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

Introduction:

LEA: Mountain View Elementary School District **Contact (Name, Title, Email, Phone Number):** Karen Sullivan, Assistant Superintendent, Educational Services, karen_sullivan@mtnview.k12.ca.us, 909-947-2205 **LCAP Year:** 2014-15

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
LCFF/LCAP General Information Meeting for all staff members Date held: November 6, 2013, November 7, 2013 and November 13, 2013 Provided an overview of the new funding model of LCFF and the new accountability process of LCAP. The changing roles and responsibilities of all stakeholder groups were addressed and discussed. An open forum question and answer session followed.	Staff educated and inspired to participate in the process and provide input.
LCFF/LCAP General Information Meeting - Parents and Community Date held: January 14, 2014 8:30 a.m and 5:30 p.m. Invitations sent via written and automated messaging to all parents Provided an overview of the new funding model of LCFF and the new accountability process of LCAP. The changing roles and responsibilities of all stakeholder groups were addressed and discussed. An open forum question and answer session followed.	Parents and community understood the impact of LCFF and LCAP and provided input as to how they would like to be included in the process as well as their ideas for the use of funds.

Involvement Process	Impact on LCAP
LCFF/LCAP Presentation to the Board of Trustees and Stakeholders Date held: November 18, 2013 Provided an overview of the new funding model of LCFF and the new accountability process of LCAP. The changing roles and responsibilities of all stakeholder groups were addressed and discussed.	The Board of Trustees began the goal setting process for the district to focus the direction of the LCAP.
DELAC Meeting Date held: March 11, 2014 The implications of LCFF and LCAP were presented and discussed. Parents were informed of how English learners generate additional funding and how funding will be used to support students in the pursuit of English language acquisition. Ideas were shared and discussed as to how to best serve the needs of English learners. Parents were encouraged to complete the LCAP Stakeholder survey to provide additional input. Date held: June 9, 2014 A complete preliminary draft was shared and discussed with attendees. Input from participants was solicited, and no formal comments were provided. Attendees were notified of the date and location of the public hearing.	The DELAC provided input as to their priorities for the English learner subgroup.
LCFF/LCAP Advisory Group Meetings This group is created as an advisory group to the superintendent, which is made up of one classified staff member, one certificated staff member and one parent/community member from each school site, as well as district administration. District administration included the representative for English learners, special education, low socio-economic students and foster youth. Date held: January 14, 2014 Provided an overview of the new funding model of LCFF and the new accountability process of LCAP. The changing roles and responsibilities of all stakeholder groups were addressed and discussed. An open forum question and answer session followed. Their role and responsibility as an advisory group member was discussed. Date held: February 12, 2014 We discussed the needs assessment, gathering data and surveying our stakeholder groups. A final survey was agreed upon. Date held: April 3, 2014 We discussed results from the various stakeholder surveys (Staff, Student and Parent/Community). An activity for the group to prioritize goals was completed so each person had equal input. Priorities were communicated to the superintendent. Date held: May 19, 2014 A partial draft LCAP was reviewed and discussed. Input from participants was solicited.	The advisory group provides direction to the superintendent as to the process of creating the LCAP as well as the priorities of the staff and community. These priorities are incorporated into the LCAP.

Involvement Process	Impact on LCAP
Date held: June 9, 2014 A complete preliminary draft was shared and discussed with attendees. Input from participants was solicited. Attendees were notified of the date and location of the public hearing.	
District Advisory Committee (DAC) Meeting Date held: April 7, 2014 Provided an overview of the new funding model of LCFF and the new accountability process of LCAP. The changing roles and responsibilities of all stakeholder groups were addressed and discussed. Our needs assessment and survey results were shared and input was sought. Date held: June 9, 2014 A complete preliminary draft was shared and discussed with attendees. Input from participants was solicited, and no formal comments were provided. Attendees were notified of the date and location of the public hearing.	Input from various stakeholders was gained and incorporated into the priorities of the LCAP.
LCFF/LCAP Stakeholder Survey - Parents, Staff and Students Date Completed: March 2014 A random sampling was completed of parents. Surveys were provided to parents of students in grades 1, 4 and 6. An automated message notifying all parents within the district of the availability of the survey on the district website also went out. A teacher was randomly selected to provide the survey to his or her students. 175 seventh graders participated in the survey. All staff members (both certificated and classified) were provided a copy of the survey and encouraged to provide their input as to their priorities under LCFF.	The results from the various groups helped guide the priorities and direction of the LCAP.
MVSD Budget Stakeholder Meetings Dates held: 10/24/13, 1/30/14 and 4/10/14 These meetings are meant to encourage transparency among all stakeholder groups. Each meeting included discussion on the impact of LCFF on the district's budget. An open forum for questions and answers occurs at each meeting.	Provides background information for all stakeholders to bring various groups to a mutual understanding of the connection between LCFF and LCAP. This understanding allows stakeholders to be informed participants in the process.
MVSD Board of Trustees Goal Setting Dates held: 1/20/14, 2/17/14, 3/10/14 and 4/21/14 The Board has had multiple study sessions to review and discuss all suggested modifications to the current vision, mission and goals for the district. A final version of the vision, mission and goals were approved.	The approved goals have been used to guide the goals and priorities of the LCAP.

Involvement Process	Impact on LCAP
Invitations were issued in a variety of communication strategies for all meetings, including translated information on the district website, fliers/posters, automated phone calls, direct appeal by principals in person and by phone calls, through teachers and pupils.	Stakeholder groups provided feedback to develop outcomes, services and actions to support the goals. From there, the district team aligned services and actions to address the needs of all students with additional supports specific to our significant subgroups. All stakeholder input was was accepted, categorized by the eight state priorities and discussed by the district leadership team. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture the ways in which all stakeholders wish to promote academic success for our students, it must be noted that resource restraints/time, financial and personnel, led the prioritization of the action steps to be taken. The suggestions and actions still remain under consideration as part of the future LCAP review and planning cycle. As the annual review process begins, these items will be reconsidered.
MVSD Board of Trustees - LCAP Public Hearing - June 16, 2014 7:00 PM Mountain View School District Office 2585 S. Archibald Ave. Ontario, CA 91761 Notification Posted 6/3/14 at all school locations and district office	The Public Hearing is an opportunity for the Board of Trustees to receive community input regarding the LCAP.
MVSD Board of Trustees - LCAP Submitted for Approval - June 30, 2014 11:00 AM Mountain View School District Office 2585 S. Archibald Ave. Ontario, CA 91761	Approval will allow for implementation of the plan.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified need: Based on CST results, middle school math scores within the district are below schools that are similar (as defined by CDE) and neighboring schools. Metric: All available and applicable metrics for the selected state priorities. In the absence of state test scores, student math grades will be used as the metric to measure progress. Annually, the district will calculate and review the average of all student mathematics grades. The analysis will be done for all students in grades 1-8. A district-wide average will be	1. Increase student achievement in the area of mathematics	All	LEA-wide		Students will have access to instruction aligned to the Common Core State Standards. After School Homework Club will be offered for students in grades 4-8 in the area of mathematics (1 per site). Professional Development for staff (as indicated in Goal 9). This progression will lead to students who are better prepared to meet the rigor of high school. When state test scores become available, the	Students will continue to have access to instruction aligned to the Common Core State Standards. An increase in the offering of Homework Club and/or Intervention will be offered for students in grades 4-8 in the area of mathematics. Professional Development for staff (as indicated in Goal 9). This progression will lead to students who are better prepared to meet the rigor of high school.	Students will continue to have access to instruction aligned to the Common Core State Standards. Homework Club and/or Intervention will continue to be offered for students in grades 4-8 in the area of mathematics. Professional Development for staff (as indicated in Goal 9). This progression will lead to students who are better prepared to meet the rigor of high school. A comparison of	Conditions of Learning: Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
established for comparison purposes. Subgroups will be monitored, and assistance will be provided to students in need.					metric to assess progress will be reevaluated to determine the most effective metric to determine progress.	State test scores will be available and evaluated as well to determine effectiveness	state test scores will also occur between Year 2 and 3.	
Identified need: To implement Common Core State Standards (CCSS) Metric: All available and applicable metrics for the selected state priorities. Completed staff development hours: All certificated employees will be offered the opportunity to attend three days of professional development in the area of CCSS. The expectation is that a minimum of 90% of	2. Fully transition from 1997 State Standards to Common Core State Standards	All	LEA-wide		Students will benefit by the level of professional development provided to their teachers in CCSS (3 days). Teachers will be better equipped to teach more in-depth and to a higher level of rigor. Students will be better prepared for the rigor of high school coursework and allow more students to enter college without	Students will continue to benefit by the level of professional development provided to their teachers in CCSS. Teachers will be better equipped to teach more in-depth and to a higher level of rigor. Students will be better prepared for the rigor of high school coursework and allow more students to enter college without	Students will continue to benefit by the level of professional development provided to their teachers in CCSS. Teachers will be better equipped to teach more in-depth and to a higher level of rigor. Students will be better prepared for the rigor of high school coursework and allow more students to enter college without	Conditions of Learning: BASIC Implementation of State Standards Course Access Pupil Outcomes: Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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teachers will participate in each training session. Principal Observation: Principals will report to district administration during regularly scheduled meetings to share findings regarding classroom observations of instruction aligned to the CCSS. Use of CCSS planning software: CCSS planning software usage reports will confirm that all credentialed teachers in grades K-5 and ELA and Math teachers in grades 6-8 have utilized the software for instructional purposes.					needing remediation. The planning software will insure that students are taught all of the standards in a given year. Administrators will observe classroom lessons aligned to CCSS and provide feedback for teachers. This feedback will improve instruction for student outcome. Special Education staff will be trained in Universal Design for Learning (UDL)	needing remediation. The planning software will insure that students are taught all of the standards in a given year. Administrators will observe classroom lessons aligned to CCSS and provide feedback for teachers. This feedback will improve instruction for student outcome. General Education staff will be trained in Universal Design for Learning (UDL)	needing remediation. The planning software will insure that students are taught all of the standards in a given year. Administrators will observe classroom lessons aligned to CCSS and provide feedback for teachers. This feedback will improve instruction for student outcome.	

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	
Identified need: Slow Internet speed Limited Internet access Need for updated technological devices Student to device ratio too high Metric: All available and applicable metrics for the selected state priorities. Technology data as reported on CBEDS: The annual California Basic Educational Data System (CBEDS) reporting for each site will demonstrate an increase in the number of computers (less than four years old) used for instructionally-related purposes at each	3. Provide adequate levels of technology to support the instructional program	All	LEA-wide		Students will have increased access to technological devices. Students will experience an increase in Internet speed and access allowing them to use a computer more effectively and efficiently. Increase access to assistive technologies for learning.	Students will continue to have increased access to technological devices. This will afford students the access to skills required of 21st century learners and provide them with a powerful learning tool. Increase access to assistive technologies for learning.	Students will continue to have increased access to technological devices. This will afford students the access to skills required of 21st century learners and provide them with a powerful learning tool. Increase access to assistive technologies for learning.	Conditions of Learning: BASIC Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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school site. Staff feedback Technology Department Reporting: The Technology Coordinator will regularly assess the available bandwidth and speed using software and other available means to insure reliable access for all staff and students.								
Identified need: Surveys from staff, parents and students indicated a need for additional extra-curricular events and programs Metric: All available and applicable metrics for the selected state priorities.	4. Deliver increased access to after school academic and extra-curricular activities	All • Including Special Education students	LEA-wide		In the interest of serving more students, Homework Club will be offered during the 2014-15 school year in grades 4-8 with the focus in the area of mathematics. This will allow students to receive	Students will have access to additional Homework Club and/or Intervention courses, in number and/or content area. This will allow students to receive direct instruction in core content areas	Students will continue to have access to Intervention courses. This will allow students to receive direct instruction in core content areas from a credentialed teacher in a 10:1 teacher to student ratio. Expand	Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement Pupil Engagement 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.)
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Increase in the number of extra-curricular events and programs Future survey results: The results of the survey will indicate increased satisfaction with the extra-curricular events and programs that are offered. Teacher feedback on the improvement in the quality and quantity of homework being completed by students.					assistance with their homework at the school site by a credentialed teacher. (Tied to Goals 1 & 7) Middle school students will benefit from an after school sports program. This will teach students leadership skills, teamwork and help build confidence. An Integrated Arts Program (TK-5) will allow students to experience the arts through a grade level performance once every three years. Participation in the SELPA Art	from a credentialed teacher in a 10:1 teacher to student ratio. Middle school students will benefit from an after school sports program. This will teach students leadership skills, teamwork and help build confidence. Students wil have the opportunity to participate in a summer school program during the 2015-16 academic school year. An Integrated Arts Program (TK-5) will allow students to experience the	Intervention and Homework Club if needed. A summer program will be offered for students in need. Middle school students will benefit from an after school sports program. This will teach students leadership skills, teamwork and help build confidence. An Integrated Arts Program (TK-5) will allow students to experience the arts through a grade level performance once every three years.	

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	
					and Writing Contest (TK-8)	arts through a grade level performance once every three years. Participation in the SELPA Art and Writing Contest (TK-8) During the 2015-16 school year, the number of Intervention classes offered by the district will increase from 4 at the elementary level, and from 3 at the middle school level (contingent upon available staffing) OR Homework Club will be expanded (based on need). In addition, a summer school opportunity will be provided.	A district-wide music teacher will provide instruction at the elementary level. Participation in the SELPA Art and Writing Contest (TK-8). During the 2016-17 school year, the number of Intervention classes offered by the district will be a minimum of the prior year. Additional classes will be offered as needed (contingent upon available staffing). The effectiveness of the music and summer program will be evaluated annually.	

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	
Identified need: Surveys from staff, parents and students indicated a lack of academic support for students Metric: All available and applicable metrics for the selected state priorities. Increase in support services: Teacher and administrator input will be sought regarding the benefit of the Counseling position and Instructional Lead Teachers.	5. Improve the level of academic support students receive at school	All	LEA-wide		Middle school students will have access to a PPS credentialed counselor who will provide general education counseling, academic counseling, assistance with scheduling, and college and career readiness. Students in grades TK-3 will benefit from a reduced school-wide average class size of 29:1. Future survey results: The results of the survey will indicated an improved level of academic support at the school sites by adding	Instructional Lead Teachers will provide students with additional targeted instruction in a pull-out model. This will allow students who need additional support to receive instruction in a smaller group setting and differentiated to meet the needs of the learner. Students who are not pulled out of class will also benefit from having the teacher to student ratio lowered during core instructional time. The Instructional Lead Teacher will also provide coaching and professional	Instructional Lead Teachers will continue to provide students with additional targeted instruction in a pull-out model. This will allow students who need additional support to receive instruction in a smaller group setting and differentiated to meet the needs of the learner. Students who are not pulled out of class will also benefit from having the teacher to student ratio lowered during core instructional time. The Instructional Lead Teacher will also provide coaching and	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement 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	
					instructional materials, an AVID Program and reducing the school average class size.	development to enhance the teaching of all teachers at the school site, which in turn, will raise the level of instruction provided to students. Students in grades TK-3 will benefit from a further reduced school-wide average class size. Future survey results: The results of the survey will indicated an improved level of academic support at the school sites by adding instructional materials, an AVID Program and reducing the	professional development to enhance the teaching of all teachers at the school site, which in turn, will raise the level of instruction provided to students. Curriculum Adoption (Common Core aligned, state-adopted materials) will be purchased to support teachers and students in the educational process (See Goal 1: Actions, Section 3A) A middle school AVID Program will target eligible students and prepare them for entrance into	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						school average class size.	college. Students in grades TK-3 will continue to benefit from further reduced school-wide average class size. Future survey results: The results of the survey will indicated an improved level of academic support at the school sites by adding instructional materials, an AVID Program and reducing the school average class size.	

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	
Identified need: Surveys from staff, parents and students a need for a variety of course electives Metric: All available and applicable metrics for the selected state priorities. Increase electives that support the transition to high school: At the conclusion of each school year, the District will evaluate the success of the students enrolled in foreign language by monitoring grades and stakeholder input. As students transition to the high school in the future, communication regarding the success of students transitioning from grade 8 into the high school's foreign	6. Offer course electives which better equip our students for high school level coursework	All	Grace Yokley Middle School		N/A This will be offered during the 2015-16 school year.	Students will have access to a foreign language elective, which has not been offered in the past. This will allow students to accelerate into advanced classes at the high school level. Students will have the opportunity to participate in an additional period to provide access to supplementary course options.	Students will continue to have access to a foreign language elective, which has not been offered in the past. This will allow students to accelerate into advanced classes at the high school level. Students will continue to have the opportunity to participate in an additional period to provide access to supplementary course options.	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: 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	
language program will occur between the middle school and high school. The District will evaluate the benefit of offering an additional period of supplementary course options. Teacher and administrator input will be sought regarding the benefit of offering the additional period. Future survey results: The results of the surveys will demonstrate an increased satisfaction with the variety of electives offered at the middle school.								

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	
Identified need: Based off of historical data, our English learner population has continued to grow and is a significant portion of our student demographics. Metric: All available and applicable metrics for the selected state priorities. CDE Title III AMAO 1 & 2 Data: Title III AMAO 1 & 2 data will show improvement. Feedback from DELAC & ELACs will show increased satisfaction with extra supports available to students at school.	7. English learners will continue to make progress towards English proficiency.	English learners	LEA-wide		EL Homework Club will be offered during the 2014-15 school year to English learners in grades 2-8 with the intention of assisting EL students with their regular homework. When English is not spoken by the parent(s), students are not able to get help from home with their school work.	EL Homework Club will continue to be offered during the 2015-16 school year to English learners in grades 2-8 with the intention of assisting EL students with their regular homework. When English is not spoken by the parent(s), students are not able to get help from home with their school work.	EL Homework Club will continue to be offered during the 2016-17 school year to English learners in grades 2-8 with the intention of assisting EL students with their regular homework. When English is not spoken by the parent(s), students are not able to get help from home with their school work.	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified need: In response to revisions in Ed Code that require the use of alternative means of correction, the district staff has indicated a need for staff to be trained in the use of Positive Behavioral Intervention and Supports (PBIS). Metric: All available and applicable metrics for the selected state priorities. Staff participation in training Staff feedback	8. Train school teams in the use of Positive Behavioral Intervention and Supports (PBIS).	All	LEA-wide		Students with behavioral challenges will be supported by school staff who have been trained in Positive Behavioral Interventions and Supports (PBIS) to create a posittve and effective learning environment for all students. Building capacity within the district to provide sustainable training and coaching in Tier 1 system to their PBIS school sites. Stages of implementation: Exploration/Adoption and Installation.	Students with behavioral challenges will be supported by school staff who have been trained in Positive Behavioral Interventions and Supports (PBIS) to create a posittve and effective learning environment for all students. Building capacity within the district to provide sustainable training and coaching in tier 2 system to their PBiS school sites. Stages of implementation: Initial Implementation	Students with behavioral challenges will be supported by school staff who have been trained in Positive Behavioral Interventions and Supports (PBIS) to create a posittve and effective learning environment for all students. Building capacity within the district to provide sustainable training and coaching in Tier 2 system to their PBIS school sites. Stages of implementation: Full Implementation	Conditions of Learning: BASIC Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Pupil Engagement 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	
					Timeline: Begin training for School 1 & 2 Development of a predictable, consistent, positive, and safe environment with universal (tier 1) systems of support. Increased number of teachers and administrators trained in development of a robust prevention model ensuring that the interventions fit contextually within the school's community in collaboration with multiple stakeholders that include parents and community	Timeline: Begin second cohort with School 3 & 4 Development of a predictable, consistent, positive, and safe environment with universal (tier 1) and secondary (tier 2) systems of support. Increased number of teachers and administrators trained in development of a robust prevention and early intervention model ensuring that the interventions fit contextually within the school's community in collaboration with multiple stakeholders that	Ongoing evaluation of systems and implementation drivers to create a systemic response to students' needs. Development of a predictable, consistent, positive, and safe environment with universal (tier 1) and secondary (tier 2) and tertiary (tier 3) systems of support. Increased number of teachers and administrators trained in development of a robust prevention, early intervention model and intensive intervention model ensuring	

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	
					service providers.	include parents and community service providers.	that the interventions fit contextually within the school's community in collaboration with multiple stakeholders that include parents and community service providers.The school systems response to students' need will progressively increase in sophistication annually.	

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	
Identified need: As our district is anticipated to triple in size, it is essential to hire and retain highly qualified educators, administrators and other support staff to support student achievement in a safe environment. Metric: All available and applicable metrics for the selected state priorities. Staff Assignments Staff Credentials Student Grades/Test Scores: In the absence of state test scores, student grades will be used as the metric to measure progress. When state test scores become available, the metric to	9. Increase student achievement by providing students a safe environment staffed with highly qualified, appropriately credentialed teachers in the classroom and effective school/district administrators, who are supported by a strong support staff.	All	LEA-wide		Students will be supported in a safe learning environment by highly qualified school staff (including teachers, paraprofessionals and administrators) and district staff (including management, certificated, confidential and classified) in order to achieve their academic endeavors. Campus proctors will be added to increase the level of supervision. Safe Schools Ambassadors (SSA) will continue at the middle school level.	Students will be supported in a safe learning environment by highly qualified school staff (including teachers, paraprofessionals and administrators) and district staff (including management, certificated, confidential and classified) in order to achieve their academic endeavors. Campus proctors will be added to increase the level of supervision. Safe Schools Ambassadors (SSA) will continue at the middle school level.	Students will be supported in a safe learning environment by highly qualified school staff (including teachers, paraprofessionals and administrators) and district staff (including management, certificated, confidential and classified) in order to achieve their academic endeavors. Campus proctors will be added to increase the level of supervision. Safe Schools Ambassadors (SSA) will continue at the middle school level.	Conditions of Learning: BASIC Course Access Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parent Engagement 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	
assess progress will be reevaluated to determine the most effective metric to determine progress. The average of student grades district-wide (grades 1-8) will show gradual improvement year over year. Annually, the district will calculate and review the average of all student grades. The analysis will be done for all students in grades 1-8. A district-wide average will be established for comparison purposes. Parent surveys and/or feedback regarding student safety. A safe school environment will be evaluated annually.					Students will be exposed to new techniques and methodologies to enhance achievement as facilitated by additional monthly staff development activities.	Students will continue to be exposed to new techniques and methodologies to enhance achievement as facilitated by additional monthly staff development activities.	Students will continue to be exposed to new techniques and methodologies to enhance achievement as facilitated by additional monthly staff development activities. Students will benefit form teachers who have the support of a BTSA Support Provider.	

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. Increase student achievement in the area of mathematics	Conditions of Learning: Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: 1.1 Use of Board Adopted Curriculum • Purchase K-2 Consumable Text Replacements Yr. 2: 1.1 Use of Board Adopted Curriculum • Purchase K-2 Consumable Text Replacements Yr. 3: 1.1 Use of Board Adopted Curriculum • Adopt a Mathematics Curriculum that is aligned to Common Core State Standards	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Purchase K-2 Consumable Text (replacements) 4000-4999: Books And Supplies LCFF 30,000	Purchase K-2 Consumable Text (replacements) 4000-4999: Books And Supplies LCFF 30,000	Mathematics Curriculum Adoption 4000-4999: Books And Supplies LCFF 500,000

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
		Yr. 1: 1.2 Use of Supplemental Materials to support Instruction • Purchase Misc. Supplemental Materials • Purchase Manipulatives Yr. 2: 1.2 Use of Supplemental Materials to Support Instruction • Purchase Misc. Supplemental Materials • Purchase Manipulatives Yr. 3: 1.2 Use of Supplemental Materials to Support Instruction • Purchase Mics. Supplemental Materials • Purchase Manipulatives	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Purchase Misc. Supplemental Materials See expense in 2.4 4000-4999: Books And Supplies LCFF Purchase Manipulatives See expense in 2.4 4000-4999: Books And Supplies LCFF	Purchase Misc. Supplemental Materials See expense in 2.4 4000-4999: Books And Supplies LCFF Purchase Manipulatives See expense in 2.4 4000-4999: Books And Supplies LCFF	Misc. Supplemental Materials See expense in 2.4 4000-4999: Books And Supplies LCFF Manipulatives See expense in 2.4 4000-4999: Books And Supplies LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 1: 1.3 Implementation of Common Core State Standards • Offer Professional Development • Purchase Misc. Supplemental Materials aligned to Common Core Yr. 2: 1.3 Implementation of Common Core State Standards • Offer Professional Development • Purchase Misc. Supplemental Materials aligned to Common Core Yr. 3: 1.3 Implementation of Common Core State Standards • Offer Professional Development • Purchase Misc. Supplemental Materials aligned to Common Core	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer Professional Development - Cost of Salaries See expense in 2.1 1000-1999: Certificated Personnel Salaries Common Core Offer Professional Development - Cost of Statutory Benefits See expense in 2.1 3000-3999: Employee Benefits Common Core Purchase Misc. Supplemental Materials aligned to Common Core See expense in 2.4 4000-4999: Books And Supplies LCFF	Offer Professional Development - Salaries See expense in 2.1 1000-1999: Certificated Personnel Salaries Title II Offer Professional Development - Statutory Benefits See expense in 2.1 3000-3999: Employee Benefits Title II Purchase Misc. Supplemental Materials aligned to Common Core See expense in 2.4 4000-4999: Books And Supplies LCFF	Professional Development - Salaries See expense in 2.1 1000-1999: Certificated Personnel Salaries Title II Professional Development - Statutory Benefits See expense in 2.1 3000-3999: Employee Benefits Title II Misc. Supplemental Materials aligned to Common Core State Standards See expense in 2.4 4000-4999: Books And Supplies LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2. Fully transition from 1997 State Standards to Common Core State Standards	Conditions of Learning: BASIC Implementation of State Standards Course Access Pupil Outcomes: Pupil Achievement	Yr. 1: 2.1 Offer Professional Development Opportunities • Offer 3 Days of Professional Development • Provide Trainers and Training Materials • Principals to provide support and guidance Yr. 2: 2.1 Offer Professional Development (Total number of days negotiable) • Offer Staff Development, Trainers and Materials • Principals provide instructional support and guidance Yr. 3: 2.1 Offer Professional Development (Total number of days negotiable) • Offer Staff Development, Trainers and Materials • Principals provide instructional support and guidance	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer Professional Development (3 days) - Teaching Staff (based on average per diem rate) Trainers: Action Learning Systems & Kagan - Cost of Salaries Common Core Funding & Title II 1000-1999: Certificated Personnel Salaries Common Core 143,100 Associated Benefits Cost of offering Professional Development (3 days) - Teaching Staff Common Core Funding & Title II 3000-3999: Employee Benefits Common Core 17,175 Provide Trainers & Training Materials 5000-5999: Services And Other Operating Expenditures Common Core 26,200 Principals to Observe and Provide Feedback	Provide Professional Development - Salary *Total number of days negotiable 1000-1999: Certificated Personnel Salaries Title II 50,000 Provide Professional Development - Statutory Benefits 3000-3999: Employee Benefits Title II 8,000 ProvideTrainers & Training Materials 5000-5999: Services And Other Operating Expenditures LCFF 15,000 Principals to Observe and Provide Feedback	Professional Development - Salary *Total number of days negotiable 1000-1999: Certificated Personnel Salaries Title II 50,000 Professional Development - Statutory Benefits 3000-3999: Employee Benefits Title II 8,000 Trainers & Training Materials 5000-5999: Services And Other Operating Expenditures LCFF 15,000 Principals to Observe and Provide Feedback

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
		Yr. 1: 2.2 Offer 4 days of Universal Design for Learning Training (SPED) to Special Education Staff • Training fees • Release time to attend training Yr. 2: 2.2 Provide Universal Design for Learning Training (SPED) • Train new staff • Provide release time to attend training Yr. 3: 2.2 Provide Universal Design for Learning Training (SPED) • Train new staff • Provide release time to attend training	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer Training (4 days) - Fees 5000-5999: Services And Other Operating Expenditures Title II 500 Offer Training (4 days) - Sub Costs 1000-1999: Certificated Personnel Salaries Title II 2080	Provide Training (new staff) - Sub Costs 1000-1999: Certificated Personnel Salaries Title II 1,000	Training (new staff) - sub costs 5000-5999: Services And Other Operating Expenditures Title II 1,000

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
		Yr. 1: 2.3 Provide Synced Solution Software for teacher use • Pay licensing fee Yr. 2: 2.3 Provide Synced Solution Software for Teacher Use • Pay Licensing fee Yr. 3: 2.3 Provide Synced Solution Software • Pay Licensing Fee	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Licensing Fee 5000-5999: Services And Other Operating Expenditures Common Core 23,000	Licensing Fee 5000-5999: Services And Other Operating Expenditures LCFF 20,000	Licensing Fee 5000-5999: Services And Other Operating Expenditures LCFF 20,000
		Yr. 1: 2.4 Provide Necessary Common Core Supplemental Materials • Purchase Supplemental Materials and Manipulatives as needed Yr. 2: 2.4 Common Core Supplemental Materials • Purchase Supplemental Materials and Manipulatives as needed	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Purchase Supplemental materials and manipulatives 4000-4999: Books And Supplies Common Core 150,000	Supplemental Materials and Manipulatives 4000-4999: Books And Supplies LCFF 80,000	Supplemental Materials and Manipulatives 4000-4999: Books And Supplies LCFF 50,000

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
		Yr. 3: 2.4 Purchase Common Core Supplemental Materials and Manipulatives • Purchase Supplemental Materials and Manipulatives as needed					
3. Provide adequate levels of technology to support the instructional program	Conditions of Learning: BASIC Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: 3.1 Show an increase in the number of and access to technological devices • Replace and update three existing computer labs with new technology • Distribute computers from existing labs to classrooms for student use • Pilot various technological platforms for Smarter Balanced Assessment	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Replace and update three existing computer labs with new technology 4000-4999: Books And Supplies Common Core 115,000 Distribute computers from existing labs to classrooms for student use. Pilot various technological platforms for Smarter Balanced Assessment	Purchase additional technology devices 4000-4999: Books And Supplies LCFF 35,000	Purchase additional technology devices 4000-4999: Books And Supplies LCFF 35,000

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
		Yr. 2: 3.1 Increase the number of and access to technological devices • Purchase additional technology devices Yr. 3: 3.1 Increase in the number of and access to technological devices • Purchase additional technology devices					
		Yr. 1: 3.2 Increase Internet speed and access • Increase bandwidth to 1 Gbps • Improve Network Infustructure Yr. 2: 3.2 Increase Internet speed and access • Monitor and assess internet speed and access needs • Improve Network Infrastructure	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Increase bandwidth to 1 Gbps 5000-5999: Services And Other Operating Expenditures LCFF 8,500 Improve Network Infustructure 4000-4999: Books And Supplies Other 50,000	Monitor and assess internet speed and access needs Improve Network Infrastructure 4000-4999: Books And Supplies LCFF 20,000	Monitor and assess internet speed and access needs Improve network infrastructure 4000-4999: Books And Supplies LCFF 20,000

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
		Yr. 3: 3.2 Increase Internet speed and access • Monitor and assess internet speed and access needs • Improve network infrastructure					
		Yr. 1: 3.3 Provide access to a full range of assistive technologies to improve access to curriculum (SPED) • Train Special Education Staff to effectively identify Assistive Technology needs. • Consider Assistive Technologies during each student's IEP • Provide appropriate Assistive Technologies for student access as needed.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Train Special Education Staff to effectively identify Assistive Technology needs. 1000-1999: Certificated Personnel Salaries Other 1,000 Consider Assistive Technologies during each student's IEP. Provide appropriate Assistive Technologies for student access as needed. 4000-4999: Books And Supplies Other 1,000	Continue to train Special Education Staff to effectively identify Assistive Technology needs. 1000-1999: Certificated Personnel Salaries Other 1,000 Continue to consider Assistive Technologies during each student's IEP. Provide appropriate Assistive Technologies for student access as needed. 4000-4999: Books And Supplies Other 1,000	Continue to train Special Education Staff to effectively identify Assistive Technology needs. 1000-1999: Certificated Personnel Salaries Other 1,000 Continue to consider Assistive Technologies during each student's IEP. Provide appropriate Assistive Technologies for student access as needed. 4000-4999: Books And Supplies Other 1,000

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
		Yr. 2: 3.3 Provide access to a full range of assistive technologies to improve access to curriculum (SPED) • Continue to train Special Education Staff to effectively identify Assistive Technology needs • Continue to consider Assistive Technologies during each student's IEP. • Provide appropriate Assistive Technologies for student access as needed.					

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
		Yr. 3: 3.3 Provide access to a full range of assistive technologies to improve access to curriculum (SPED) • Continue to train Special Education Staff to effectively identify Assistive Technology needs • Continue to consider Assistive Technologies during each student's IEP • Provide appropriate Assistive Technologies for student access as needed.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Deliver increased access to after school academic and extra-curricular activities	Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement Pupil Engagement School Climate	Yr. 1: In the interest of serving more students, Homework Club will be offered during the 2014-15 school year in grades 4-8 with the focus in the area of mathematics. This will allow students to receive assistance with their homework at the school site by a credentialed teacher. (Tied to Goals 1 & 7) Middle school students will benefit from an after school sports program. This will teach students leadership skills, teamwork and help build confidence. An Integrated Arts Program (TK-5) will allow students to experience the arts through a grade level performance once every three years. Participation in the SELPA Art and Writing Contest (TK-8) 4.1 Participate in the WESELPA Arts and Writing Contest (SPED) • All Special Education Students will be offered the	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest.	All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest. No additional cost	All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest.

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
		opportunity to participate in the WESELPA Arts & Writing Contest Yr. 2: 4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest. Yr. 3: 4.1 WESELPA Arts and Writing Contest (SPED) • All Special Education Students will be offered the opportunity to participate in the WESELPA Arts & Writing Contest.					

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
		Yr. 1: 4.2 Offer Elementary Student Council and Middle School After School Clubs • Elementary Student Council • Girl Talk Club • Bible Club • Students Run Los Angeles (SRLA) • Band Club • Science Club Yr. 2: 4.2 Offer Elementary Student Council and Middle School After School Clubs • Elementary Student Council • Girl Talk Club • Bible Club • Students Run Los Angeles (SRLA) • Band Club • Science Club	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost	Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost	Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost

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
		Yr. 3: 4.2 Offer Elementary Student Council and Middle School After School Clubs • Elementary Student Council • Girl Talk Club • Bible Club • Students Run Los Angeles (SRLA) • Band Club • Science Club					
		Yr. 1: 4.3 Offer After School English Language Arts (ELA) Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) Existing cost Section 3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) Existing cost Section 3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF	Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF	Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: 4.3 Offer After School English Language Arts (ELA) Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) Yr. 3: 4.3 Offer After School English Language Arts (ELA) Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8)				Reevaluate the need to increase the number of intervention offerings. Add one class per site if needed. Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF	Reevaluate the need to increase the number of intervention offerings. Add one class per site, if needed. Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 1: 4.4 Offer various Homework Clubs an as additional academic support • Math Homework Club (4-8) • EL Homework Club (2-8) Yr. 2: 4.4 Offer various Homework Clubs as an additional academic support • Math Homework Club • EL Homework Club Yr. 3: 4.4 Offer various Homework Clubs as an additional academic support • Math Homework Club • EL Homework Club	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Math Homework Club (4-8) 1000-1999: Certificated Personnel Salaries LCFF See expense in 3B, 1.2 EL Homework Club (2-8) 1000-1999: Certificated Personnel Salaries Title III See expense in 3B, 7.1	Math Homework Club Existing cost 3B, 1.2 1000-1999: Certificated Personnel Salaries LCFF EL Homework Club Existing cost 3B, 7.1 1000-1999: Certificated Personnel Salaries Title III	Math Homework Club (4-8) Existing cost 3B, 1.2 1000-1999: Certificated Personnel Salaries LCFF EL Homework Club (2-8) Existing cost 3B, 7.1 1000-1999: Certificated Personnel Salaries Title III

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
		Yr. 1: 4.5 Provide a Visual and Performing Arts Program • Reinstate an integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates areas of the Arts with core content curriculum • Purchase integrated Arts Program Materials • Purchase Music Program Instructional Materials (6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Reinstate an integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates areas of the Arts with core content curriculum Existing cost Section 3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Purchase integrated Arts Program Materials Existing cost Section 3B Goal 4) 4000-4999: Books And Supplies LCFF Purchase Music Program Instructional Materials (6-8) Existing cost Section 3B Goal 4) 4000-4999: Books And Supplies LCFF	Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Integrated Arts Program Materials Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF Music Program Instructional Materials Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF	Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Purchase integrated Arts Program Materials Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF Purchase Music Program Instructional Materials (6-8) Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF Hire (1) elementary District appropriately credentialed music teacher - Salary Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: 4.5 Provide a Visual and Performing Arts Program • Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase integrated Arts Program Materials • Purchase Music Program Instructional Materials (6-8)					Hire (1) elementary District appropriately credentialed music teacher - Benefits Existing cost (3B Goal 4) 3000-3999: Employee Benefits LCFF Music Program (TK-5) Instructional Materials Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: 4.5 Provide a Visual and Performing Arts Program • Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase integrated Arts Program Materials • Purchase Music Program Instructional Materials (6-8) • Hire (1) Appropriately Credentialed District Music Teacher • Purchase Music Program (TK-5) Instructional Materials					

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
		Yr. 1: 4.6 Offer an After School Sports Program (Middle School) • Provide coaching • Provide supplies • Provide transportation Yr. 2: 4.6 Offer an After School Sports Program (Middle School) • Provide Coaches • Provide Supplies • Provide Transportation Yr. 3: 4.6 Offer an After School Sports Program (Middle School) • Provide Coaches • Provide Supplies • Provide Transportation	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		After School Sports offerings in grades 6-8 (as staffing permits) - Certificated Stipends Existing cost Section 3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Classified Stipends Existing cost Section 3B Goal 4) 2000-2999: Classified Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Supplies Existing cost Section 3B Goal 4) 4000-4999: Books And Supplies LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Transportation Existing cost Section 3B Goal 4) 5000-5999: Services And Other Operating Expenditures LCFF	After School Sports offerings in grades 6-8 (as staffing permits) - Certificated Stipends Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Classified Stipends Existing cost (3B Goal 4) 2000-2999: Classified Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Supplies Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Transportation Existing cost (3B Goal 4) 5000-5999: Services And Other Operating Expenditures LCFF	After School Sports offerings in grades 6-8 (as staffing permits) - Certificated Stipends Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Classified Stipends Existing cost (3B Goal 4) 2000-2999: Classified Personnel Salaries LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Supplies Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF After School Sports offerings in grades 6-8 (as staffing permits) - Transportation Existing cost (3B Goal 4) 5000-5999: Services And Other Operating Expenditures LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: 4.7 Offer a Summer School Program to increase student instructional time • Hire Summer School Teachers and Staff • Purchase Instructional Materials Yr. 3: 4.7 Offer a Summer School Program to increase student instructional time • Hire Summer School Teachers and Staff • Purchase Instructional Materials	Yr. 2: LEA-wide Yr. 3: LEA-wide			Offer Summer School Program - Salary Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Offer Summer School Program - Employee Benefits Existing cost (3B Goal 4) 3000-3999: Employee Benefits LCFF Offer Summer School Program - Supplies Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF	Offer Summer School Program - Salary Existing cost (3B Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Offer Summer School Program - Statutory Benefits Existing cost (3B Goal 4) 3000-3999: Employee Benefits LCFF Instructional Materials Existing cost (3B Goal 4) 4000-4999: Books And Supplies LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5. Improve the level of academic support students receive at school	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement School Climate	Yr. 1: 5.1 Reduce the school average class size in TK-3 to 29. • Maintain (1) teacher Yr. 2: 5.1 Continue to reduce the school average class size in TK-3. • Maintain (3) teachers Yr. 3: 5.1 Continue to reduce the school average class size in TK-3 • Maintain (4) teachers	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Maintain (1) teacher to lower the school average class size in TK-3 to 29. 1000-1999: Certificated Personnel Salaries LCFF 68,500	Maintain (3) teachers to lower the school average class size in TK-3. *Class size is negotiable 1000-1999: Certificated Personnel Salaries LCFF 205,500	Maintain (4) teachers to lower the school average class size in TK-3. *Class size is negotiable 1000-1999: Certificated Personnel Salaries LCFF 274,000

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. Offer course electives which better equip our students for high school level coursework	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: School Climate	Yr. 1: 6.1 N/A - This will begin during the 2015-16 school year Yr. 2: 6.1 Offer a foreign language elective at the middle school • Hire an appropriately credentialed foreign language teacher • Purchase Instructional Materials Yr. 3: 6.1 Offer a foreign language elective at the middle school level. • Maintain (1) Appropriately Credentialed Foreign Language Teacher	Yr. 1: Grace Yokley Middle School Yr. 2: Grace Yokley Middle School Yr. 3: Grace Yokley Middle School			Hire an appropriately credentialed foreign language teacher - Salary 1000-1999: Certificated Personnel Salaries LCFF 60,639 Hire an appropriately credentialed foreign language teacher - Statutory benefits 3000-3999: Employee Benefits LCFF 14,860 Instructional Materials 4000-4999: Books And Supplies LCFF 15,000	(1) Appropriately Credentialed Foreign Language Teacher - Salary 1000-1999: Certificated Personnel Salaries LCFF 63,076 (1) Appropriately Credentialed Foreign Language Teacher - Statutory benefits 3000-3999: Employee Benefits LCFF 16,330

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7. English learners will continue to make progress towards English proficiency.	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B. Yr. 2: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B. Yr. 3: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide				
8. Train school teams in the use of Positive Behavioral Intervention and Supports (PBIS).	Conditions of Learning: BASIC Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Pupil Engagement School Climate	Yr. 1: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B. Yr. 2: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B. Yr. 3: This goal applies to a targeted subgroup. Please see Information for this goal in Section 3B.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
9. Increase student achievement by providing students a safe environment staffed with highly qualified, appropriately credentialed teachers in the classroom and effective school/district administrators, who are supported by a strong support staff.	Conditions of Learning: BASIC Course Access Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parent Engagement School Climate	Yr. 1: 9.1 Provide a safe environment for all students and staff • Hire Campus Proctors • Implement Viper Program • Complete School Site Safety Improvements (fencing, etc.) • Update Safety/Disaster Plans Annually • Provide Student Supervision • Provide Crossing Guards • Contract 24/7 Alarm Monitoring at all sites	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire Campus Proctors - 2 part-time proctors per school site 2000-2999: Classified Personnel Salaries LCFF 110,000 District-wide Implementation of the Viper Program 4000-4999: Books And Supplies LCFF 1,000 Complete School Site Safety Improvements (fencing, etc) Projects 6000-6999: Capital Outlay Other 30,000 Update Safety/Disaster Plans Annually Provide Student Supervision 15 minutes before school, during school and 15 minutes after school (a combination of Administration, Teachers & Classified Staff) 2000-2999: Classified Personnel Salaries LCFF 57,500 Provide Crossing Guards 5000-5999: Services And Other Operating Expenditures LCFF 16,500 Contract 24/7 Alarm Monitoring at all sites 5000-5999: Services And Other Operating Expenditures LCFF 12,000	Campus Proctors - 2 part-time proctors per school site 2000-2999: Classified Personnel Salaries LCFF 112,750 District-wide Implementation of Viper Program 4000-4999: Books And Supplies LCFF 1,000 School Site Safety Improvements 6000-6999: Capital Outlay Other 30,000 Update Safety/Disaster Plans Annually Student Supervision 15 minutes before school, during school and 15 minutes after school (a combination of Administration, Teachers & Classified Staff) 2000-2999: Classified Personnel Salaries LCFF 57,500 Crossing Guards 5000-5999: Services And Other Operating Expenditures LCFF 16,000 24/7 Alarm Monitoring at all sites 5000-5999: Services And Other Operating Expenditures LCFF 12,000	Campus Proctors - 2 part-time proctors per school site 2000-2999: Classified Personnel Salaries LCFF 115,575 District-wide Implementation of Viper Program 4000-4999: Books And Supplies LCFF 1,000 School Site Safety Improvements 6000-6999: Capital Outlay Other 30,000 Update Safety/Disaster Plans Annually Student Supervision 15 minutes before school, during school and 15 minutes after school (a combination of Administration, Teachers & Classified Staff) 2000-2999: Classified Personnel Salaries LCFF 57,500 Crossing Guards 5000-5999: Services And Other Operating Expenditures LCFF 16,500 24/7 Alarm Monitoring at all sites 5000-5999: Services And Other Operating Expenditures LCFF 12,000

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
		Yr. 2: 9.1 Provide a safe environment for students and staff • Maintain Campus Proctors • Continue to Implement the Viper Program • Complete School Site Safety Improvements • Update Safety/Disaster Plans Annually • Provide Student Supervision • Provide Crossing Guards • Contract 24/7 Alarm Monitoring at all sites					Hire (1) Maintenance/Facilities Coordinator - Salary 2000-2999: Classified Personnel Salaries LCFF 68,400 Hire (1) Maintenance/Facilities Coordinator - Statutory benefits 3000-3999: Employee Benefits LCFF 25,285

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
		Yr. 3: 9.1 Provide a safe environment for students and staff • Maintain Campus Proctors • Continue to Implement the Viper Program • Complete School Site Safety Improvements • Update Safety/Disaster Plans Annually • Provide Student Supervision • Provide Crossing Guards • Contract 24/7 Alarm Monitoring at all sites • Hire (1) Maintenance/Facilities Coordinator					

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
		Yr. 1: 9.2 Hire and Retain Highly Qualified Teachers & Staff • Offer a Competitive Certificated and Classified Salary Schedule • Offer a Competitive Benefits Package Yr. 2: 9.2 Hire and Retain Highly Qualified Teachers & Staff • Offer a Competitive Certificated and Classified Salary Schedule • Offer a Competitive Benefits Package	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer a Competitive Certificated Salary Schedule Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Offer a Competitive Classified Salary Schedule Cost reflected in negotiated salary schedule 2000-2999: Classified Personnel Salaries LCFF Offer a Competitive Benefits Package Cost reflected in negotiated contract 3000-3999: Employee Benefits LCFF	Offer a Competitive Certificated Salary Schedule Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Offer a Competitive Classified Salary Schedule Cost reflected in negotiated salary schedule 2000-2999: Classified Personnel Salaries LCFF Offer a Competitive Benefits Package Cost reflected in negotiated contract 3000-3999: Employee Benefits LCFF	Offer a Competitive Certificated Salary Schedule Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Offer a Competitive Classified Salary Schedule Cost reflected in negotiated salary schedule 2000-2999: Classified Personnel Salaries LCFF Offer a Competitive Benefits Package Cost reflected in negotiated contract 3000-3999: Employee Benefits LCFF Offer Beginning Teacher Support and Assessment (BTSA) - Model to be determined 1000-1999: Certificated Personnel Salaries LCFF 20,000

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
		Yr. 3: 9.2 Hire and Retain Highly Qualified Teachers & Staff • Offer a Competitive Certificated and Classified Salary Schedule • Offer a Competitive Benefits Package • Offer Beginning Teacher Support and Assessment (BTSA) - Model to be determined					
		Yr. 1: 9.3 Continue to Implement Safe Schools Ambassadors Program (6-8) Yr. 2: 9.3 Continue to Implement the Safe Schools Ambassadors Program (6-8) Yr. 3: 9.3 Continue to Implement the Safe Schools Ambassadors Program (6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Continue to implement the Safe School Ambassadors Program (Grades 6-8) 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Continue to implement the Safe School Ambassadors Program (Grades 6-8) 4000-4999: Books And Supplies LCFF 4,000	Continue to implement the Safe School Ambassadors Program (Grades 6-8) 4000-4999: Books And Supplies LCFF 4,000

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
		Yr. 1: 9.4 Hire (1) Administrative Assistant, Educational Services Yr. 2: 9.4 Maintain (1) Administrative Assistant, Educational Services Yr. 3: 9.4 Maintain (1) Administrative Assistant, Educational Services	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire (1) Administrative Assistant for Education Services -(85%) Salary 2000-2999: Classified Personnel Salaries LCFF 44,073 Hire (1) Administrative Assistant for Education Services - (85%) Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 16,936	(1) Administrative Assistant for Education Services -(85%) Salary 2000-2999: Classified Personnel Salaries LCFF 45,994 (1) Administrative Assistant for Education Services - (85%) Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 17,875	(1) Administrative Assistant for Education Services -(85%) Salary 2000-2999: Classified Personnel Salaries LCFF 48,412 (1) Administrative Assistant for Education Services - (85%) Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 18,962
		Yr. 1: 9.5 Hire (1) Part-time Technology Support Yr. 2: 9.5 Maintain (1) Part-time Technology Support Yr. 3: 9.5 Maintain (1) Part-time Technology Support	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire (1) Part time Computer Technician - Salary 2000-2999: Classified Personnel Salaries LCFF 20,000 Hire (1) Part-time Computer Technician - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 4,650	(1) Part time Computer Technician - Salary 2000-2999: Classified Personnel Salaries LCFF 20,500 (1) Part-time Computer Technician - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 5,125	(1) Part-time Computer Technician - Salary 2000-2999: Classified Personnel Salaries LCFF 21,000 (1)Part-time Computer Technician - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 5,465
		Yr. 1: 9.6 Hire (1) Fiscal Analyst Yr. 2: 9.6 Maintain (1) Fiscal Analyst Yr. 3: 9.6 Maintain (1) Fiscal Analyst	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire (1) Fiscal Analyst (partial year) - Salary 2000-2999: Classified Personnel Salaries LCFF 36,500 Hire (1) Fiscal Analyst (partial year) - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 12,500	(1) Fiscal Analyst - Salary 2000-2999: Classified Personnel Salaries LCFF 75,220 (1) Fiscal Analyst - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 26,300	(1) Fiscal Analyst - Salary 2000-2999: Classified Personnel Salaries LCFF 77,473 (1) Fiscal Analyst - Statutory Benefits and Health and Welfare 3000-3999: Employee Benefits LCFF 27,715

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities (from Section 2)**	**Actions and Services**	**Level of Service (Indicate if school-wide or LEA-wide)**	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1. Increase student achievement in the area of mathematics	Conditions of Learning: Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 1.1 Use of Supplemental Materials to Support Instruction • Provide Renaissance Learning Suite - Accelerated Math, MathFacts in a Flash and STAR Math Yr. 2: 1.1 Use of Supplemental Materials to Support Instruction • Renaissance Learning Suite - Accelerated Math, MathFacts in a Flash and STAR Math Yr. 3: 1.1 Use of Supplemental Materials to Support Instruction • Renaissance Learning Suite -	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Renaissance Learning Suite - Accelerated Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - MathFacts in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - STAR Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF	Renaissance Learning Suite - Accelerated Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - MathFacts in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - STAR Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF	Renaissance Learning Suite - Accelerated Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - MathFacts in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF Renaissance Learning Suite - STAR Math See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Accelerated Math, MathFacts in a Flash and STAR Math					
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 1.2 Offer 4 Math Homework Clubs (serving grades 4-8) as an additional academic support. Yr. 2: 1.2 Offer 6 Math Homework Clubs as an additional academic support. Yr. 3: 1.2 Offer 8 Math Homework Clubs as an additional academic support.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer 4 Math Homework Clubs 1000-1999: Certificated Personnel Salaries LCFF 11,500	Offer 6 Math Homework Clubs 1000-1999: Certificated Personnel Salaries LCFF 17,250	Offer 8 Math Homework Clubs 1000-1999: Certificated Personnel Salaries LCFF 23,000

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. Fully transition from 1997 State Standards to Common Core State Standards	Conditions of Learning: BASIC Implementation of State Standards Course Access Pupil Outcomes: Pupil Achievement	Yr. 1: This goal applies to all students, including our low-income, English learner, foster youth and redesignated fluent English proficient pupils,. Please see information for this goal in Section 3A. Yr. 2: This goal applies to all students. Please see information for this goal in Section 3A. Yr. 3: This goal applies to all students. Please see information for this goal in Section 3A.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide				
3. Provide adequate levels of technology to support the instructional program	Conditions of Learning: BASIC Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: This goal applies to all students, including our low-income, English learner, foster youth and redesignated fluent English proficient pupils. Please see information for this goal in Section 3A. Yr. 2: This goal applies to all students. Please see information for this goal in Section 3A. Yr. 3: This goal applies to all students. Please see information for this goal in Section 3A.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Deliver increased access to after school academic and extra-curricular activities	Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement Pupil Engagement School Climate	Yr. 1: In the interest of serving more students, including our low-income, English learner, foster youth and redesignated fluent English proficient pupils, Homework Club will be offered during the 2014-15 school year in grades 4-8 with the focus in the area of mathematics. This will allow students to receive assistance with their homework at the school site by a credentialed teacher. (Tied to Goals 1 & 7) Middle school students will benefit from an after school sports program. This will teach students leadership skills, teamwork and help build confidence. An Integrated Arts Program (TK-5) will allow students to experience the arts through a grade level performance once every three years. Participation in the SELPA Art and Writing Contest (TK-8) In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 4.1 Offer Elementary Student Council and Middle School After School Clubs	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost	Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost	Elementary Student Council No additional cost Girl Talk Club No additional cost Bible Club No additional cost Students Run Los Angeles (SRLA) No additional cost Band Club No additional cost Science Club No additional cost

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 4.2 Offer After School English Language Arts (ELA) Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) Yr. 2: 4.2 After School English Language Arts (ELA) Intervention • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each elementary site (6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) 1000-1999: Certificated Personnel Salaries LCFF 46,000 Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) 1000-1999: Certificated Personnel Salaries LCFF 12,000	Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) 1000-1999: Certificated Personnel Salaries LCFF 46,000 Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) 1000-1999: Certificated Personnel Salaries LCFF 12,000 Reevaluate the need to increase the number of intervention offerings. Add one class per site if needed. 1000-1999: Certificated Personnel Salaries LCFF 16,000	Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) 1000-1999: Certificated Personnel Salaries LCFF 46,000 Offer 3 English Language Arts After School Intervention Classes at each middle school site (6-8) 1000-1999: Certificated Personnel Salaries LCFF 12,000 Reevaluate the need to increase the number of intervention offerings. Add one class per site, if needed. 1000-1999: Certificated Personnel Salaries LCFF 16,000

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
		Yr. 3: 4.2 Offer After School English Language Arts (ELA) Intervention as an additional support • Offer 4 English Language Arts After School Intervention Classes at each elementary site (2-5) • Offer 3 English Language Arts After School Intervention Classes at each elementary site (6-8)					
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 4.3 Offer various Homework Clubs as an additional academic support. • Math Homework Club (4-8) • EL Homework Club (2-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Math Homework Club (4-8) See expense in 1.2 1000-1999: Certificated Personnel Salaries LCFF EL Homework Club (2-8) See expense in 7.1 1000-1999: Certificated Personnel Salaries Title III	Math Homework Club See expense in 1.2 1000-1999: Certificated Personnel Salaries LCFF EL Homework Club See expense in 7.1 1000-1999: Certificated Personnel Salaries Title III	Math Homework Club See expense in 1.2 1000-1999: Certificated Personnel Salaries LCFF EL Homework Club See expense in 7.1 1000-1999: Certificated Personnel Salaries Title III

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
		Yr. 2: 4.3 Offer various Homework Clubs as an additional academic support. • Math Homework Club • EL Homework Club Yr. 3: 4.3 Offer various Homework Clubs as an additional academic support. • Math Homework Club • EL Homework Club					

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 4.4 Provide a Visual and Performing Arts Program • Reinstate an integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates areas of the Arts with core content curriculum • Purchase Integrated Arts Program Materials • Purchase Music Program Instructional Materials (6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Reinstate an integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates areas of the Arts with core content curriculum Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Integrated Arts Program Materials 4000-4999: Books And Supplies LCFF 3,000 Music Program Instructional Materials (6-8) 4000-4999: Books And Supplies LCFF 2,500	Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum. Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Integrated Arts Program Materials 4000-4999: Books And Supplies LCFF 3,000 Music Program (6-8) Instructional Materials 4000-4999: Books And Supplies LCFF 2,500	Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Integrated Arts Program Materials 4000-4999: Books And Supplies LCFF 3,000 Music Program (6-8) Instructional Materials 4000-4999: Books And Supplies LCFF 2,500 Hire (1) elementary District appropriately credentialed music teacher - Salary 1000-1999: Certificated Personnel Salaries LCFF 60,639 Hire (1) elementary District appropriately credentialed music teacher - Benefits 3000-3999: Employee Benefits LCFF 14,860 Music Program (TK-5) Instructional Materials 4000-4999: Books And Supplies LCFF 10,000

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
		Yr. 2: 4.4 Provide a Visual and Performing Arts Program • Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum. • Purchase Integrated Arts Program Materials • Purchase Music Program (6-8) Instructional Materials					

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
		Yr. 3: 4.4 Provide a Visual and Performing Arts Program • Continue Integrated Arts Program in Grades TK-5. Students will have the opportunity every third year to participate in a performing arts program that integrates the areas of the Arts with core content curriculum • Purchase Integrated Arts Program Materials • Purchase Music Program (6-8) Instructional Materials • Hire (1) Appropriately Credentialed District Music Teacher • Purchase Music Program (TK-5) Instructional Materials					

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 4.5 Offer an After School Sports Program (Middle School) • Provide Coaches • Provide Supplies • Provide Transportation Yr. 2: 4.5 Offer an After School Sports Program (Middle School) • Provide Coaches • Provide Supplies • Provide Transportation Yr. 3: 4.5 Offer an After School Sports Program (Middle School) • Provide coaching • Provide supplies • Provide Transportation	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		After School Sports offerings in grades 6-8 (as staffing permits) - Certificated Stipends 1000-1999: Certificated Personnel Salaries LCFF 19,000 After School Sports offerings in grades 6-8 (as staffing permits) - Classified Stipends 2000-2999: Classified Personnel Salaries LCFF 6,000 After School Sports offerings in grades 6-8 (as staffing permits) - Supplies 4000-4999: Books And Supplies LCFF 1,650 After School Sports offerings in grades 6-8 (as staffing permits) - Transportation 5000-5999: Services And Other Operating Expenditures LCFF 5,000	After School Sports offerings in Grades 6-8 (as staffing permits) - Certificated Stipends 1000-1999: Certificated Personnel Salaries LCFF 19,000 After School Sports offerings in Grades 6-8 (as staffing permits) - Classified Stipends 2000-2999: Classified Personnel Salaries LCFF 6,000 After School Sports offerings in Grades 6-8 (as staffing permits) - Supplies 4000-4999: Books And Supplies LCFF 1,650 After School Sports offerings in Grades 6-8 (as staffing permits) - Transportation 5000-5999: Services And Other Operating Expenditures LCFF 5,000	After School Sports offerings in grades 6-8 (as staffing permits) - Certificated Stipends 1000-1999: Certificated Personnel Salaries LCFF 19,000 After School Sports offerings in grades 6-8 (as staffing permits) - Classified Stipends 2000-2999: Classified Personnel Salaries LCFF 6,000 After School Sports offerings in grades 6-8 (as staffing permits) - Supplies 4000-4999: Books And Supplies LCFF 1,650 After School Sports offerings in grades 6-8 (as staffing permits) - Transportation 5000-5999: Services And Other Operating Expenditures LCFF 5,000

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
		Yr. 2: 4.6 Offer a Summer School Program to increase student instructional time. • Hire Summer School Teachers and Staff • Purchase instructional materials Yr. 3: 4.4 Offer a Summer School Program to increase student instructional time. • Hire Summer School Teachers and Staff • Purchase Instructional Materials	Yr. 2: LEA-wide Yr. 3: LEA-wide			Offer Summer School Program - Salary 1000-1999: Certificated Personnel Salaries LCFF 49,000 Offer Summer School Program - Statutory benefits 3000-3999: Employee Benefits LCFF 7,000 Instructional Materials 4000-4999: Books And Supplies LCFF 4,000	Offer Summer School Program - Salaries 1000-1999: Certificated Personnel Salaries LCFF 49,000 Offer Summer School Program - Statutory benefits 3000-3999: Employee Benefits LCFF 7,000 Instructional Materials 4000-4999: Books And Supplies LCFF 4,000

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. Improve the level of academic support students receive at school	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parental Involvement School Climate	Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 3.1 A Counselor will be provided at the middle school level to monitor academic achievement and provide needed support. • Hire (1) Middle School Counselor Yr. 2: 5.1 Provide a Counselor at the middle school level to monitor academic achievement and provide needed support. Yr. 3: 5.1 Provide a Counselor at the middle school level to monitor academic achievement and provide needed support.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire a Middle School Counselor 1000-1999: Certificated Personnel Salaries LCFF 93,974 Hire a Middle School Counselor 3000-3999: Employee Benefits LCFF 18,775	(1) Middle School Counselor 1000-1999: Certificated Personnel Salaries LCFF 96,880 (1) Middle School Counselor 3000-3999: Employee Benefits LCFF 21,065	Middle School Counselor - Salary 1000-1999: Certificated Personnel Salaries LCFF 99,877 Middle School Counselor - Statutory Benefits 3000-3999: Employee Benefits LCFF 21,482

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 5.2 Provide After School English Language Arts (ELA) Intervention • Offer 4 classes at each elementary site • Offer 3 classes at each middle school site Yr. 2: 5.2 Provide After School English Language Arts (ELA) Intervention • 4 ELA Intervention classes at each elementary school site (grades 2-5) • 3 ELA Intervention classes at each middle school site (grades 6-8) • Reevaluate the need to increase the number of intervention offerings. Add one class at each site if necessary	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer 4 ELA Intervention classes at each elementary school site (grades 2-5) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF Offer 3 ELA Intervention classes at each middle school site (grades 6-8) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF	Offer 4 ELA Intervention classes at each elementary school site (grades 2-5) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF Offer 3 ELA Intervention classes at each middle school site (grades 6-8) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF Reevaluate the need to increase the number of intervention offerings. Add one class per site if needed. See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF	Offer 4 ELA Intervention classes at each elementary school site (grades 2-5) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF Offer 3 ELA Intervention classes at each middle school site (grades 6-8) See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF Reevaluate the need to increase the number of Intervention offerings. Add one class per site if needed. See expense in 4.2 1000-1999: Certificated Personnel Salaries LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 3: 5.2 After School English Language Arts (ELA) Intervention • Offer 4 ELA Intervention classes at each elementary school site (grades 2-5) • Offer 3 ELA Intervention classes at each middle school site (grades 6-8) • Reevaluate the need to increase the number of Intervention offerings. Add one class per site if needed.					

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 5.3 Provide an average of (6) Instructional aides to each school site to increase the amount of academic support provided to students Yr. 2: 5.3 Provide an average of (6) Instructional aides at each site to increase the amount of academic support provided to students Yr. 3: 5.3 Provide a school average of (6) Instructional aides to increase the amount of academic support provided to students	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Salary 2000-2999: Classified Personnel Salaries LCFF 235,450 Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Statutory Benefits 3000-3999: Employee Benefits LCFF 56,800	Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Salary 2000-2999: Classified Personnel Salaries LCFF 241,350 Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Statutory Benefits 3000-3999: Employee Benefits LCFF 60,335	Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Salary 2000-2999: Classified Personnel Salaries LCFF 247,375 Provide an average of (6) aides per school site to provide support to meet the needs of our low-income, English learners and foster youth - Statutory Benefits 3000-3999: Employee Benefits LCFF 64,325

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
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 5.4 Provide additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • MathFacts in a Flash • English in a Flash • STAR Math • STAR Reading • Zingy Science Yr. 2: 5.4 Provide additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • MathFacts in a Flash • English in a Flash • STAR Math • STAR Reading • Zingy Science	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Renaissance Learning Suite - Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 12,839 Renaissance Learning Suite - Accelerated Math 5000-5999: Services And Other Operating Expenditures LCFF 7,755 Renaissance Learning Suite - MathFacts in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 3,339 Renaissance Learning Suite - English in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 1,386 Renaissance Learning Suite - STAR Math 5000-5999: Services And Other Operating Expenditures LCFF 5,120 Renaissance Learning Suite - STAR Reading 5000-5999: Services And Other Operating Expenditures LCFF 8,149	Renaissance Learning Suite - Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 12,839 Renaissance Learning Suite - Accelerated Math 5000-5999: Services And Other Operating Expenditures LCFF 7,755 Renaissance Learning Suite - MathFacts in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 3,339 Renaissance Learning Suite - English in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 1,386 Renaissance Learning Suite - STAR Math 5000-5999: Services And Other Operating Expenditures LCFF 5,120 Renaissance Learning Suite - STAR Reading 5000-5999: Services And Other Operating Expenditures LCFF 8,149	Renaissance Learning Suite - Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 12,839 Renaissance Learning Suite - Accelerated Math 5000-5999: Services And Other Operating Expenditures LCFF 7,755 Renaissance Learning Suite - MathFacts in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 3,339 Renaissance Learning Suite - English in a Flash 5000-5999: Services And Other Operating Expenditures LCFF 1,386 Renaissance Learning Suite - STAR Math 5000-5999: Services And Other Operating Expenditures LCFF 5,120 Renaissance Learning Suite - STAR Reading 5000-5999: Services And Other Operating Expenditures LCFF 8,149

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
		Yr. 3: 5.4 Provide additional instructional software programs to support student outcomes • Accelerated Reader • Accelerated Math • MathFacts in a Flash • English in a Flash • STAR Math • STAR Reading • Zingy Science			Zingy Science 5000-5999: Services And Other Operating Expenditures LCFF 1,800	Zingy Science 5000-5999: Services And Other Operating Expenditures LCFF 1,800	Zingy Science 5000-5999: Services And Other Operating Expenditures LCFF 1,800
		Yr. 2: 5.5 Provide an Instructional Lead Teacher to offer remediation and/or enrichment to students as well as professional development and support for teachers at the elementary level. • Hire (3) Instructional Lead Teachers • Hire (3) Instructional Aides	Yr. 2: LEA-wide Yr. 3: LEA-wide			Hire (3) Instructional Lead Teachers - Salary 1000-1999: Certificated Personnel Salaries LCFF 181,917 Hire (3) Instructional Lead Teachers - Statutory benefits 3000-3999: Employee Benefits LCFF 44,580 Hire (3) Instructional Aides to support the Instructional Lead Teacher in offering remediation and/or enrichment for students - Salary 2000-2999: Classified Personnel Salaries LCFF 31,695	(3) Instructional Lead Teachers - Salary 1000-1999: Certificated Personnel Salaries LCFF 189,229 (3) Instructional Lead Teachers - Statutory benefits 3000-3999: Employee Benefits LCFF 48,992 (3) Instructional Aides to support the Instructional Lead Teacher in offering remediation and/or enrichment for students - Salary 2000-2999: Classified Personnel Salaries LCFF 32,450

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
		Yr. 3: 5.5 Provide an Instructional Lead Teacher to offer remediation and/or enrichment to students as well as professional development and support for teachers at the elementary level. • Provide Instructional Lead Teachers • Provide (1) Instructional Aide per Instructional Lead Teacher				Hire (3) Instructional Aides to support the Instructional Lead Teacher in offering remediation and/or enrichment for students - Statutory benefits 3000-3999: Employee Benefits LCFF 7,500	(3) Instructional Aides to support the Instructional Lead Teacher in offering remediation and/or enrichment for students - Statutory benefits 3000-3999: Employee Benefits LCFF 8,000
		Yr. 3: 5.6 Implement an Advancement Via Individual Determination (AVID) Program to prepare students for college and other post-secondary opportunities. • Licensing Fees • Teacher Salary • Training • Misc. Program Costs	Yr. 3: LEA-wide				AVID Licensing 5000-5999: Services And Other Operating Expenditures LCFF 4,100 AVID - Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 3,000 AVID - Training 5000-5999: Services And Other Operating Expenditures LCFF 2,500 AVID - Misc. Program Costs 4000-4999: Books And Supplies LCFF 5,000

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. Offer course electives which better equip our students for high school level coursework	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: School Climate	Yr. 1: This Goal will be implemented in Year 2. Yr. 2: 6.1 In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, offer an additional period before and/or after the regular school day Yr. 3: 6.1 Offer an additional period before and/or after the regular school day	Yr. 1: Grace Yokley Middle School Yr. 2: Grace Yokley Middle School Yr. 3: Grace Yokley Middle School			Offer a minimum of (1) course to be held before or after school 1000-1999: Certificated Personnel Salaries LCFF 9,000	Offer a minimum of (1) course to be held before or after school. 1000-1999: Certificated Personnel Salaries LCFF 9,000
7. English learners will continue to make progress towards English proficiency.	Conditions of Learning: Course Access Pupil Outcomes: Pupil Achievement Other Pupil Outcomes	Yr. 1: In order to serve our English learner pupils, 7.1 Offer English Learner (EL) Homework Club as an additional academic support. • Offer (2) EL Homework Clubs at each elementary site (grades 2-5) • Offer (1) EL Homework Club at each middle school site (grades 6-8)	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Offer (2) EL Homework Clubs at each elementary site (grades 2-5) 1000-1999: Certificated Personnel Salaries Title III 16,650 Offer (1) EL Homework Club at each middle school site (grades 6-8) 1000-1999: Certificated Personnel Salaries Title III 2,775	Offer (2) EL Homework Clubs at each elementary site (grades 2-5) 1000-1999: Certificated Personnel Salaries Title III 16,650 Offer (1) EL Homework Club at each middle school site (grades 6-8) 1000-1999: Certificated Personnel Salaries Title III 2,775	Offer (2) EL Homework Clubs at each elementary site (grades 2-5) 1000-1999: Certificated Personnel Salaries Title III 16,650 Offer (1) EL Homework Club at each middle school site (grades 6-8) 1000-1999: Certificated Personnel Salaries Title III 2,775

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
		Yr. 2: 7.1 Offer English Learner (EL) Homework Club as an additional academic support. • Offer (2) EL Homework Clubs at each elementary site (grades 2-5) • Offer (1) EL Homework Club at each middle school site (grades 6-8) Yr. 3: 7.1 Offer English Learner (EL) Homework Club as an additional academic support. • Offer (2) EL Homework Clubs at each elementary site (grades 2-5) • Offer (1) EL Homework Clubs at each middle school site (grades 6-8)					

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
		Yr. 1: In order to serve our English learner pupils, 7.2 Assure that services and requirements related to English learners are met. • Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program 1000-1999: Certificated Personnel Salaries Title III 18,000 Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. See expense in 5.3 2000-2999: Classified Personnel Salaries LCFF CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom. 2000-2999: Classified Personnel Salaries LCFF 4,000	Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program 1000-1999: Certificated Personnel Salaries Title III 18,000 Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. See expense in 5.3 2000-2999: Classified Personnel Salaries LCFF CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom. 2000-2999: Classified Personnel Salaries LCFF 4,000	Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program 1000-1999: Certificated Personnel Salaries Title III 18,000 Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. See expense in 5.3 2000-2999: Classified Personnel Salaries LCFF CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom. 2000-2999: Classified Personnel Salaries LCFF 4,000

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
		Yr. 2: 7.2 Assure that services and requirements related to English learners are met. • Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom.					

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
		Yr. 3: 7.2 Assure that services and requirements related to English learners are met. • Provide one EL Coordinator per school site to ensure students receive required daily ELD minutes, monitor academic achievement of students and administer the required state test to determine eligibility for the EL Program • Provide EL instructional aides to school sites to support the academic program, develop language skills and administer the CELDT. • CELDT test students during the summer when possible to limit the amount of time students and examiners are out of the classroom.					

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
		Yr. 1: In order to serve our English learner pupils, 7.3 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash Yr. 2: 7.3 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash Yr. 3: 7.3 Provide additional instructional software programs to support language acquisition and proficiency • Renaissance Learning Suite - English in a Flash	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Renaissance Learning Suite - English in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF	Renaissance Learning Suite - English in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF	Renaissance Learning Suite - English in a Flash See expense in 5.4 5000-5999: Services And Other Operating Expenditures LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
8. Train school teams in the use of Positive Behavioral Intervention and Supports (PBIS).	Conditions of Learning: BASIC Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Pupil Engagement School Climate	Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 8.1 Implementation of PBIS at Creek View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay Contract costs Yr. 2: 8.1 Continued implementation of PBIS at Creek View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,500 Implementation of PBIS Year 1 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,000 Implementation of PBIS Year 2 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 3,000	Implementation of PBIS Year 3 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 2,500 Implementation of PBIS Year 3 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 2,000

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
		Yr. 3: 8.1 Continue implementation of PBIS at Creek View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Release Time for Training • Contract costs					
		Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 8.2 Implementation of PBIS at Grace Yokley Middle School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay Contract Fees	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,500 Implementation of PBIS Year 1 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,000 Implementation of PBIS Year 2 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Implementation of PBIS Year 3 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 2,500 Implementation of PBIS Year 3 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 3,000

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
		Yr. 2: 8.2 Continued implementation of PBIS at Grace Yokley Middle School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs Yr. 3: 8.2 Continue implementation of PBIS at Grace Yokley Middle School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Release Time for Training • Contract costs					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 2: 8.3 Implementation of PBIS at Mountain View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs Yr. 3: 8.3 Continue implementation of PBIS at Mountain View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Release Time for Training • Contract costs	Yr. 2: LEA-wide Yr. 3: LEA-wide			Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,500 Implementation of PBIS Year 1 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,000 Implementation of PBIS Year 2 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 3,000

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
		Yr. 2: 8.4 Implementation of PBIS at Ranch View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Provide teacher release time for training • Pay contract costs Yr. 3: 8.4 Continue implementation of PBIS at Ranch View School will allow students to access curriculum. The staff will be trained in the use of positive behavioral interventions and will have a variety of strategies to manage behavior. • Release Time for Training • Contract costs	Yr. 2: LEA-wide Yr. 3: LEA-wide			Implementation of PBIS Year 1 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,500 Implementation of PBIS Year 1 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Implementation of PBIS Year 2 - Release time to train team (substitute cost) 1000-1999: Certificated Personnel Salaries LCFF 3,000 Implementation of PBIS Year 2 - Contract costs 5000-5999: Services And Other Operating Expenditures LCFF 3,000

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
9. Increase student achievement by providing students a safe environment staffed with highly qualified, appropriately credentialed teachers in the classroom and effective school/district administrators, who are supported by a strong support staff.	Conditions of Learning: BASIC Course Access Implementation of State Standards Pupil Outcomes: Pupil Achievement Other Pupil Outcomes Engagement: Parent Engagement School Climate	Yr. 1: In order to serve our low-income, English learner, foster youth and redesignated fluent English proficient pupils, 9.1 Provide Monthly staff development opportunities aligned to LCAP goals, which address the needs of low income, foster youth pupils, redesignated fluent English pupils, and English learners. Yr. 2: 9.1 Provide Monthly staff development opportunities aligned to LCAP goals, which address the needs of low income, foster youth pupils and English learners. Yr. 3: 9.1 Provide Monthly staff development opportunities aligned to LCAP goals, whcih address the needs of low income, foster youth pupils and English learners.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Teachers will participate in a one hour monthly staff development - Salary Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Teachers will participate in a one hour monthly staff development - Statutory benefits Cost reflected in negotiated salary schedule 3000-3999: Employee Benefits LCFF	Teachers will participate in a one hour monthly staff development - Salary Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Teachers will participate in a one hour monthly staff development - Statutory benefits Cost reflected in negotiated salary schedule 3000-3999: Employee Benefits LCFF	Teachers will participate in a one hour monthly staff development - Salary Cost reflected in negotiated salary schedule 1000-1999: Certificated Personnel Salaries LCFF Teachers will participate in a one hour monthly staff development - Statutory benefits Cost reflected in negotiated salary schedule 3000-3999: Employee Benefits LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Yr. 1: 9.2 Hire (1) Administrative Assistant, Educational Services Yr. 2: 9.2 Continue Administrative Assistant, Educational Services Position Yr. 3: 9.2 Continue Administrative Assistant, Educational Services Position	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Hire (1) Administrative Assistant for Educational Services - (15%) Salary 2000-2999: Classified Personnel Salaries LCFF 7,777 Hire (1) Administrative Assistant for Educational Services - (15%) Statutory benefits 3000-3999: Employee Benefits LCFF 2,989	(1) Administrative Assistant for Educational Services - (15%) Salary 2000-2999: Classified Personnel Salaries LCFF 8,116 (1) Administrative Assistant for Educational Services - (15%) Statutory benefits 3000-3999: Employee Benefits LCFF 3,153	(1) Administrative Assistant for Educational Services - (15%) Salary 2000-2999: Classified Personnel Salaries LCFF 8,543 (1) Administrative Assistant for Educational Services - (15%) Statutory benefits 3000-3999: Employee Benefits LCFF 3,346

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
		Yr. 1: 9.3 Assure teacher applicants are appropriately credentialed to teach English learners prior to employment. Yr. 2: 9.3 Assure teacher applicants are appropriately credentialed to teach English learners prior to employment. Yr. 3: 9.3 Assure teacher applicants are appropriately credentialed to teach English learners prior to employment.	Yr. 1: LEA-wide Yr. 2: LEA-wide Yr. 3: LEA-wide		Appropriate credentials are a condition of employment No additional costs	Appropriate credentials are a condition of employment No additional costs	Appropriate credentials are a condition of employment No additional costs

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.)

Mountain View School District is estimating the proportion of all low income pupils, foster youth and English learners to all students for 2014-15 school year to be approximately 69%. Based on this percentage, the increase in total supplemental and concentration funding is estimated to be $1,391,195 for the 2014-15 school year. It is the intention of the District to consider all Local Control Funding Formula supgroups when planning services. In the past the District has shown strong performance results from running district-wide and school-wide programs. All of the services have been designed to meet the educational needs of low income, foster youth and English learners while allowing access to all students. Participation of eligible students in the planned services is anticipated to be equal to or greater than 69%. The following district-wide and school-wide programs will be offered to address the needs of low income pupils, foster youth and English learners that have been identified through a needs assessment, academic data and stakeholder input: Various on-line learning licenses, Math Homework Club, English Learner Homework Club, After School Clubs and Sports, ELA After School Intervention, Visual & Preforming Arts Program, Middle School Counselor, English Learner Site Support, Positive Behavior Intervention Supports and Professional Development for Staff.

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.

Based on the increase in funding the District has increased services provided for unduplicated pupils by 8.39%. In an effort to increase and improve services to low income pupils, foster youth and English learners, the District has bolstered its after school academic intervention and remediation programs which include: (4) Math Homework Clubs and (7) English Learner Homework Clubs, and (7) English Language Arts Intervention Classes. Students will have access to additional academic supports in Mathematics from the aforementioned Math Homework Clubs, Accelerated Math, MathFacts in a Flash, and STAR Math. In the area of English Language Arts (ELA) students will have access to Accelerated Reader, STAR Reading, English in a Flash (for English learners), and Zingy Science (for informational text). They will also receive instruction aligned to Common Core State Standards by teachers who have been trained in the new Common Core State Standards (CCSS). Students will have access to after school clubs (science, band, Students Run LA, Girl Talk, Bible) and an afternoon sports program at the middle school level. The District will reinstate the integrated Arts Program in TK-5, which will provide students an experience with the Arts. Additional funding will support and expand the existing music program in grades 6-8. A counselor at the middle school level will monitor academic achievement and provide support to all subgroups. English Learner (EL) Coordinators at each site will monitor the progress of EL students in acquiring proficiency of the English Language. Instructional Aides provide support to all subgroups in addition to English Learner Instructional Aides who focus solely on the needs of students acquiring a new language. Implementation of Positive Behavior Intervention and Supports (PBIS) will allow students to access the core curriculum. These increases and improvements will allow us to meet our 8.39% MPP for the 2014-15 school year.

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.

Local Control and Accountability Plan (LCAP)

This form is in compliance with Education Code 52062(a)(1 & 2) The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee and the English learner advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee and English learner parent advisory committee.

Date the LCAP was presented to the English learner parent advisory committee (DELAC) for review and comment:
June 9, 2014

English learner parent advisory committee (DELAC) comment:

NONE

Superintendent's Response:

Local Control and Accountability Plan (LCAP)

This form is in compliance with Education Code 52062(a)(1 & 2) The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee and the English learner advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee and English learner parent advisory committee.

Date the LCAP was presented to the parent advisory committee (DAC) for review and comment: **June 9, 2014**

Parent advisory committee (DAC) comment:

NONE

Superintendent's Response: