	Hire additional library clerks based on district priority and available funding.	Hire additional library clerks based on district priority and available funding.
6.3		Quality before and after school child care will be available at all schools for families who need it.	LEA		Continue to support District's Kid/Teen Central before and after school program. Costs included in 5.2	Continue to support District's Kid/Teen Central before and after school program. Costs included in 5.2	Continue to support District's Kid/Teen Central before and after school program. Costs included in 5.2

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
6.3		Increase before and after school activities including clubs, sports and access to library and computer labs.	LEA		Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2	Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2	Expand before and after school opportunities based on district priority and available funding. Costs included in 5.2
6.3		Provide extended school year opportunities for all students.	LEA		Develop pilot program for extended school year program. (No additional expenditures.)	Implement pilot extended school year program. (Pending available funding) Costs in Years 2 & 3 determined by Year 1.	Implement district wide extended school year program as appropriate. (Pending available funding) Costs in Years 2 & 3 determined by Year 1.
6.3		Promote “college mentality” at all schools.	LEA		All schools will develop programs/activities that promote a “college mentality” in their students. (No additional expenditures.)	All schools will improve or increase programs/activities that support a “college mentality.” (No additional expenditures.)	All schools will improve or increase programs/activities that support a “college mentality.” (No additional expenditures.)
6.3		Provide parents with educational opportunities such as CCSS family nights, book groups and college informational nights to promote parent participation in schools.	LEA		All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child Care = $1,050 (Concentration Grant)	All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child Care = $1,050 (Concentration Grant)	All schools will provide a minimum of 3 parent educational opportunities. Please see Priorities 2 & 3. Child Care = $1,050 (Concentration Grant)
6.4 Schools will ensure that	State Priority 6	Trained staff will develop and implement effective behavioral interventions.	LEA		Staff will be trained and will develop school wide plan for	School wide positive behavioral intervention plans will	School wide positive behavioral intervention plans will

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
students will be given appropriate positive behavioral interventions before being suspended whenever possible.					positive behavioral interventions. (No additional expenditures.)	be implemented. (No additional expenditures.)	be implemented. (No additional expenditures.)
6.4		Schools will monitor effectiveness of behavioral interventions.	LEA		Schools will develop system for monitoring effectiveness of school wide positive behavioral intervention plan. (No additional expenditures.)	School wide positive behavioral intervention plan will be evaluated and revised as necessary. (No additional expenditures.)	School wide positive behavioral intervention plan will be evaluated and revised as necessary. (No additional expenditures.)
6.4		All teachers will employ an effective, progressive discipline system that is aligned with the school wide policy.	LEA		Teachers will develop an effective progressive discipline system that is aligned with the school wide policy. (No additional expenditures.)	Teachers will implement an effective progressive discipline system that is aligned with the school wide policy. (No additional expenditures.)	Teachers will implement an effective progressive discipline system that is aligned with the school wide policy. (No additional expenditures.)
7.1 Ensure that students have access to a broad course of study, including visual and	State Priority 7	All students will be taught identified grade level technology skills to prepare them for college and career.	LEA		District technology team will develop a technology scope and sequence that identifies grade skills and digital literacy that align to CCSS. Costs included in 2.1	Technology scope and sequence will be piloted in grades K–8. Costs included in 2.1	Technology scope and sequence will be implemented in grades K–8 Costs included in 2.1

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
performing arts, health and nutrition, technology and foreign language as appropriate.							
7.1		Students will receive regular instruction in visual and performing arts.	LEA		Visual or performing arts program will be developed. See 9.1	Visual or performing arts program will be implemented at all elementary schools. See 9.1	Visual or performing arts program will be implemented at all elementary schools. See 9.1
7.1		Middle school students will have opportunity to participate in a foreign language elective.	LEA		Develop middle school master schedule to include foreign language opportunities for students in 2015-16. (As funding allows.)	Middle school master schedule will include foreign language elective. (As funding allows.)	Middle school master schedule will include foreign language elective. (As funding allows.)
8.1 School and departments will provide wellness programs and activities that promote and support a healthy lifestyle.	State Priority 8	Establish a Wellness Committee consisting of classified and certificated staff, administrators, managers and community members.	LEA		Recruit parents, staff and community members to serve on the Wellness Committee. Develop a wellness mission statement and plan and post on district and school websites. (No additional expenditures.)	Implement the Wellness Plan and update annually. (No additional expenditures.)	Implement the Wellness Plan and update annually. (No additional expenditures.)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
8.1		PCIs will coordinate programs and activities that promote a healthy lifestyle including before/after walking programs, exercise, sports, etc.	LEA		Number and variety of programs and activities will provide baseline data. Costs included in 3.1	Number and variety of programs and activities will be increased. Costs included in 3.1	Number and variety of programs and activities will be increased. Costs included in 3.1
8.1		Middle schools will participate in intermural sports.	LEA		Coordinate with neighboring districts and implement intermural sports program. Cost for coaches, transportation, referees = $60,000 (Base Grant)	Coordinate with neighboring districts and implement intermural sports program. Cost for coaches, transportation, referees = $60,000 (Base Grant)	Coordinate with neighboring districts and implement intermural sports program. Cost for coaches, transportation, referees = $60,000 (Base Grant)
8.1		Elementary schools will provide opportunities for intramural sports.	LEA		Evaluate current opportunities for students to participate in school site intramural sports. (No additional expenditures.)	All sites will provide opportunities for students to participate in intramural sports. Years 2 & 3 to be determined based on Year 1 findings.	All sites will provide opportunities for students to participate in intramural sports. Years 2 & 3 to be determined based on Year 1 findings.
8.2 The social and emotional needs of all students will be met.	State Priority 8	Increase access to services that address the social and emotional needs of students.	LEA		Evaluate the need for increased services to meet the social and emotional needs of all students. As funding permits, hire a Mental Health Clinician to address needs of students with special needs. $160,941 (Mental Health)	Continue to evaluate if social and emotional needs of students are being met. As funding permits, hire 1 FTE counselor to service the elementary schools. $160,941 (Mental Health)	Continue to evaluate if social and emotional needs of students are being met. (No additional expenditures.) $160,941 (Mental Health)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
8.2		Ensure all staff, including before and after school child care, support and address social and emotional needs of all students.	LEA		Invite before and after school child care staff to participate in SST and/or IEP meetings of shared students. Establish time for before and after school child care staff to collaborate with school counselors regarding shared students with social and emotional needs. (Cost to be determined.)	Invite before and after school child care staff to participate in SST and/or IEP meetings of shared students. Maintain scheduled time for before and after school child care staff to collaborate with school counselors regarding shared students with social and emotional needs. (Cost to be determined.)	Invite before and after school child care staff to participate in SST and/or IEP meetings of shared students. Maintain scheduled time for before and after school child care staff to collaborate with school counselors regarding shared students with social and emotional needs. (Cost to be determined.)
8.3 All students will make progress toward the physical fitness requirements set by California for grades 5 and 7.	State Priority 8	Provide a comprehensive physical fitness program at all sites.	LEA		Evaluate current physical fitness programs at all sites for effectiveness and implement activities that will move students into the healthy physical fitness zone in all areas. (No additional expenditures.)	Continue to implement activities that promote physical fitness in all areas. Elementary teachers will be offered additional support/ training to enhance their physical education program. (No additional expenditures.)	Continue to implement activities that promote physical fitness in all areas. Elementary teachers will be offered additional support/ training to enhance their physical education program. (No additional expenditures.)
8.3		Implement the SPARK program at middle schools.	LEA		Train PE teachers in the use of heart rate monitors and implement SPARK program. Costs included in 1.1	Evaluate effectiveness of the SPARK program and expand if district priority and funding allows. Costs included in 1.1	Evaluate effectiveness of the SPARK program and expand if district priority and funding allows. Costs included in 1.1

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, 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**
9.1 The educational outcomes of low income students will mirror that of the general education student population.	State Priority 4	**For low income pupils:** Hire additional teachers to support reduced class sizes in grades K-3.	LEA		Hire 6 teachers to support reduced K-3 class size. 6 teachers = $427,288 (Concentration Grant)	Hire appropriate number of teachers to maintain reduced class size in K-3. Cost dependent on required hires. (Base Grant)	Hire appropriate number of teachers to maintain reduced class size in K-3. Cost dependent on required hires. (Base Grant)
9.1		Teachers will receive training and support in delivering effective differentiated instruction.	LEA		Hire .5 middle school Teacher on Assignment and 2 FTE primary Teacher on Assignment to provide explicit training and support for differentiated instruction. $256,500 (Concentration Grant)	Maintain .5 middle school Teacher on Assignment and 2 FTE primary Teacher on Assignment to provide explicit training and support for differentiated instruction. $256,500 (Concentration Grant)	Maintain .5 middle school Teacher on Assignment and 2 FTE primary Teacher on Assignment to provide explicit training and support for differentiated instruction. $256,500 (Concentration Grant)
9.1		Intervention teachers will provide supplemental instruction to identified students in targeted areas.	LEA		Hire highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.	Hire highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.	Hire highly qualified intervention teachers to provide supplemental instruction to identified students in targeted areas.

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
					12 Intervention teachers = $245,000 (Concentration Grant)	12 Intervention teachers = $245,000 (Concentration Grant)	12 Intervention teachers = $245,000 (Concentration Grant)
9.1		PLC teams will implement grade level interventions for targeted students	LEA		Common assessments will be used to identify students in need of grade level interventions $20,000 (Concentration Grant)	Common assessments will be used to identify students in need of grade level interventions $20,000 (Concentration Grant)	Common assessments will be used to identify students in need of grade level interventions $20,000 (Concentration Grant)
9.1		PLC for 1-5 Teachers to provide supplemental support to targeted students.	LEA		Hire 3 music teachers to provide VAPA instruction during PLC collaboration $257,400 (Concentration Supplemental Grant)	Hire 3 music teachers to provide VAPA instruction during PLC collaboration $257,400 (Concentration Supplemental Grant)	Hire 3 music teachers to provide VAPA instruction during PLC collaboration $257,400 (Concentration Supplemental Grant)
9.1		Provide tutors for middle school AVID programs.	LEA		Hire and train tutors for AVID tutorials. $17,500 x 2 = $35,000 (Concentration Grant)	Hire and train tutors for AVID tutorials. $17,500 x 2 = $35,000 (Concentration Grant)	Hire and train tutors for AVID tutorials. $17,500 x 2 = $35,000 (Concentration Grant)
9.1		Provide supplemental extended day kindergarten program for targeted students.	LEA		Hire highly qualified supplemental extended day kindergarten teachers at neediest schools. 2 extended kindergarten teachers = $35,000 (Concentration Grant)	Increase extended day kindergarten program to additional schools as funding allows.	Increase extended day kindergarten program to additional schools as funding allows.
9.1		Provide supplemental zero period at the middle schools for identified students in targeted areas.	LEA		Middle schools will develop a master schedule that includes a zero period of instruction for	Middle schools will implement a zero period of instruction for identified students in targeted areas.	Middle schools will implement a zero period of instruction for identified students in targeted areas.

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
					identified students in targeted areas. (No additional expenditures.)	Cost to be determined. (Concentration Grant) Costs for Years 2 & 3 to be determined based on Year 1 findings.	Cost to be determined. (Concentration Grant) Costs for Years 2 & 3 to be determined based on Year 1 findings.
9.1		Provide various instructional materials for targeted students.	LEA		Purchase instructional materials for primary reading interventions. $28,000 (Concentration Grant)	Purchase instructional materials for primary reading interventions. $28,000 (Concentration Grant)	Purchase instructional materials for primary reading interventions. $28,000 (Concentration Grant)
9.1		Provide extended day intervention opportunities for targeted students.	LEA		Investigate and pilot effective extended day intervention programs for students. $35,000 (Concentration Grant)	Implement promising extended day intervention programs for students. 5 sites x $10,000 = $50,000 (Concentration Grant)	Evaluate and expand extended day intervention programs for students. 7 sites x $12,000 = $84,000 (Concentration Grant)
9.1		Provide supplemental counseling services for targeted students as needed.	LEA		Provide supplemental counseling services for targeted students as needed. Evaluate the need for additional counselor(s) to meet the needs of eligible students.	Continue to provide supplemental counseling services for targeted students. Hire additional counselor if funding allows. Costs determined based on Year 1.	Continue to provide supplemental counseling services for targeted students. Hire additional counselor if funding allows. Costs determined based on Year 1.
9.1		Parent Community Involvement Coordinators provide additional training and support to the families of eligible students.	LEA		PCIs receive additional training on how to support families of eligible students. $49,900 (Concentration Grant)	Increase hours of PCIs to train and support families of eligible students. $49,900 (Concentration Grant)	Increase hours of PCIs to train and support families of eligible students. $49,900 (Concentration Grant)

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
9.1		Additional access to libraries and computer labs will be provided for eligible families.	LEA		Sites will develop and pilot a school plan that provides addi-tional access to library and computer lab for eligible families. $7,000 (Concentration Grant)	Sites will develop and pilot a school plan that provides addi-tional access to library and computer lab for eligible families. $7,000 (Concentration Grant)	Sites will develop and pilot a school plan that provides addi-tional access to library and computer lab for eligible families. $7,000 (Concentration Grant)
9.2 The educational outcomes of English Learners will mirror that of the general education student population.	State Priority 4	**For English learners:** Teachers will receive training on ELD standards and strategies to support English learners with CCSS.	LEA		Teachers on Assignment will provide professional development and classroom support to ensure effective differentiated instruction for targeted students. See 9.1	Teachers on Assignment will provide professional development and classroom support to ensure effective differentiated instruction for targeted students. See 9.1	Teachers on Assignment will provide professional development and classroom support to ensure effective differentiated instruction for targeted students. See 9.1
9.2		Paraeducators will work with English learners to support academic success.	LEA		Designated ELD paraeducator(s) are assigned to each site to work with English learners. $150,000 (Concentration Grant)	Designated ELD paraeducator(s) are assigned to each site to work with English learners. $150,000 (Concentration Grant)	Designated ELD paraeducator(s) are assigned to each site to work with English learners. $150,000 (Concentration Grant)
9.2		Designated ELD classes are part of the middle school schedule.	LEA		Highly qualified ELD teachers work with English learners to ensure academic and social success. $100,000 – FTE (Concentration Grant)	Highly qualified ELD teachers work with English learners to ensure academic and social success. $100,000 – FTE (Concentration Grant)	Highly qualified ELD teachers work with English learners to ensure academic and social success. $100,000 – FTE (Concentration Grant)
9.2		Develop Newcomer program.	LEA		Work with site administrators and middle school	Pilot Newcomer program for students new to the US.	Implement Newcomer program for students new to the US.

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
					counselors to develop site program to welcome and support students new to the US. (No anticipated expenditures.)	(No anticipated expenditures.)	(No anticipated expenditures.)
9.2		Provide extended day intervention opportunities for targeted students.	LEA		Investigate effective extended day intervention programs. (No additional expenditures.) See 9.1	Pilot promising extended day intervention programs. (No additional expenditures.) See 9.1	Evaluate and expand extended day intervention programs. (No additional expenditures.) See 9.1
9.2		English classes (Rosetta Stone) will be available before and after school for students and parents.	LEA		All elementary sites will offer Rosetta Stone language program in computer labs before or after school. Rosetta Stone subscriptions = $25,000 Lab aides = $30,000 (Concentration Grant)	All elementary sites will offer Rosetta Stone language program in computer labs before or after school. Rosetta Stone subscriptions = $25,000 Lab aides = $30,000 (Concentration Grant)	All elementary sites will offer Rosetta Stone language program in computer labs before or after school. Rosetta Stone subscriptions = $25,000 Lab aides = $30,000 (Concentration Grant)
9.2		Provide extended year intervention opportunities for targeted students.	LEA		Investigate effective extended year intervention programs. (No additional expenditures.)	Pilot promising extended year intervention programs. Costs determined based on Year 1.	Evaluate and expand extended year intervention programs. Costs determined based on Year 1.
9.2		Provide supplemental counseling services for targeted students as needed.	LEA		Provide supplemental counseling services for targeted students as needed.	Continue to provide supplemental counseling services for targeted students.	Continue to provide supplemental counseling services for targeted students.

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
					Evaluate the need for additional counselor(s) to meet the needs of eligible students. (No anticipated expenditures.)	Hire additional counselor if funding allows.	Hire additional counselor if funding allows.
9.2		Parent Community Involvement Coordinators provide additional training and support to the families of eligible students.	LEA		PCIs receive additional training on how to support families of eligible students. (No anticipated expenditures.)	PCIs provide additional training and support to families of eligible students. Cost to be determined. (Concentration Grant)	PCIs provide additional training and support to families of eligible students. Cost to be determined. (Concentration Grant)
9.2		Additional access to libraries and computer labs will be provided for eligible families.	LEA		Sites will develop and pilot a school plan that provides additional access to library and computer lab for eligible families. See 9.1	Sites will develop and pilot a school plan that provides additional access to library and computer lab for eligible families. See 9.1	Sites will develop and pilot a school plan that provides additional access to library and computer lab for eligible families. See 9.1
9.3 The educational outcomes of foster youth students will mirror that of the general education student population.	State Priority 4	**For foster youth:** Foster youth will be immediately enrolled in the appropriate school with a highly qualified teacher.	LEA		Students are immediately enrolled in the appropriate school with a highly qualified teacher. (No additional expenditures.)	Students are immediately enrolled in the appropriate school with a highly qualified teacher. (No additional expenditures.)	Students are immediately enrolled in the appropriate school with a highly qualified teacher. (No additional expenditures.)
9.3		Foster youth liaison will immediately assign a school liaison to monitor the educational success of the foster youth.	LEA		District liaison assigns and monitors placement and	District liaison assigns and monitors placement and	District liaison assigns and monitors placement and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					progress of foster youth. (No anticipated expenditures.)	progress of foster youth. (No anticipated expenditures.)	progress of foster youth. (No anticipated expenditures.)
9.3		School foster youth liaison will receive training (Regional Conference, Inland Valley Foster Parent Association monthly trainings, County PRIDE training) and resources to effectively support the comprehensive educational program of foster youth including academic, social, and emotional needs.	LEA		Foster youth liaisons will receive training and resources to support educational program of foster youth. Cost for training and resources = $7,000 (Concentration Grant)	Foster youth liaisons will receive training and resources to support educational program of foster youth. Cost for training and resources = $7,000 (Concentration Grant)	Foster youth liaisons will receive training and resources to support educational program of foster youth. Cost for training and resources = $7,000 (Concentration Grant)
9.3		School foster youth liaison will conduct an intake meeting with foster family and participate in team decision meetings (TDM) to develop, implement and monitor an individual learning plan for foster youth.	LEA		School liaison will work with teacher(s) and support staff to develop and implement an individual learning plan for foster youth. (No anticipated expenditures.)	School liaison will work with teacher(s) and support staff to develop and implement an individual learning plan for foster youth. (No anticipated expenditures.)	School liaison will work with teacher(s) and support staff to develop and implement an individual learning plan for foster youth. (No anticipated expenditures.)
9.3		Counseling services will be provided for foster youth.	LEA		District will explore the need for additional counseling services to support foster youth. (No anticipated expenditures.)	District will increase amount of counseling support for foster youth based on need. (Concentration Grant)	District will increase amount of counseling support for foster youth based on need. (Concentration Grant)
9.3		School liaison will implement strategies and activities that connect foster youth to the school (welcoming backpacks that include folders, school shirts, school pictures, yearbooks, etc.)	LEA		School liaison will implement strategies and activities that connect foster youth to the school (welcoming backpacks	School liaison will implement strategies and activities that connect foster youth to the school (welcoming backpacks	School liaison will implement strategies and activities that connect foster youth to the school (welcoming backpacks

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
					that include folders, school shirts, school pictures, yearbooks, etc.) Cost = $7,000 (Concentration Grant)	that include folders, school shirts, school pictures, yearbooks, etc.) Cost = $10,500 (Concentration Grant)	that include folders, school shirts, school pictures, yearbooks, etc.) Cost = $14,000 (Concentration Grant)
9.4 The educational outcomes of redesignated fluent English proficient students will mirror that of the general education student population.	State Priority 4	**For redesignated fluent English proficient pupils:** Progress monitoring will be provided for redesignated English proficient students.	LEA		Designated ELD paraeducators will monitor student progress and maintain records of achievement. See 9.2	Designated ELD paraeducators will monitor student progress and maintain records of achievement. See 9.2	Designated ELD paraeducators will monitor student progress and maintain records of achievement. See 9.2
9.4		Interventions will be provided for redesignated English proficient students who are not continuing to demonstrate proficiency on district and state academic standards.	LEA		English learner students failing to maintain proficiency on local and state academic benchmarks will receive interventions within or beyond the school day. See 9.1	English learner students failing to maintain proficiency on local and state academic benchmarks will receive interventions within or beyond the school day. See 9.1	English learner students failing to maintain proficiency on local and state academic benchmarks will receive interventions within or beyond the school day. See 9.1

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.)

Projected revenues for supplemental and concentration funds are based on the district's percentage of 60.04% eligible students. The funds are estimated at $1,715,088 and are utilized in the LCAP action plans to support the district goals for low income students, English learners and foster youth. The hiring of an additional 2.5 FTE Teachers on Assignment to provide professional development and support for teachers is designed to ensure continued student achievement for all students as we implement the CCSS. Our TOAs will focus on research- based effective instructional strategies that explicitly support closing the achievement gap for our targeted students. The 2014-15 professional development calendar also includes 7-8 days of training designed to further ensure effective implementation of CCSS for all students with an emphasis on targeted subgroups.

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.

In 2014-15 Central School District's services for unduplicated students will increase by approximately 5.8%. Section 3B describes the increased and improved services that will be provided to low income students, English learners, Redesignated Fluent English Proficient students, and foster youth through the LCFF Supplemental and Concentration grants. The explicit action plans (3B) for Low Income, English learner, Redesignated Fluent English Proficient and foster youth student groups represent new actions for our school district. The hiring of an additional 2.5 FTE Teachers on Assignment is a 100% increase in support services and training for teachers working with targeted students. Providing access to computer labs before and after school, as well as targeted interventions beyond the school day, represent a 100% increase in services for these students as we have not had the budget to provide any of these in the past. The expansion of the Rosetta Stone program as a supplemental support program for EL students and parents beyond the school day at all elementary sites represents more than a 50% increase in service as we expand from two sites to five. The plan for increased counseling for foster youth represents a 100% increase in service as we do not currently have any in place. Beyond such services, the Single School Plans for Student Achievement will address the unique needs of these students.

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.