

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

### Introduction:

LEA: Colton Joint Unified School District    Contact: Celia Gonzales, Director, [Celia\\_gonzales@CJUSD.net](mailto:Celia_gonzales@CJUSD.net), 909-580-5000    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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b><u>District Demographics:</u></b>                      Colton Joint Unified School enjoys a diverse enrollment of over 23,000 students in a transition kindergarten through 12<sup>th</sup> grade setting. Additional educational programs include preschool, Headstart and Children’s Center pre-kindergarten programs, as well as continuing educational opportunities beyond the 12<sup>th</sup> grade for qualified special education students and students approved for fifth year of high school attendance. The district serves a broad geographic area which includes the cities of Colton, Bloomington and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino. The district maintains 18 elementary schools, (K-6), 4 middle schools (7-8), 3 comprehensive high schools (9-12), a continuation high school and an</p>	

Involvement Process	Impact on LCAP
<p>alternative high school.</p> <p>The District consists of 83.53% unduplicated pupils (English Learners, Low Income and/or Foster Youth) as of the 2<sup>nd</sup> interim reporting period. Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to English Learners, Low Income and Foster Youth Students.</p> <p>The district's stakeholders include DELAC, DAC, the Board of Education, the Superintendent's Community Cabinet, the certificated and classified bargaining units and administration.</p> <p><b><u>District Steering Committee:</u></b> Beginning in October of 2013, the Colton Joint Unified School District established a steering committee to provide direction to the development of the LCAP. The steering committee met monthly beginning in October until the plan was finalized for draft presentation in April 2014.</p> <p>A smaller sub-committee was created to work on the writing portion of the LCAP after the steering committee had discussed the general priorities of the district, the board and the community.</p> <p>The writing sub-committee was presented with information from the following sources before beginning the discussions on the goals for the district:</p> <ul style="list-style-type: none"> <li>▫ California Healthy Kids Survey (School Climate)</li> <li>▫ Discipline and Expulsion 3-year Comparisons (School Climate)</li> <li>▫ Title III Improvement Plan Performance Goals (Pupil Achievement )</li> <li>▫ CDE Title III Accountability Report</li> <li>▫ DELAC Annual Report (Pupil Achievement , Parent Involvement)</li> <li>▫ District Profile (Pupil Achievement )</li> <li>▫ Numerically significant subgroups</li> <li>▫ LCAP District Data portrait (Pupil Achievement , Course Access)</li> <li>▫ CDE Career and Technical Education enrollment and passage rates (Pupil Achievement , Course Access)</li> <li>▫ Student Information System A-G Monitoring report (Pupil Achievement , Course Access)</li> <li>▫ CDE Dataquest Completion rates for UC/CSU courses (Pupil Achievement , Course Access)</li> <li>▫ Advanced Placement Exam Passage Rates (Pupil Achievement , Course Access)</li> <li>▫ CDE School Quality Snapshots (Pupil Achievement )</li> </ul>	<p><b><u>District Steering Committee:</u></b> The District Steering Committee and the smaller writing sub-committee provided active feedback and discussion on the goals that the district wants to achieve. The goals were developed following monthly meetings with the stakeholders involved in the committee, which reflect the state priorities, the board values and the priorities of the Superintendent's Community Cabinet. The values of the stakeholders were ultimately represented in the plan as the goals that our district hopes to accomplish through the LCAP.</p>

Involvement Process	Impact on LCAP
<p><b>Stakeholder Engagement:</b>            Three community forum meetings were held in the evenings on March 11, 2014, March 18, 2014 and March 20, 2014 to provide parents, community members and staff an opportunity to learn about the LCAP and provide feedback on their educational values. These meetings were held in three different locations representing the three major geographical locations of the district; Bloomington, Colton and Grand Terrace. Approximately sixty parents, staff, students and community members attended to learn about the LCAP and to provide their feedback on the values they want represented for students in the plan.</p> <p>A website was created to publish information about the LCAP to the broader community. Information posted on the website includes a timeline for the development of the plan, an FAQ, the state priorities, a copy of the community meeting presentation, and an e-mail link to send comments relating to educational priorities to the district. Through the e-mail link, several parents and staff members shared their ideas for the priorities of the district and the programs they would like to see implemented in the district.</p> <p>On February 11, 2014, the Board of Education participated in a consensus building workshop for the LCAP to identify their priorities for the district. Together, they identified eight values that are closely related to the state identified priorities.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 1:</b> Safe and positive environments lead to healthy climates</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 2:</b> All students must have the opportunity to be learn and be successful.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 3:</b> Educators need quality staff development and collaboration for effective teaching.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 4:</b> Students need equal access to preparation for college and career pathways.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 5:</b> Staff must be caring, helpful and qualified to encourage students.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 6:</b> Parent and community involvement is needed and important to the development of our students.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 7:</b> All students must have access to quality programs.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%;"> <p><b>Board Value 8:</b> All students must have quality resources to excel.</p> </div> </div> <p>The draft LCAP was shared with both District English Language Advisory Committee (DELAC) and the District Advisory Council (DAC) during a joint meeting held on April 23, 2014. DELAC and DAC</p>	<p><b>Stakeholder Engagement:</b>            The feedback obtained through the community forums, the steering committee, the board values, written comments, school site principals, teachers and other employees demonstrated many common themes including student support for academic, emotional, social and health needs.</p> <p>Through the development of the LCAP, the parents, community members, students, and staff reinforced the goals of the state priorities, board values, and Community Cabinet priorities. The steering committee and the writing committee were able to take this unified vision and develop a plan that established an increased level of services and interventions to help our students succeed.</p> <p>Following the launch of the district LCAP website, several e-mail responses were received from teachers, classified staff, and parents, including the desire to reinstate the elementary counselors, the need to restore health services to students, the need for elementary assistant principals, and the need to provide support services to struggling students. Those ideas, which mirror discussions from the committees, are represented throughout the plan.</p> <p>The verbal comments and questions shared during the presentation of the plan to the DELAC and DAC committees were very well aligned with the goals that had been established and included comments on the integration of computer skills into elementary classrooms, the need for additional counselors, including training for counselors on college going requirements, cleanliness of schools, staff development, classroom to parent communication and the calculations to determine the site allocations of funding. Many of the questions were clarifying questions and were answered through the course of the meeting.</p>

Involvement Process	Impact on LCAP
<p>were presented with an overview of the plan, which was available in English and Spanish and had an opportunity to ask questions about the plan. In addition, attendees were provided the website address, which is also available in Spanish, and the e-mail address to submit additional written questions.</p> <p>The Superintendent has developed a community involvement process called Community Cabinet which brings together stakeholders throughout the district, including parents, DELAC representatives, local business owners, higher education representatives, local charities, faith based organizations, and community members. The Community Cabinet identified four priority areas, which also served to guide the steering committee during the development of the LCAP.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="163 597 438 760" style="border: 1px solid black; padding: 5px;"> <p><b>Community Cabinet Priority</b> 1: Early preparation for school</p> </div> <div data-bbox="465 597 739 760" style="border: 1px solid black; padding: 5px;"> <p><b>Community Cabinet Priority</b> 2: Mental and physical health and awareness</p> </div> <div data-bbox="766 597 1040 760" style="border: 1px solid black; padding: 5px;"> <p><b>Community Cabinet Priority</b> 3: Literacy</p> </div> <div data-bbox="1067 597 1341 760" style="border: 1px solid black; padding: 5px;"> <p><b>Community Cabinet Priority</b> 4: Academic and career readiness</p> </div> </div> <p>To integrate the ideas and feedback from our local foster families, the district scheduled a foster family forum on March 25, 2014; however, despite several messages advertising the meeting, we did not have any attendees.</p> <p>Two school site principal forums were held to gain feedback from the principals on the needs of their sites. Site principals participated in small group discussions on the state priorities, board values and community cabinet priorities to identify programs and positions on their campuses needed to increase and improve services to students. School site principals were also instructed to speak with their teaching staff to solicit feedback on the development of the LCAP. Many of the responses incorporated items that were discussed during the steering committee and writing committee meetings, including the reinstatement of the elementary counselors, addition of more health services personnel, increased technology, and improved custodial services.</p> <p>On March 4, 2014, a mass e-mail was sent to all district employees advertising the district’s LCAP website and providing a link for staff to present ideas and feedback.</p> <p>Meetings were held with the Associated Student Body (ASB) leaders at all five high school sites to</p>	

Involvement Process	Impact on LCAP
discuss their educational goals and what programs and services the district can provide to support them.	

## **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	
<p><b>Baseline:</b> In 2013/14, Colton High School began the pilot implementation of the Health Sciences pathway under the Linked Learning program model.</p> <p>This pathway was in addition to a variety of career focused classes, including introductory, concentration and capstone courses, which exist through a partnership with the Colton, Redlands, and Yucaipa Regional Occupation Program.</p> <p>Approximately 2,972 students have participated in at least one career education course in 2013/14. 273 students continued in the pathways to complete the capstone courses.</p> <p><b>Identified Need:</b> The district will need to increase the number of pathways tied to local industry sectors to increase participation and completion of pathways to prepare students for viable careers upon graduation from high school or for entrance into a career program in post-secondary education.</p> <p><b>Metric:</b> Measure of progress will be determined by the number of pathways available to students and by the enrollment of students in available pathways.</p>	1. Increase the number of pupils who are career ready.	All	All high schools	<p>Implementation of seven additional pathways:</p> <p><b>Colton High School</b></p> <ul style="list-style-type: none"> <li>- Health Sciences</li> <li>- Business</li> </ul> <p><b>Bloomington High School</b></p> <ul style="list-style-type: none"> <li>- Business and Finance,</li> <li>- Engineering,</li> <li>- Law Enforcement</li> </ul> <p><b>Grand Terrace High School</b></p> <ul style="list-style-type: none"> <li>- Engineering</li> <li>- Medical-EMT</li> <li>- Arts, Media and Entertainment</li> </ul> <p>Enrollment in Linked Learning pathways will increase to 650.</p>	Continued development of pathways utilizing the Linked Learning model. Expansion of work based learning opportunities.	Enrollment in Linked Learning pathways will increase to 1,130.	<p>Refinement of pathways and work based learning opportunities will continue.</p> <p>Enrollment in Linked Learning pathways will increase to 1,800.</p>	<p>State Priority # 4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Baseline:</b> As of 2011/12, 24.7% of 12<sup>th</sup> grade graduates completed the UC/CSU entrance requirements, below the county (31.1%) and state (38.3%) rates.</p> <p><b>Identified Need:</b> To increase the percentage of students who are prepared for college by completing 'a-g' compliant coursework.</p> <p><b>Metric:</b> Report card semester grades in 'a-g' courses will be used to measure the total number of students passing the courses with a grade of "C" or better in comparison to the total number of students enrolled in 'a-g' courses.</p>	2. Increase the percentage of pupils who are prepared for college.	All	All high schools	Increase the total number of students passing the UC/CSU approved courses to 27%.	Increase the total number of students passing the UC/CSU approved courses to 29%.	Increase the total number of students passing the UC/CSU approved courses to 31%.	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Board Value #4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>	
<p><b>Baseline:</b> In December 2013, based on the data compiled in the English Learner Subgroup Self Assessment (ELSSA), 28.8% of English learner students achieved English proficiency as measured for students enrolled in the district for fewer than 5 years. Students in the district for more than five years achieved English proficiency at a rate of 49.9%.</p> <p><b>Identified Need:</b> The district will need to increase the percentage of students achieving English proficiency.</p> <p><b>Metric:</b> CELDT data will be analyzed to measure the percentage of students attaining English proficiency as determined by students achieving an overall CELDT score of 4 or higher with a scaled subtest score of 3 or higher on each of the four subtests.</p>	3. Increase the percentage of English learners who achieve English proficiency.	All English learner students	All	<p>The English proficiency rate will increase to 30% for students enrolled in the district for less than five years.</p> <p>Students in the district for 5 or more years will increase to 51% proficiency.</p>	<p>The English proficiency rate will increase to 32% for students enrolled in the district for less than five years.</p> <p>Students in the district 5 or more years will increase to 53% proficiency.</p>	<p>The English proficiency rate will increase to 34% for students enrolled in the district for less than five years.</p> <p>Students in the district 5 or more years will increase to 55% proficiency.</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Baseline:</b> In 2012-13, 685 students were reclassified out of 5,703 (11.7%).</p> <p><b>Identified Need:</b> Increase the English learner reclassification rate to meet or exceed the state's average of 12.2%.</p> <p><b>Metric:</b> Data submitted to the state indicating the number of reclassified students for the calendar year.</p>	4. Increase the English learner reclassification rate.	All English learner students	All		The percentage of English learner students being reclassified will be increased to 13.7%.	The percentage of English learner students being reclassified will be increased to 15.7%.	The percentage of English learner students being reclassified will be maintained at 15.7% to meet the state average.	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>
<p><b>Baseline:</b> In 2010/11, 982 exams were attempted and 40% were passed with a score of 3 or higher.</p> <p>In 2011/12, 1,053 exams were attempted and 34% of exams were passed with a score of 3 or higher.</p> <p>In 2012/13, 1,156 exams were attempted and 34% of exams were passed with a score of 3 or higher.</p> <p><b>Identified Need:</b> Increase the percentage of students who are prepared for successful transition to college by increasing the percentage of students passing the Advanced Placement exams with a score of 3 or higher.</p> <p><b>Metric:</b> Data available from the College Board will be analyzed to determine the number of students passing the advanced placement exams with a score of 3 or higher in comparison to the total number of students taking an advanced placement exam.</p>	5. Increase the percentage of students who pass the Advanced Placement exams.	All	All comprehensive high schools		Increase the total percentage of students passing the Advanced Placement exams with a score of 3 or higher to 37%.	Increase the total percentage of students passing the Advanced Placement exams with a score of 3 or higher to 40%.	Increase the total percentage of students passing the Advanced Placement exams with a score of 3 or higher to 43%.	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>
<p><b>Baseline:</b> In 2010/11, 9% of 11<sup>th</sup> grade students were determined prepared for college based on their passage of the EAP, in ELA</p>	6. Increase the percentage of students determined	All	All high schools		In 2014/15, 11% of eleventh grade students will pass the ELA portion of the EAP.	In 2014/15, 14% of eleventh grade students will pass	In 2014/15, 17% of eleventh grade students will pass	State Priority #4 – <i>Pupil Achievement</i>

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	
<p>and 7% were determined prepared for college based on their passage of the EAP in Math.</p> <p>In 2011/12, 10% of 11<sup>th</sup> grade students were determined prepared for college based on their passage of the EAP in ELA and 8% were determined prepared for college based on their passage of the EAP in Math.</p> <p>In 2012/13, 8% of 11<sup>th</sup> grade students were determined prepared for college based on their passage of the EAP in ELA and 7% were determined prepared for college based on their passage of the EAP in Math.</p> <p><b>Identified Need:</b> Increase the percentage of students who are prepared for successful transition to college by increasing the percentage of students passing the Early Assessment Program (EAP) in Math and ELA to reduce the need for remedial coursework at the post-secondary level.</p> <p><b>Metric:</b> Data from the EAP will be used to determine progress towards increasing the passage rates of the EAP.</p>	ready for college by the Early Assessment Program (EAP).				10% of eleventh grade students will pass the Math portion of the EAP.	the ELA portion of the EAP.  13% of eleventh grade students will pass the Math portion of the EAP.	the ELA portion of the EAP.  16% of eleventh grade students will pass the Math portion of the EAP.	<p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>
<p><b>Baseline:</b> Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing conducted in 2014, 49% of Kindergarten through third grade students are reading at or above target level in reading proficiency.</p> <p><b>Identified Need:</b> Increase the number of students achieving grade level reading proficiency by third grade.</p> <p><b>Metric:</b></p>	7. Increase the percentage of students achieving grade-level reading proficiency by third grade.	All	K-3 students		In 2014-15, 54% of students in Kindergarten through third grade will achieve reading proficiency by the end of their grade.  Maintaining small class sizes at the elementary level, subject to negotiations.	In 2015-16, 58% of students in Kindergarten through third grade will achieve reading proficiency by the end of their grade.  Maintaining small class sizes at the	In 2016-17, 62% of students in Kindergarten through third grade will achieve reading proficiency by the end of their grade.  Maintaining small class sizes at the	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>

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DIBELS, as the district assessment of reading proficiency, will be used to measure progress towards increasing the number of students achieving grade level reading proficiency by third grade.						elementary level, subject to negotiations.	elementary level, subject to negotiations.	
<p><b>Baseline:</b> Based on 2013 CST results, 46% of sixth grade students scored basic or below in ELA and 56% scored basic or below in Math.</p> <p>As we transition to CCSS, District will be using its Benchmark Assessments to measure student progress in ELA and Math. Currently, 15% of 6<sup>th</sup> grade students are At or Above Target in ELA and 20% are At or Above Target in Math (Common Core Standards).</p> <p>Once the CAASPPP results are published in 2014-2015, those results will be used as baseline to measure growth.</p> <p><b>Identified Need:</b> Increase the number of students achieving grade level competency in ELA/Math by the end of sixth grade.</p> <p><b>Metric:</b> During the transition to CAASPP, data from district benchmark assessments will be used to determine proficiency.</p> <p>The metric will be revised once data from the CAASPP is available and a baseline and target can be established.</p>	8. Increase the percentage of students achieving grade level competency in ELA/Math by the end of sixth grade.	All	K-6 students		<p>20% of 6<sup>th</sup> Grade students will perform At or Above Target in ELA on the district benchmarks.</p> <p>25% of 6<sup>th</sup> Grade will perform At or Above Target in Math on district benchmarks.</p> <p>The metric will be revised once data from the CAASPP is available and a baseline and target can be established.</p> <p>Maintaining small class sizes at the elementary level, subject to negotiations.</p>	<p>25% of 6<sup>th</sup> Grade students will perform At or Above Target in ELA on district benchmarks.</p> <p>30% of 6<sup>th</sup> Grade will perform At or Above Target in Math on district benchmarks.</p> <p>The metric will be revised once data from the CAASPP is available and a baseline and target can be established.</p> <p>Maintaining small class sizes at the elementary level, subject to negotiations.</p>	<p>30% of 6<sup>th</sup> Grade students will perform At or Above Target in ELA on district benchmarks.</p> <p>35% of 6<sup>th</sup> Grade students will perform At or Above Target in Math on district benchmarks.</p> <p>The metric will be revised once data from the CAASPP is available and a baseline and target can be established.</p> <p>Maintaining small class sizes at the elementary level, subject to negotiations.</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>
<p><b>Baseline:</b> Through the end of the first quarter of 2013/14, all comprehensive sites have maintained an average of 96.21% positive attendance rate.</p>	9. Maintain high attendance rates in excess of 95%	All	All		Attendance rate will be maintained at or above 95% for all comprehensive schools.	Attendance rate will be maintained at or above 95% for all comprehensive schools.	Attendance rate will be maintained at or above 95% for all comprehensive schools.	<p>State Priority 5 – <i>Pupil Engagement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p>

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<p><b>Identified Need:</b> Maintain high student attendance rates above 95%.</p> <p><b>Metric:</b> Data from Zangle, the student information system, on student absenteeism will be analyzed to determine continued maintenance of attendance rates above 95%.</p>							Community Cabinet Priority #2 – <i>Mental and Physical Health and Awareness</i>	
<p><b>Baseline:</b> In 2012/13, the district-wide graduation rate from the comprehensive school sites was 85.7%.</p> <p><b>Identified Need:</b> Increase the district-wide graduation rate.</p> <p><b>Metric:</b> Data from Zangle, the student information system will be reviewed to determine compliance with graduation requirements as well as CAHSEE passage rates to determine progress towards increasing the district-wide graduation rates.</p>	10. Increase the district-wide graduation rates	All	All comprehensive high schools	The graduation rate will increase to 87%.	The graduation rate will increase to 88%.	The graduation rate will increase to 89%.	State Priority #4 – <i>Pupil Achievement</i>  Board Value #2 – <i>Student opportunities</i>  Community Cabinet Priority #3 – <i>Literacy</i>	
<p><b>Baseline:</b> The 2011-12 Annual adjusted drop- out rate was 4.1% according to Dataquest.</p> <p><b>Identified Need:</b> Decrease the district-wide drop-out rate.</p> <p><b>Metric:</b> Information compiled from CDE and available through Dataquest will continue to be analyzed to determine a reduction in the district-wide drop-out rate.</p>	11. Decrease the district-wide dropout rate	All	All high schools	The drop-out rate will decrease to 3.8%	The drop-out rate will decrease to 3.5%	The drop-out rate will decrease to 3.2%	State Priority 5 – <i>Pupil Engagement</i>  Board Value #2 – <i>Student opportunities</i>  Community Cabinet Priority #2 – <i>Mental and Physical Health and Awareness</i>	
<p><b>Baseline:</b> In 2012-13, the district-wide suspension rate was 1,504 total suspensions.</p>	12. Continue to reduce the district-wide suspension rates	All	All	The district will lower the suspension rate an additional 3% in 2014/15.	The district will lower the suspension rate an additional 2% in	The district will lower the suspension rate an additional 1% in	State Priority 6 – <i>School Climate</i>  Board Value #2 – <i>Student</i>	

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<p><b>Identified Need:</b> The district has implemented a number of interventions over the last five years which has resulted in a decrease of 54% in the number of suspensions. The district will continue to provide behavior interventions to maintain the low suspension rate.</p> <p><b>Metric:</b> Data from Zangle, the student information system will be analyzed to determine progress towards continuing to decrease the suspension rates.</p>					2015/16.	2016/17.	<p><i>opportunities</i></p> <p>Community Cabinet Priority #2 – <i>Mental and Physical Health and Awareness</i></p>	
<p><b>Baseline:</b> In 2012-13, the district-wide expulsion rate was 35 total expulsions.</p> <p><b>Identified Need:</b> The district has implemented a number of interventions over the last five years which has resulted in a decrease of 76% in the number of expulsions. The district will continue to provide behavior interventions to maintain the low expulsion rate.</p> <p><b>Metric:</b> Data from Zangle, the student information system will be analyzed to determine progress towards continuing to decrease the suspension rates.</p>	13. Continue to reduce the district-wide expulsion rates	All	All		The district will lower the expulsion rate an additional 1% in 2014/15.	The district will lower the expulsion rate an additional 1% in 2015/16.	The district will lower the expulsion rate an additional 1% in 2016/17.	<p>State Priority 6 – <i>School Climate</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #2 – <i>Mental and Physical Health and Awareness</i></p>
<p><b>Baseline:</b> In 2012-13, 66% of students enrolled in Algebra I passed with a grade of "C" or better on their first attempt.</p> <p><b>Identified Need:</b> Increase the percentage of students passing Algebra I on the first attempt, which allows students to remain on path to completion of 'a-g' requirements and career pathway completion.</p>	14. Increase the percentage of students passing Algebra I on the first attempt.	All	All high schools		The percentage of students passing Algebra I on their first attempt will increase to 69%	The percentage of students passing Algebra I on their first attempt will increase to 72%	The percentage of students passing Algebra I on their first attempt will increase to 75%	<p>State Priority #7 – <i>Course Access</i></p> <p>State Priority #4 – <i>Pupil Achievement</i></p> <p>Board Value #2 – <i>Student Opportunities</i></p>

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<p><b>Metric:</b> Semester report card grades will be evaluated to determine progress towards increasing the number of students who pass Algebra I during their first attempt.</p>								Board Value #7 – Access to Programs
<p><b>Baseline:</b> In 2013/14, all students had access to standards aligned instructional materials.</p> <p><b>Identified Need:</b> All students will have access to standards aligned instructional materials.</p> <p><b>Metric:</b> The district will audit access to instructional materials for all students.</p>	15. All students will have access to standards aligned instructional materials.	All	All		All students will have access to standards aligned instructional materials.	All students will have access to standards aligned instructional materials.	All students will have access to standards aligned instructional materials.	State Priority #1 – Basic Services  Board Value #8 – Access to quality resources
<p><b>Baseline:</b> In 2010/11, the district had zero teachers without a full credential. Nine teachers were teaching outside of their subject area of competence, on a board-authorized resolution. In 2011/12, the district had zero teachers without a full credential. Four teachers were teaching outside of their subject area, on a board-authorized resolution. In 2012/13, the district had zero teachers without a full credential. Twelve teachers were teaching outside of their subject area of competence, on a board-authorized resolution.</p> <p><b>Identified Need:</b> The district will continue to appropriately assign teachers within their credential area, or as authorized by the Commission on Teacher Credentialing and by Board of Education and will hire teachers will full-credentials, including</p>	16. All teachers will be appropriately assigned.	All	All		All students will be taught by fully credentialed teachers, who are providing instruction in the subject area authorized by their credential.	All students will be taught by fully credentialed teachers, who are providing instruction in the subject area authorized by their credential.	All students will be taught by fully credentialed teachers, who are providing instruction in the subject area authorized by their credential.	State Priority #1 – Basic Services  Board Value #8 – Access to quality resources

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<p>authorization to teach English learner students.</p> <p><b>Metric:</b> The Human Resources Department will continue to monitor credentialing and teaching assignments to insure that teachers are appropriately assigned. In addition, Human Resources will continue to hire only teachers who are fully credentialed.</p>								
<p><b>Baseline:</b> In 2011/12, the district had zero misassignments of teachers, including teachers of English learners. The district had 0 vacant teacher positions.</p> <p>In 2012/13, the district had 15 teacher misassignments, including zero for teachers of English learners. The 15 misassignments were due to the need for a credentialed Orthopedic Impairment teacher. That position has now been filled.</p> <p>In 2013/14, the district had zero teacher misassignments, including zero for teachers of English learners. The district had two vacant teacher positions.</p> <p><b>Identified Need:</b> The district will insure that all vacant positions are filled with a credentialed teacher authorized to provide instruction for that subject area or grade level, including an authorization to teach English learner students.</p> <p><b>Metric:</b> The Human Resources Department will continue to monitor credentialing and teaching assignments to insure that teachers are appropriately assigned. In addition, Human Resources will continue to hire only teachers who are fully credentialed.</p>	17. Within the first 30 days of each school year and semester a fully credentialed teacher will be in each classroom.	All	All		All students will be taught by a fully credentialed teacher, providing instruction in their authorized subject area within the first 30 days of the school year.	All students will be taught by a fully credentialed teacher, providing instruction in their authorized subject area within the first 30 days of the school year.	All students will be taught by a fully credentialed teacher, providing instruction in their authorized subject area within the first 30 days of the school year.	<p>State Priority #1 – <i>Basic Services</i></p> <p>Board Value #8 – <i>Access to quality resources</i></p>
<b>Baseline:</b>	18. All school facilities	All	All					State Priority #1 – <i>Basic</i>



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<p>During the preceding years, the district reduced its custodial staff and implemented the Geographical Zone Cleaning program which maximized the services of the remaining custodians. The reduced number of custodians has resulted in a reduction to the services performed by the custodians.</p> <p>Also, in preceding years, maintenance and grounds staffing was reduced due to budget constraints resulting in a reduction of ongoing maintenance of facilities and grounds.</p> <p><b>Identified Need:</b> The district will maintain its use of the Geographical Zone Cleaning method, but will add additional staff to supplement the teams cleaning the school sites.</p> <p>Key vacant maintenance positions will be filled including HVAC and electronics technicians. Additionally, grounds personnel will be added to help ensure ongoing, well-maintained and safe grounds.</p> <p><b>Metric:</b> The increased expenditure on additional custodian, maintenance and grounds staffing will be used to measure the district's progress towards added services for maintaining all school facilities in good repair.</p> <p>Funding in the Local Control Funding Formula will be reserved and designated for on-going scheduled maintenance of facilities.</p>	will be maintained in good repair.				All students will have access to clean and well-maintained facilities.	All students will have access to clean and well-maintained facilities.	All students will have access to clean and well-maintained facilities.	<p><i>Services</i></p> <p>Board Value #1 – <i>Clean Environments</i></p>
<p><b>Baseline:</b> Beginning 2012, Elementary teachers have received five days of staff development on implementing Common Core State standards (CCSS). In 2012-13, there were two days of training</p>	19. Implement all academic content and performance standards adopted	All	All		All students will have access to quality instruction from teachers who have received	All students will have access to	All students will have access to quality instruction	State Priority #2 – <i>Implementation of Common Core State Standards</i>

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<p>on the overview of Common Core Standards. In 2013-2014, there were three days of training on strategies for teaching the Common Core Standards.</p> <p>Secondary ELA and Math teachers were presented with four days of staff development on the new standards under the Common Core State Standards.</p> <p>Secondary ELA and Math teachers received four days of staff development in the integration of the common core state standards.</p> <p><b>Identified Need:</b> Implement standards-aligned academic content and performance standards as adopted by the state.</p> <p><b>Metric:</b> At each school site, site administration conduct walk-through visits to monitor the implementation of common core lessons. District office administration also participates in weekly walk-through visits to monitor site compliance and measure implementation of the new standards. Staff Development will continue as the teachers implement the new standards.</p>	by the state.				training on the implementation of academic content and performance standards adopted by the state.	quality instruction from teachers who are continuing to refine their implementation of the new academic content and performance standards adopted by the state, including the implementation of a new math curriculum adoption.	from teachers who are continuing to refine their implementation of the new academic content and performance standards adopted by the state, including the implementation of a new English/LA curriculum adoption	<p>State Priority #7 – <i>Course Access</i></p> <p>Board Value #3 – <i>Quality staff development</i></p>
<p><b>Baseline:</b> The district has an established system of parental participation which includes involvement opportunities through the District Advisory Council (DAC), the District and site level English Learner Advisory Committee [(D)(ELAC)], the site based School Site Council (SSC), booster organizations organized for the benefit of the schools and for a variety of clubs and activities at the secondary schools. Several of the elementary school sites have Parent Teacher Associations (PTA). Community Cabinet, which has several parent representatives, is being used to</p>	20. The district will continue to promote parental participation at the district and individual school site level.	All	All		<p>Establish a parent resource center to provide parents with resources for helping their students be successful.</p> <p>The district will continue to offer parent participation opportunities through its established system of involvement and provide new</p>	<p>The parent resource center will be continued.</p> <p>The district will continue to offer parent participation opportunities through its established system</p>	<p>The parent resource center will be continued.</p> <p>The district will continue to offer parent participation opportunities through its established system</p>	<p>State Priority #3 – <i>Parent Involvement</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p>

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<p>define priorities of our broader community and develop actions to meet those goals.</p> <p><b>Identified Need:</b> The district will continue to promote parental participation at the district and individual school site level.</p> <p><b>Metric:</b> The district will measure the number of parents involved in the decision making processes through the district advisory committees, the Community Cabinet process and site based committees.</p>					<p>opportunities for involvement which will benefit students through the increase of at-home support.</p> <p>Community Cabinet will continue to provide a voice for parents, and community members, and to provide an opportunity to participate in district decision making relating to educational goals.</p>	<p>of involvement.</p> <p>Community Cabinet will continue to provide a voice for parents, and community members, and to provide an opportunity to participate in district decision making relating to educational goals.</p>	<p>of involvement.</p> <p>Community Cabinet will continue to provide a voice for parents, and community members, and to provide an opportunity to participate in district decision making relating to educational goals.</p>	
<p><b>Baseline:</b> The district has an established system of parental participation which includes involvement opportunities through the District Advisory Council (DAC), the District and site level English Learner Advisory Committee [(D)(ELAC)], the site based School Site Council (SSC), booster organizations organized for the benefit of the schools and for a variety of clubs and activities at the secondary schools. Several of the elementary school sites have Parent Teacher Associations (PTA). Community Cabinet, which has several parent representatives, is being used to define priorities of our broader community and develop actions to meet those goals</p> <p><b>Identified Need:</b> The district will continue to promote parental participation at the district and individual school site level.</p> <p><b>Metric:</b> The district will measure the number of parents involved in the decision making processes through the district advisory</p>	<p>21. The district will seek parent input in decision making.</p>	All	All		<p>Establish a parent resource center to provide parents with resources for helping their students be successful.</p> <p>The district will continue to offer parent participation opportunities through its established system of involvement.</p> <p>Community Cabinet will continue to provide a voice for parents and community members and an opportunity to participate in district decision making relating to educational goals.</p>	<p>The parent resource center will be continued.</p> <p>The district will continue to offer parent participation opportunities through its established system of involvement.</p> <p>Community Cabinet will continue to provide a voice for parents and community members and an opportunity to participate in</p>	<p>The parent resource center will be continued.</p> <p>The district will continue to offer parent participation opportunities through its established system of involvement.</p> <p>Community Cabinet will continue to provide a voice for parents and community members and an opportunity to participate in</p>	<p>State Priority #3 – <i>Parent Involvement</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p>

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committees and site based committees.						district decision making relating to educational goals.	district decision making relating to educational goals.	
<p><b>Baseline:</b> In 2013/14, sites were allocated funding under the EIA/SCE and EIA/LEP funding model based on the number of students identified as English learner and socio-economically disadvantaged.</p> <p><b>Identified Need:</b> Provide individual school sites with an allocation of funding to make local educational program decisions which reflect the unique needs of their students and the input of the parents and teachers.</p> <p><b>Metric:</b> School sites will be allocated an amount equivalent to the previously allocated funding under the EIA/SCE and EIA/LEP model.</p>	22. Provide site based local control of allocations of funding to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support.	All	All		School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.	School sites have the ability to make local decisions which reflect the unique needs of their students and the input of their teachers and parents.	<p>State Priority #3 – <i>Parent Involvement</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p>	
<p><b>Baseline:</b> In 2013/14, the District employed 5 credentialed school nurses, 27 health assistants are funded centrally by the district. (3 hours per elementary and middle school site and 8 hours per high school site) and 1 licensed vocational nurse to meet the health needs of the students.</p> <p><b>Identified Need:</b> An increasing number of students require health services during the school day, which is provided by either a registered nurse or a trained health assistant under the guidance of a registered nurse.</p> <p><b>Metric:</b> Increase the total number of itinerant school nurses who</p>	23. Promote a positive and healthy school environment by supporting the health needs of students during the school day.	All	All		Increase the availability of nursing services to students who have medical needs by increasing the number of credentialed school nurses employed by the district.	Continue the availability of nursing services to students who have medical needs by maintaining the number of credentialed school nurses employed by the district.	<p>State Priority 5 – <i>Pupil Engagement</i></p> <p>State Priority 6 – <i>School Climate</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
provide screenings, administer medications, and overall health consultations for students.								

**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 the percentage of pupils who are career ready.	<p>State Priority # 4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>	<p>1A. Selection of a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities. Linked Learning program expanded to seven pathways at the three comprehensive schools.</p> <p>1B. Continue ROP Partnership to provide career education opportunities.</p>	<p>All high schools</p> <p>Implemented for specified subgroups but made available to all.</p>	<p>1A. Linked Learning Program Specialist; Cost: \$100,000. Expansion to seven pathways includes \$10,000 in instructional materials and related costs. Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj:1110 \$100,000 Res: 0395/Obj: 4310 \$10,000</p> <p>1B. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA/LOTTERY</p>	<p>1A. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist \$100,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj:1110 \$100,000</p> <p>1B. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA/LOTTERY</p>	<p>1A. Continue implementation of work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist \$100,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj:1110 \$100,000</p> <p>1B. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>1C. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.</p> <p>1D. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.</p> <p>1E. Provide equal access to English learner students.</p> <p>1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways.</p> <p>1G. Restore students to a full attendance calendar from 175 to 180. Restore teachers,</p>			<p>Res: 0395/Obj 7000 \$1,975,000 Res: 1000/Obj 7000 \$111,937</p> <p>1C. PLTW curriculum includes cost of staff development, approximately \$15,000 and the purchase of instructional materials for \$20,000. (Cross-reference Goal #2) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj:4310 \$35,000</p> <p>1D. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>1E. English Learner counselors will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. \$170,000. (Cross Reference Goals 4 &amp; 5) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110 \$170,000</p> <p>1F: High School Summer School program: \$500,000 (Cross Reference Goals 2, 5, 6, &amp; 14) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA</p>	<p>Res: 0395/Obj 7000 \$1,975,000 Res: 1000/Obj 7000 \$111,937</p> <p>1D. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>1E. Continuing cost of English Learner counselors who will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. \$170,000. (Cross Reference Goals 4 &amp; 5) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110 \$170,000</p> <p>1F: Expand the summer school program to middle school in addition to high school summer school program: \$600,000 (Cross Reference Goals 2, 5, 6, &amp;</p>	<p>will continue. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA/LOTTERY Res: 0395/Obj 7000 \$1,975,000 Res: 1000/Obj 7000 \$111,937</p> <p>1D. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>1E. Continuing cost of English Learner counselors who will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. \$170,000 (Cross Reference Goals 4 &amp; 5) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110 \$170,000</p> <p>1F. Expand the summer school program to middle school in addition to high school summer school program: \$600,000 (Cross Reference Goals 2, 5, 6, &amp;</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		classified staff and administration to full work years.			Res: 0395/Obj: 1100/2200/5000 \$500,000  1G. Restoration of full student attendance year and staff to full work year. \$8 million Various Funding Sources	14) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1100/2200/5000 \$600,000  1G. Restoration of full student attendance year and staff to full work year. \$8 million	14) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1100/2200/5000 \$600,000  1G. Restoration of full student attendance year and staff to full work year. \$8 million
<p>2. Increase the percentage of pupils who are prepared for college. (a-g compliant)</p> <p>5. Increase the percentage of students who pass the Advanced Placement exams with a score of 3 or higher.</p> <p>6. Increase the percentage of students determined ready for college by the Early Assessment Program (EAP).</p> <p>14. Increase the percentage of students passing Algebra I on the first attempt.</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #3 – <i>Literacy</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>	<p>2-5-6-14A. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to complete all ‘a-g’ required courses.</p> <p>2-5-6-14B. Implement Project Lead the Way (PLTW) curriculum to integrate rigorous science, math and engineering curriculum in high school courses.</p> <p>2-5-6-14C. Implement a high school after school tutoring program in math to increase the number of students who pass Algebra I on their first attempt.</p> <p>2-5-6-14D. Increase enrollment in Expository Reading and Writing courses in the comprehensive high schools to further develop the writing skills of high school students and</p>	<p>All comprehensive high schools</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>2-5-6-14A: High School Summer School program: (Cross Reference Goal #1)</p> <p>2-5-6-14B. PLTW curriculum includes cost of staff development and the purchase of instructional materials for (Cross-reference Goal #1) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA</p> <p>2-5-6-14C. Tutoring programs are in place at each high school and will continue to provide support for students in math. Costs for the tutoring are provided for in the site allocated funding. Res: 0395/Obj: 1130 \$72,900 Res: 1100/Obj: 1130 \$6,850</p> <p>2-5-6-14D. Increase ERWC enrollment and expand training to Middle School ERWC modules: \$30,000. FUNDING SOURCE: LOCAL</p>	<p>2-5-6-14A: Expand the summer school program to middle school in addition to high school summer school program: (Cross Reference Goal #1)</p> <p>2-5-6-14C. Tutoring programs are in place at each high school and will continue to provide support for students in math. Costs for the tutoring are provided for in the site allocated funding. Res: 0395/Obj: 1130 \$72,900 Res: 1100/Obj: 1130 \$6,850</p>	<p>2-5-6-14A: Expand the summer school program to middle school in addition to high school summer school program: (Cross Reference Goal #1)</p> <p>2-5-6-14C. Tutoring programs are in place at each high school and will continue to provide support for students in math. Costs for the tutoring are provided for in the site allocated funding. Res: 0395/Obj: 1130 \$72,900 Res: 1100/Obj: 1130 \$6,850</p>



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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>expand ERWC to the middle school level.</p> <p>2-5-6-14E. Implement a double block math support class at the high school level to provide intervention for students.</p> <p>2-5-6-14F. On-line subscription service to provide test prep, including AP Exams, SAT/ACT prep as well as CCSS resources, and career education.</p> <p>2-5-6-14G. Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction support model.</p> <p>2-5-6-14H Provide equal access to English learner students.</p>			<p>CONTROL FUNDING FORMULA/TITLE I Res: 0395/Obj:5200 \$15,000 Res: Title II/Obj: 5200 \$15,000</p> <p>2-5-6-14E. Additional FTE necessary to implement a double block of math courses is an existing cost and a restructure of the master schedule.</p> <p>2-5-6-14F. On-line test preparation software license \$90,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>2-5-6-14G. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>2-5-6-14H. English Learner counselors will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. (Cross Reference Goals 1, 4, &amp; 5)</p>	<p>2-5-6-14E. Additional FTE necessary to implement a double block of math courses is an existing cost and a restructure of the master schedule.</p> <p>2-5-6-14F. On-line test preparation software license \$90,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>2-5-6-14G. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>2-5-6-14H. Continuing cost of English Learner counselors who will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. (Cross Reference Goals 1, 4, &amp; 5)</p>	<p>2-5-6-14E. Additional FTE necessary to implement a double block of math courses is an existing cost and a restructure of the master schedule.</p> <p>2-5-6-14F. On-line test preparation software license \$90,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>2-5-6-14G. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p> <p>2-5-6-14H. Continuing cost of English Learner counselors who will provide oversight and counseling to insure English learner students remain on track in their career education program and in their educational program. (Cross Reference Goals 1, 4, &amp; 5)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2-5-6-14I. Provide students with disabilities college going options through partnerships with Riverside Community College, Chaffey Community College and San Bernardino Valley College.</p> <p>2-5-6-14J. Restore students to a full attendance calendar from 175 to 180. Restore teachers, classified staff and administration to full work years.</p> <p>2-5-6-14K. Continue implementation and support of the AVID program at all secondary sites to guide and prepare students for college and careers.</p>			<p>2-5-6-14I. Continue community college visitations for students with disabilities and information about available options, including priority registration into community college courses. FUNDING SOURCE: SPECIAL EDUCATION FUNDS Res: 6500/Obj: 5700 \$3,500 Res: 6520/Obj: 5800 \$8,000</p> <p>2-5-6-14J. Restoration of full student attendance year and staff to full work year.</p> <p>2-5-6-14K. Continue implementation and support of AVID program at all secondary sites. Funding for AVID tutors and annual AVID conference is funded through Lottery and supplemental site allocations. FUNDING SOURCE: LOTTERY \$185,890 Res: 1100/Obj: 3000</p>	<p>2-5-6-14I. Continue community college visitations for students with disabilities and information about available options, including priority registration into community college courses. FUNDING SOURCE: SPECIAL EDUCATION FUNDS Res: 6500/Obj: 5700 \$3,500 Res: 6520/Obj: 5800 \$8,000</p> <p>2-5-6-14J. Restoration of full student attendance year and staff to full work year. \$8 million</p> <p>2-5-6-14K. Continue implementation and support of AVID program at all secondary sites. Funding for AVID tutors and annual AVID conference is funded through Lottery and supplemental site allocations. FUNDING SOURCE: LOTTERY \$185,890 Res: 1100/Obj: 3000</p>	<p>2-5-6-14I. Continue community college visitations for students with disabilities and information about available options, including priority registration into community college courses. FUNDING SOURCE: SPECIAL EDUCATION FUNDS Res: 6500/Obj: 5700 \$3,500 Res: 6520/Obj: 5800 \$8,000</p> <p>2-5-6-14J. Restoration of full student attendance year and staff to full work year. \$8 million</p> <p>2-5-6-14K. Continue implementation and support of AVID program at all secondary sites. Funding for AVID tutors and annual AVID conference is funded through Lottery and supplemental site allocations. FUNDING SOURCE: LOTTERY \$185,890 Res: 1100/Obj: 3000</p>
7. Increase the number of students achieving grade-level reading proficiency by third grade.	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>	<p>7A. Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, the continued use of Lexia as intensive reading intervention program for students in grades K-6</p> <p>7B. Continue use of DIBELS to identify students in need of interventions to achieve grade level reading proficiency.</p>	<p>All Elementary Schools</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>7A. Funding for Lexia: \$88,000; Three year total: \$264,698 (Cross-reference Goals 3,4 &amp; 9) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7B: Funding for Intell-Assess (Includes DIBELS program): \$80,000. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p>	<p>7A. Funding for Lexia: \$88,000; Three year total: \$264,698 (Cross-reference Goals 3,4 &amp; 9) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7B: Funding for Intell-Assess (Includes DIBELS program): \$80,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p>	<p>7A. Funding for Lexia: \$88,000; Three year total: \$264,698 (Cross-reference Goals 3,4 &amp; 9) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7B: Funding for Intell-Assess (Includes DIBELS program): \$80,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>7C. Continue use of OARS to allow teachers to effectively utilize assessment data and modify instruction for students.</p> <p>7D. Elementary sites that have used Accelerated Reader as an incentive program to encourage and promote reading, including reading outside of school will continue to fund Accelerated Reader from their allocation of funding provided by the district.</p> <p>7E. Maintaining small class sizes at the elementary level, subject to negotiations.</p>			<p>7C. Funding for OARS: \$96,000, and additional OARS report card configuration and license fee \$23,300 (\$17,000 to be refunded through E-Rate) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7D. Costs for Accelerated Reader will be funded through individual school site allocations. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395 or 1100/ Obj: 5849 \$27,000</p> <p>7E. Maintenance of small class sizes at the elementary level, subject to negotiations. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0000 / Obj: 1110</p>	<p>7C. Funding for OARS: \$96,000 OARS report card license fee \$6,300 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7D. Costs for Accelerated Reader will be funded through individual school site allocations. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395 or 1100/ Obj: 5849 \$27,000</p> <p>7E. Maintenance of small class sizes at the elementary level, subject to negotiations.</p>	<p>7C. Funding for OARS: \$96,000 OARS report card license fee \$6,300 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p> <p>7D. Costs for Accelerated Reader will be funded through individual school site allocations. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395 or 1100/ Obj: 5849 \$27,000</p> <p>7E. Maintenance of small class sizes at the elementary level, subject to negotiations.</p>
8. Increase the number of students achieving grade level competency in ELA/Math by the end of sixth grade.	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>	<p>8A. Provide collaboration time for teachers to design CCSS aligned lessons.</p> <p>8B. Provide intensive instruction opportunities for students performing below grade level.</p>	<p>All Elementary Schools</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>8A. Provide collaboration time for teachers (paid by Common Core Funds) FUNDING SOURCE: COMMON CORE Res: 7405/Obj: 1130 \$1,169,000</p> <p>8B. Before and after school intensive instruction intervention programs are in place at each elementary school and will continue to provide support for students. Costs for</p>	<p>8A. Provide collaboration time for teachers (paid by Common Core Funds) FUNDING SOURCE: COMMON CORE Res: 7405/Obj: 1130 \$1,169,000</p> <p>8B Before and after school intensive instruction intervention programs are in place at each elementary school. Costs for the programs are provided for in the site allocated</p>	<p>8A. Provide collaboration time for teachers (paid by Common Core Funds) FUNDING SOURCE: COMMON CORE Res: 7405/Obj: 1130 \$1,169,000</p> <p>8B. Before and after school intensive instruction intervention programs are in place at each elementary school and will continue to provide support for students. Costs for</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>8C. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of CCSS.</p> <p>8D. Integrate technology into lessons aligned with the CCSS.</p> <p>8E. Provide technology support staff for the use and maintenance of instructional technology.</p> <p>8F. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum.</p>			<p>the programs are provided for in the site allocated funding. (Cross Reference Goal 2)</p> <p>8C. District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds. FUNDING SOURCE: Title I and Title II Res: 3010/Obj: 1100 \$621,984 Res: 4035/Obj: 1140 \$198,064</p> <p>8D. Addition of 2 FTE Educational Technology Teachers on Assignment to assist teachers in integrating technology into their lessons. \$170,000 (1 FTE will be funded through Title I) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA; TITLE I Res: 0395 or 4000/Obj: 1110</p> <p>8E. Additional Information Technology support staff \$426,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p>	<p>funding. (Cross Reference Goal 2)</p> <p>8C. District provided Staff Development for teachers on CCSS will be funded through Title I and Title II federal funds.</p> <p>8D. Continuation of FTE Educational Technology Teachers on Assignment to assist teachers in integrating technology into their lessons. \$170,000 (1 FTE will be funded through Title I) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA; TITLE I Res: 0395 or 4000/Obj: 1110</p> <p>8E. Continuation of Information Technology support staff \$426,000</p> <p>8F. Adopt common core aligned Math curriculum and provide teacher training \$1,500,000</p>	<p>the programs are provided for in the site allocated funding. (Cross Reference Goal 2)</p> <p>8C. District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds.</p> <p>8D. Continuation of 2 FTE Educational Technology Teachers on Assignment to assist teachers in integrating technology into their lessons. \$170,000 (1 FTE will be funded through Title I) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA; TITLE I Res: 0395 or 4000/Obj: 1110</p> <p>8E. Continuation of Information Technology support staff \$426,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>8G. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.</p> <p>8H. Continue to provide specialized academic instruction, and support for students with disabilities.</p>			<p>8H. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p>	<p>8H. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p>	<p>8G. Adopt common core aligned ELA curriculum and provide teacher training \$1,500,000</p> <p>8H. Continue implementation of Specialized Academic Instruction support model as an instructional strategy for students with disabilities as part of their classroom instruction.</p>
9. Maintain high attendance rates in excess of 95%	<p>State Priority 5 – <i>Pupil Engagement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #2 – <i>Mental and Physical Health and Awareness</i></p>	<p>9A. Continue implementation of Saturday School program through contracted services to enable students an opportunity to make-up absences, to address truanancies and to provide additional instruction time outside of the regular school day.</p> <p>9B. Continue SART/SARB and DART process to address absences, particularly chronic absenteeism and leverage the use of the school-based probation officer in the processes.</p> <p>9C. Provide elementary counseling services to address barriers to positive school attendance and to assist with the implementation of the</p>	<p>LEA Wide</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>9A. Saturday School program costs in 2013/14 are anticipated to total \$90,000 as an existing cost however, the ADA generated revenue of \$394,000. Costs are dependent on attendance and staffing. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110/2200</p> <p>9B. Students improving their attendance following the SART or SARB process are provided incentives - \$1,000. School-based probation office: \$28,000 (Offset by grant from county probation department) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 5886, 5810</p> <p>9C. Addition of 9 elementary counselors to be shared between all 18 elementary</p>	<p>9A. Saturday School program costs in 2013/14 are anticipated to total \$90,000 as an existing cost however, the ADA generated revenue of \$394,000. Costs are dependent on attendance and staffing. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110/2200</p> <p>9B. Students improving their attendance following the SART or SARB process are provided incentives - \$1,000. School-based probation office: \$28,000 (Offset by grant from county probation department) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 5886, 5810</p> <p>9C. Continuation of 9 elementary counselors to be shared between all 18</p>	<p>9A. Saturday School program costs in 2013/14 are anticipated to total \$90,000 as an existing cost however, the ADA generated revenue of \$394,000. Costs are dependent on attendance and staffing. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110/2200</p> <p>9B. Students improving their attendance following the SART or SARB process are provided incentives - \$1,000. School-based probation office: \$28,000 (Offset by grant from county probation department) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 5886, 5810</p> <p>9C. Continuation of 9 elementary counselors to be shared between all 18 elementary</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>PBIS program at the elementary level. (Position is subject to consultation with the certificated bargaining unit)</p> <p>9D. Provide school social worker services to address barriers to positive school attendance.</p>			<p>school sites. \$765,000. (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>9D. Addition of 1 school social worker to be shared between all school sites. \$86,000 (subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p>	<p>elementary school sites. \$765,000 (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>9D. Continuation of 1 school social worker to be shared between all school sites. \$86,000 (subject to negotiations)</p>	<p>school sites. \$765,000 (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>9D. Continuation of 1 school social worker to be shared between all school sites. \$86,000 (subject to negotiations)</p>
<p>10. Increase the district-wide graduation rates</p> <p>11. Decrease the district-wide dropout rate</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #5 – <i>Pupil Engagement</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #2– <i>Mental and Physical Health and Awareness</i></p> <p>Community Cabinet Priority #3 – <i>Literacy</i></p>	<p>10-11A. Implement a summer school program to allow students to remediate classes.</p> <p>10-11B. Selection of a Linked Learning Program Specialist to assist in the development and implementation of pathways as well as coordinate work-based learning opportunities. Linked Learning program expanded to seven pathways at the three comprehensive schools.</p> <p>10-11C. Continue ROP Partnership to provide career education opportunities.</p>	<p>LEA wide</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>10-11A: High School Summer School program: (Cross Reference Goals 1, 2, 5, 6, &amp; 14)</p> <p>10-11B. Linked Learning Program Specialist; Expansion to seven pathways includes instructional materials and related costs. Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways. (Cross Reference Goal #1)</p> <p>10-11C. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue. (Cross</p>	<p>10-11A: Expand the summer school program to middle school in addition to high school summer school program: (Cross Reference Goals 1, 2, 5, 6, &amp; 14)</p> <p>10-11B. Continuation of Linked Learning Program Specialist; Expansion to seven pathways includes \$10,000 in instructional materials and related costs. Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways. (Cross Reference Goal #1)</p> <p>10-11C. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue. (Cross</p>	<p>10-11A: Expand the summer school program to middle school in addition to high school summer school program: (Cross Reference Goals 1, 2, 5, 6, &amp; 14)</p> <p>10-11B. Continuation of Linked Learning Program Specialist; Cost: \$100,000. Expansion to seven pathways includes \$10,000 in instructional materials and related costs. Additional funding received through Linked Learning grant will be used to offset some of the first year costs of implementing the new pathways. (Cross Reference Goal #1)</p> <p>10-11C. ROP Partnership: Cost: No increased cost to district, pass-through of funding from state will continue. (Cross</p>

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		<p>10-11D. Continue to provide options for students to recapture credits through an on-line credit recovery program.</p> <p>10-11E. Implement components of the Positive Behavior Interventions and Supports to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school.</p> <p>10-11F. Continue to provide educational opportunities beyond the 12<sup>th</sup> grade for students with disabilities including the opportunity for a 5<sup>th</sup> or 6<sup>th</sup> year of enrollment at a comprehensive high school or enrollment into an independent study program.</p>			<p>Reference Goal #1)</p> <p>10-11D. Continue use of OdysseyWare Credit Recovery Program to enable students to regain credits during the school year and through summer school. \$74,000 FUNDING SOURCE: LOTTERY Res: 1100/Obj: 5849</p> <p>10-11E. Implement PBIS program district-wide including the addition of a PBIS coordinator to oversee implementation and training for staff. \$161,000 (Cross Reference Goals 12 &amp; 13) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 1110</p> <p>10-11F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>	<p>Reference Goal #1)</p> <p>10-11D. Continue use of OdysseyWare Credit Recovery Program to enable students to regain credits during the school year and through summer school. \$74,000 FUNDING SOURCE: LOTTERY Res: 1100/Obj: 5849</p> <p>10-11E. Continue implementation of PBIS program district-wide including the continuation of a PBIS coordinator to oversee implementation and training for staff. \$161,000 (Cross Reference Goals 12 &amp; 13) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 1110</p> <p>10-11F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>	<p>Reference Goal #1)</p> <p>10-11D. Continue use of OdysseyWare Credit Recovery Program to enable students to regain credits during the school year and through summer school. \$74,000 FUNDING SOURCE: LOTTERY Res: 1100/Obj: 5849</p> <p>10-11E. Continue implementation of PBIS program district-wide including the continuation of a PBIS coordinator to oversee implementation and training for staff. \$161,000 (Cross Reference Goals 12 &amp; 13) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj 1110</p> <p>10-11F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>
<p>12. Continue to reduce the district-wide suspension rates</p> <p>13. Continue to reduce the district-wide expulsion rates</p>	<p>State Priority #6 – <i>School Climate</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Community Cabinet Priority #2 – <i>Mental and Physical Health and</i></p>	<p>12-13A. Implement components of the Positive Behavior Intervention and Support framework to encourage behaviors that promote learning, including good attendance, study habits and behavior to keep students enrolled in school and on-track to graduate and encourage engagement in school.</p> <p>12-13B. Provide elementary counseling services</p>	<p>LEA Wide</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>12-13A. Implement PBIS program district-wide including the addition of a PBIS coordinator to oversee implementation and training for staff. (Cross Reference Goals 10 &amp; 11)</p> <p>12-13B. Addition of 9</p>	<p>12-13A. Continue implementation of PBIS program district-wide including the continuation of a PBIS coordinator to oversee implementation and training for staff. (Cross Reference Goals 10 &amp; 11)</p>	<p>12-13A. Continue implementation of PBIS program district-wide including the continuation of a PBIS coordinator to oversee implementation and training for staff. (Cross Reference Goals 10 &amp; 11)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<i>Awareness</i>	<p>to address barriers to positive school attendance and to assist with the implementation of the PBIS program at the elementary level. (Position is subject to consultation with the certificated bargaining unit)</p> <p>12-13C. Utilizing mental health services funding, the district hired additional psychologists to provide mental health services to special education students who are emotionally disturbed.</p> <p>12-13D. Provide school social worker services to address behavior issues and identify underlying causes.</p> <p>12-13E. Restore full-time elementary assistant principals at all elementary school sites to provide additional administrative support, including behavior interventions and instructional leadership support.</p> <p>12-13F. Students with disabilities are provided with interventions through a Behavior Support Plan which is integrated into the IEP. PBIS strategies are provided to students with disabilities.</p>			<p>elementary counselors to be shared between all 18 elementary school sites. \$765,000 (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13C. Additional psychologist \$86,000 to be funded through mental health services funding. FUNDING SOURCE: MENTAL HEALTH FUNDS Res:3327/Obj: 1110</p> <p>12-13D. Addition of 1 school social worker to be shared between all school sites. (Cross reference Goal 9)</p> <p>12-13E. Addition of 10 elementary assistant principals \$1,100,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>	<p>12-13B. Continuation of 9 elementary counselors to be shared between all 18 elementary school sites. \$765,000 (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13C. Continuation of psychologist \$86,000 to be funded through mental health services funding. FUNDING SOURCE: MENTAL HEALTH FUNDS Res:3327/Obj: 1110</p> <p>12-13D. Continuation of 1 school social worker to be shared between all school sites. \$86,000 (subject to negotiations)</p> <p>12-13E. Continuation of 10 elementary assistant principals \$1,100,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>	<p>12-13B. Continuation of 9 elementary counselors to be shared between all 18 elementary school sites. \$765,000 (Subject to negotiations) FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13C. Continuation of psychologist \$86,000 to be funded through mental health services funding. FUNDING SOURCE: MENTAL HEALTH FUNDS Res:3327/Obj: 1110</p> <p>12-13D. Continuation of 1 school social worker to be shared between all school sites. \$86,000 (subject to negotiations)</p> <p>12-13E. Continuation of 10 elementary assistant principals \$1,100,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110</p> <p>12-13F. Educational services provided to students with disabilities completing additional years beyond the 12<sup>th</sup> grade are included in the total FTE with no additional cost incurred.</p>
15. All students will have access to	State Priority #1 – <i>Basic Services</i>	15A. The district will continue to adhere to its established purchasing procedures to insure all	LEA-Wide		15A. Replacement books and consumables are ordered as		



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standards aligned instructional materials.	Board Value #8 – <i>Access to quality resources</i>	students have access to instructional aligned materials including textbooks, supplementary materials and supplies.  15B. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum. 15C. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.	Implemented for specified subgroups but made available to all.		needed to replenish supplies. Estimated 2014/15: \$84,000 which is an existing cost. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 4110	15B. Math adoption \$1,500,000	15C. ELA Adoption \$1,500,000
16. All teachers will be appropriately assigned.  17. Within the first 30 days of each school year and semester a fully credentialed teacher will be in each classroom.	State Priority #1 – <i>Basic Services</i>  Board Value #8 – <i>Access to quality resources</i>	16-17A. The district will continue its hiring practices to insure teachers are hired with a full-credential in the appropriate subject area.  16-17B. The district will continue to participate in an induction program which provides instructional support to insure student success.	LEA-Wide  Implemented for specified subgroups but made available to all.		16-17A. Newly hired teachers are integrated into the existing budget as replacement FTE and are not newly incurred costs.  16-17B. Participation in the induction program through a consortium is dependent on the number of participating teachers and the amount of funding from the state for the program. \$34,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1196	16-17A. Newly hired teachers are integrated into the existing budget as replacement FTE and are not newly incurred costs.  16-17B. Participation in the induction program through a consortium is dependent on the number of participating teachers and the amount of funding from the state for the program. \$34,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1196	16-17A. Newly hired teachers are integrated into the existing budget as replacement FTE and are not newly incurred costs.  16-17B. Participation in the induction program through a consortium is dependent on the number of participating teachers and the amount of funding from the state for the program. \$34,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1196
18. All school facilities will be maintained in good repair.	State Priority #1 – <i>Basic Services</i>  Board Value #1 – <i>Clean Environments</i>	18A. Hire eight additional nighttime custodians to increase the staffing in the geographical zone cleaning program.  18B. Hire one additional daytime custodian for Grand Terrace High School due to increased enrollment in 2014-15.	LEA-Wide  Implemented for specified subgroups but made available to all.		18A. Addition of eight custodians \$401,376 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18B. Addition of one custodian at GTHS: \$50,172 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200	18A. Continuation of eight custodians \$401,376 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18B. Continuation of one custodian at GTHS: \$50,172 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200	18A. Continuation of eight custodians \$401,376 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18B. Continuation of one custodian at GTHS: \$50,172 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>18C. Hire one additional night-time custodian supervisor.</p> <p>18D. Hire four additional grounds workers to be assigned to the three high school sites.</p> <p>18E. Hire one additional grounds supervisor.</p> <p>18F. Hire one HVAC Senior Technician to provide maintenance support.</p> <p>18G. Hire two electronics technicians.</p> <p>18H. Hire one additional locksmith</p> <p>18I. Hire two HVAC assistants (Subject to</p>			<p>18C. Additional night-time custodial supervisor \$63,579 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2300</p> <p>18D. Addition of four grounds workers \$200,688 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18E. Addition of one Grounds Supervisor \$68,948 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2300</p> <p>18F. Addition of one Senior HVAC Technician \$66,280 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18G. Addition of two Electronics technicians \$144,020 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18H. Addition of one locksmith \$62,352 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18I. Addition of two HVAC</p>	<p>18C. Continuation of night-time custodial supervisor \$63,579 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18D. Continuation of four grounds workers \$200,688 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18E. Continuation of one Grounds Supervisor \$68,948 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18F. Continuation of one Senior HVAC Technician \$66,280 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18G. Continuation of two Electronics technicians \$144,020 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18H. Continuation of one locksmith \$62,352 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18I. Continuation of two HVAC</p>	<p>18C. Continuation of night-time custodial supervisor \$63,579 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18D. Continuation of four grounds workers \$200,688 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18E. Continuation of one Grounds Supervisor \$68,948 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18F. Continuation of one Senior HVAC Technician \$66,280 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18G. Continuation of two Electronics technicians \$144,020 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18H. Continuation of one locksmith \$62,352 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200</p> <p>18I. Continuation of two HVAC</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		negotiations)  18J. Funding in the general fund will be reserved and designated for on-going scheduled maintenance of facilities.			assistants \$100,344 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18J. Ongoing maintenance \$2 million FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395 Obj; 8540	assistants \$100,344 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18J. Ongoing maintenance \$2 million	assistants \$100,344 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 2200  18J. Ongoing maintenance \$2 million
19. Implement all academic content and performance standards adopted by the state.	State Priority #2 – <i>Implementation of Common Core State Standards</i>  State Priority #7 – <i>Course Access</i>  Board Value #3 – <i>Quality staff development</i>	19A. The district will provide staff development to teachers on implementing CCSS in their classroom.  19B. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned math curriculum.  19C. The district will initiate the textbook adoption process to begin an adoption of a new CCSS aligned ELA curriculum.  19D. The district will integrate technology into CCSS lessons with the assistance of an Educational Technology Teacher on Assignment, who will assist teachers on integrating technology in the classroom.	LEA-Wide  Implemented for specified subgroups but made available to all.		19A. District provided Staff Development for teachers on the implementation of CCSS will be funded through Title I and Title II federal funds.          19D. Addition of 2 Education Technology Teachers on Assignment (Cross Reference Goal 8)	19B. Math adoption \$1,500,000. Includes the purchase of new instructional materials and staff development. (Cross Reference Goal 15)         19D. Continuation of 2 Education Technology Teachers on Assignment (Cross Reference Goal 8)	19C. ELA Adoption \$1,500,000. Includes the purchase of new instructional materials and staff development. (Cross Reference Goal 15)         19D. Continuation of 2 Education Technology Teachers on Assignment (Cross Reference Goal 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
		<p>19E. Provide technology support staff for the use and maintenance of instructional technology.</p> <p>19F. Students will be assessed on their understanding of the CCSS through the Intell-Assess program.</p>			<p>19E. Additional Information Technology support staff (Cross reference Goal #8)</p> <p>19F: Funding for Intell-Assess: (Cross reference Goal #8)</p>	<p>19E. Continuation of Information Technology support staff (Cross reference Goal #8)</p> <p>19F: Funding for Intell-Assess: (Cross reference Goal #8)</p>	<p>19E. Continuation of Information Technology support staff (Cross reference Goal #8)</p> <p>19F: Funding for Intell-Assess: (Cross reference Goal #8)</p>
<p>20. The district will promote parental participation at the district and individual school site level.</p> <p>21. The district will seek parent input in decision making.</p>	<p>State Priority #3 – <i>Parent Involvement</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p>	<p>20-21A. The district will implement a parent resource center.</p> <p>20-21B. Continue Community Liaison (bilingual) position to serve as an intermediary between parents and the district.</p> <p>20-21C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.</p> <p>20-21D. Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process and through the bi-annual surveys conducted through the Special Education Self-Review process.</p>	<p>LEA-Wide</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>20-21A. Parent Resource Center which will be funded through the Homeless Grant. FUNDING SOURCE: HOMELESS GRANT FUNDS \$5,000 Res: 5630/Obj: 2200/4000</p> <p>20-21B. Community Liaison position is funded through homeless grant funding. FUNDING SOURCE: HOMELESS GRANT FUNDS \$63,433 Res: 5630/Obj: 2000, 3000</p> <p>20-21C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.</p> <p>20-21D. Continue parent involvement opportunities for parents of students with disabilities through the IEP process and the SESR input collection.</p>	<p>20-21A. Parent Resource Center which will be funded through the Homeless Grant. FUNDING SOURCE: HOMELESS GRANT FUNDS \$5,000 Res: 5630/Obj: 2200/4000</p> <p>20-21B. Community Liaison position is funded through homeless grant funding. FUNDING SOURCE: HOMELESS GRANT FUNDS \$63,433 Res: 5630/Obj: 2000, 3000</p> <p>20-21C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.</p> <p>20-21D. Continue parent involvement opportunities for parents of students with disabilities through the IEP process and the SESR input collection.</p>	<p>20-21A. Parent Resource Center which will be funded through the Homeless Grant. FUNDING SOURCE: HOMELESS GRANT FUNDS \$5,000 Res: 5630/Obj: 2200/4000</p> <p>20-21B. Community Liaison position is funded through homeless grant funding. FUNDING SOURCE: HOMELESS GRANT FUNDS \$63,433 Res: 5630/Obj: 2000, 3000</p> <p>20-21C. Continue parent involvement opportunities through (D) ELAC, SSC, DAC, PTA, and booster organizations.</p> <p>20-21D. Continue parent involvement opportunities for parents of students with disabilities through the IEP process and the SESR input collection.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
22. Provide site based local control of allocations of funding.	State Priority #3 – <i>Parent Involvement</i>  Board Value #6 – <i>Parent and community involvement</i>	22A. Provide an allocation of funding to the school sites to grant local control from the total allocation of supplemental and concentration grant funds to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support.	LEA-Wide  Implemented for specified subgroups but made available to all.		22A. Provide an allocation of funding to the school sites equivalent to the amount received under the EIA/SCE and EIA/LEP funding model to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support. \$4 million FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: Various	22A. Provide an allocation of funding to the school sites equivalent to the amount received under the EIA/SCE and EIA/LEP funding model to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support. \$4 million FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: Various	22A. Provide an allocation of funding to the school sites equivalent to the amount received under the EIA/SCE and EIA/LEP funding model to be used by sites in support of educational programs, including intensive instruction, staff development, collaboration time, coaching and instructional support. \$4 million FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: Various
23. Promote a positive and healthy school environment by supporting the health needs of students during the school day.	State Priority #5 – <i>Pupil Engagement</i>  Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i>	23A. Provide additional school nurses to augment existing staff to meet the health needs of students.	LEA-Wide  Implemented for specified subgroups but made available to all.		23A. Addition of 3 school nurses \$256,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110	23A. Continuation of 3 school nurses \$256,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110	23A. Continuation of 3 school nurses \$256,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 1110

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1. Increase the percentage of students who are career ready.</p> <p>2. Increase the percentage of students who are prepared for college.</p> <p>5. Increase the percentage of students who pass the Advanced Placement exams.</p> <p>6. Increase the percentage of students determined ready for college by the Early Assessment Program (EAP).</p> <p>7. Increase the number of students achieving grade level reading proficiency by third grade.</p> <p>8. Increase the number of students achieving grade level competency in ELA/Math by the end of sixth grade.</p> <p>9. Maintain high attendance rates in excess of 95%.</p> <p>10. Increase the district-wide graduation rates.</p> <p>11. Decrease the district-wide drop-out rates.</p> <p>12. Continue to reduce the district-wide suspension rates.</p> <p>13. Continue to reduce the district-wide expulsion rates.</p>	<p>State Priority #1 – <i>Basic Services</i></p> <p>State Priority #2 – <i>Implementation of Common Core State Standards</i></p> <p>State Priority #3 – <i>Parent Involvement</i></p> <p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #5 – <i>Pupil Engagement</i></p> <p>State Priority #6 – <i>School Climate</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p> <p>Community Cabinet #3 – <i>Literacy</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p> <p>Board Value #1 – <i>Clean environments</i></p> <p>Board Value #2 – <i>Student opportunities</i></p>	<p><i>For low income pupils:</i></p> <p>All actions and services which support low-income students are represented in Section 3A based on a Free and Reduced Lunch Percentage of 83.53% district-wide.</p>	<p>LEA-Wide</p> <p>Implemented for specified subgroups but made available to all.</p>		<p>Refer to 3A</p>	<p>Refer to 3A</p>	<p>Refer to 3A</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>14. Increase the percentage of students passing Algebra I on the first attempt.</p> <p>15. All students will have access to standards aligned instructional materials.</p> <p>19. Implement all academic content and performance standards adopted by the state.</p> <p>20. The district will continue to promote parental participation at the district and individual school site level.</p> <p>21. The district will seek parent input in decision making.</p> <p>22. Provide site based local control of allocations of funding.</p> <p>23. Promote a positive and healthy school environment by supporting the health needs of students during the school day.</p>	<p>Board Value #3 – <i>Quality staff development</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Board Value #5 – <i>Caring staff</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p> <p>Board Value #7 – <i>Access to programs</i></p> <p>Board Value #8 – <i>Quality Resources</i></p>						

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>3. Increase the percentage of English learners who achieve English proficiency.</p> <p>4. Increase the English learner reclassification rate.</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>	<p><i>For English learners:</i></p> <p>Continue funding of Language Assessment Center to provide initial CELDT testing for incoming students and annual CELDT testing for ongoing students, which insures proper educational program placement.</p> <p>Continue funding of Language Support Services staff to provide oversight, staff development and clerical support for district-wide English learner program.</p> <p>Continue funding of .5FTE translator/interpreter to provide translation services to parents.</p> <p>Increase the number of district English learner counselors from one to three to provide intensive monitoring and support to EL students, including RFEP students.</p> <p>Continue use of READ 180 as an intensive reading intervention program for students in grades 7-12.</p>	<p>LEA-wide Dual-Immersion (School-wide, Grimes Elementary School)</p>		<p>Language Assessment Center staff: \$165,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Language Support Services staff: \$195,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Translator/ Interpreter .5FTE: \$35,708 (Additional .5 of position is funded through Title III) FUNDING SOURCE: TITLE III/LOCAL CONTROL FUNDING FORMULA Res: 0395, 4203/Obj: 2200</p> <p>Two English learner counselors (Cross Reference Goals 1, 2, 5, 6, 14)</p> <p>Funding for Read180: \$30,000, plus upgrade for CCSS \$70,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA</p>	<p>Continuation of Language Assessment Center staff: \$165,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Continuation of Language Support Services staff: \$195,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Continuation of Translator/ Interpreter .5FTE: \$35,708 (Additional .5 of position is funded through Title III) FUNDING SOURCE: TITLE III/LOCAL CONTROL FUNDING FORMULA Res: 0395, 4203/Obj: 2200</p> <p>Continuation of Two English learner counselors \$170,000.</p> <p>Funding for Read180: \$30,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p>	<p>Continuation of Language Assessment Center staff: \$165,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Continuation of Language Support Services staff: \$195,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res:0395/Obj:2200</p> <p>Continuation of Translator/ Interpreter .5FTE: \$35,708 (Additional .5 of position is funded through Title III) FUNDING SOURCE: TITLE III/LOCAL CONTROL FUNDING FORMULA Res: 0395, 4203/Obj: 2200</p> <p>Continuation of Two English learner counselors \$170,000.</p> <p>Funding for Read180: \$30,000 FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA Res: 0395/Obj: 5849</p>



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Continue use of Lexia as intensive reading intervention program for students in grades K-3.</p> <p>Continue use of English 3D (Discuss, Describe, Debate) as a middle school intervention, which is aligned with the CCSS. English 3D is supported by the use of AVT (Academic Vocabulary Toolkit) strategies. English 3D is part of a double block of ELA support for English learners. Students are enrolled in a double block of English 3D (Discuss, Describe, Debate) and ELA for students below grade level in ELA at the middle school level who are two years or more below grade level.</p> <p>Double block classes in Language! for students who are two years or more below grade level in ELA at middle school and high school level.</p> <p>Language! Is provided for students in grades 4-6 during dedicated ELD time.</p>			<p>Res: 0395/Obj: 5849</p> <p>Funding for Lexia (Cross Reference Goal 7)</p> <p>Classroom instruction for English 3D is integrated into the total FTE at each middle school site and is part of the existing budget. On-going materials and training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. \$5,000 Res: 4203/Obj: 4310 &amp; 1140</p> <p>Classroom instruction for Language! is integrated into the total FTE at each middle school and high school site and is part of the existing budget. At the elementary level the Language! Intervention is provided through ELD scheduled instruction time. On-going training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. Instructional materials are</p>	<p>Funding for Lexia: \$89,000; Three year total: \$264,698</p> <p>Classroom instruction for English 3D is integrated into the total FTE at each middle school site and is part of the existing budget. On-going materials and training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. \$5,000 Res: 4203/Obj: 4310 &amp; 1140</p> <p>Classroom instruction for Language! is integrated into the total FTE at each middle school and high school site and is part of the existing budget. At the elementary level the Language! Intervention is provided through ELD scheduled instruction time. On-going training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. Instructional materials are</p>	<p>Funding for Lexia: \$89,000; Three year total: \$264,698</p> <p>Classroom instruction for English 3D is integrated into the total FTE at each middle school site and is part of the existing budget. On-going materials and training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. \$5,000 Res: 4203/Obj: 4310 &amp; 1140</p> <p>Classroom instruction for Language! is integrated into the total FTE at each middle school and high school site and is part of the existing budget. At the elementary level the Language! Intervention is provided through ELD scheduled instruction time. On-going training costs are funded through the Title III allocation and are dependent on the number of sections offered and new versus returning teachers. Instructional materials are</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>A Dual-Immersion program will continue to be offered at one elementary school for both English learner students and English-only students.</p> <p>Summer School will be offered to provide English learner students an opportunity to remediate or to gain schedule flexibility during the regular school year.</p> <p>Continue staff development for teachers of English learner students by three program specialists.</p>			<p>purchased through various funding. \$5,200. FUNDING SOURCE: LOCAL CONTROL FUNDING FORMULA/LOTTERY/TITLE III. Res: 0395&amp;1100 / Obj: 4310 &amp; 1140</p> <p>Dual Immersion instruction teachers are incorporated into the total FTE at the school site and are part of the existing budget. On-going additional costs related to staff development, materials, and extra duty are funded through Title III. Res: 4203/Obj: 4000, 1000, 5200 \$12,250</p> <p>Summer School Program (Cross Reference Goals 1,2,5,6, 10, 14)</p> <p>Continue staff development for teachers of English learner students by three program specialists. \$250,000 from Title III and supplemental funding. FUNDING SOURCE: TITLE III Res: 4203/Obj: 1140</p>	<p>purchased through various funding. \$5,200.</p> <p>Dual Immersion instruction teachers are incorporated into the total FTE at the school site and are part of the existing budget. On-going additional costs related to staff development, materials, and extra duty are funded through Title III. Res: 4203/Obj: 4000, 1000, 5200 \$12,250</p> <p>Summer School Program, expanded to include middle school (Cross Reference Goals 1,2,5,6, 10, 14)</p> <p>Continue staff development for teachers of English learner students by three program specialists. \$250,000 from Title III and supplemental funding. FUNDING SOURCE: TITLE III Res: 4203/Obj: 1140</p>	<p>purchased through various funding. \$5,200.</p> <p>Dual Immersion instruction teachers are incorporated into the total FTE at the school site and are part of the existing budget. On-going additional costs related to staff development, materials, and extra duty are funded through Title III. Res: 4203/Obj: 4000, 1000, 5200 \$12,250</p> <p>Summer School Program, expanded to include middle school (Cross Reference Goals 1,2,5,6, 10, 14)</p> <p>Continue staff development for teachers of English learner students by three program specialists. \$250,000 from Title III and supplemental funding. FUNDING SOURCE: TITLE III Res: 4203/Obj: 1140</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>3. Increase the percentage of English learners who achieve English proficiency.</p> <p>4. Increase the English learner reclassification rate.</p>	<p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Board Value # 4 – <i>Equal access to college and career pathways.</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p>	<p><i>For Reclassified Fluent English Proficient Students:</i></p> <p>A dedicated teacher at each school site serves as the English learner site leader. That site leader provides on-going monitoring of RFEP students for two years after re-designation and identifies students in need of interventions.</p> <p>Writing intervention and test preparation is provided to RFEP students as needed.</p> <p>Summer School is offered to RFEP students to remediate coursework or to gain schedule flexibility.</p>	LEA-wide		<p>The English Learner site leader is an existing teacher at each school site and is integrated into the existing FTE.</p> <p>Writing interventions and test preparation is provided as part of the current Response to Intervention pyramid of interventions and is incorporated into the site budget allocation.</p> <p>Summer School Program (Cross Reference Goals 1,2,5,6, 10, 14)</p>	<p>The English Learner site leader is an existing teacher at each school site and is integrated into the existing FTE.</p> <p>Writing interventions and test preparation is provided as part of the current Response to Intervention program as part of the existing pyramid of interventions and is incorporated into the site budget allocation.</p> <p>Summer School Program (Cross Reference Goals 1,2,5,6, 10, 14)</p>	<p>The English Learner site leader is an existing teacher at each school site and is integrated into the existing FTE.</p> <p>Writing interventions and test preparation is provided as part of the current Response to Intervention program as part of the existing pyramid of interventions and is incorporated into the site budget allocation.</p> <p>Summer School Program (Cross Reference Goals 1,2,5,6, 10, 14)</p>
<p>1. Increase the percentage of students who are career ready.</p> <p>2. Increase the percentage of students who are prepared for college.</p> <p>5. Increase the percentage of students who pass the Advanced Placement exams.</p> <p>6. Increase the percentage of students determined ready for college by the Early Assessment</p>	<p>State Priority #2 – <i>Implementation of Common Core State Standards</i></p> <p>State Priority #3 – <i>Parent Involvement</i></p> <p>State Priority #4 – <i>Pupil Achievement</i></p> <p>State Priority #5 – <i>Pupil Engagement</i></p> <p>State Priority #6 – <i>School</i></p>	<p><i>For foster youth:</i></p> <p>Foster youth enrollment processes are fast tracked. Schools are required to furnish cumulative records within two days to insure students are enrolled properly. New foster youth students are enrolled on an immediate basis into classes.</p> <p>Foster youth students are entitled to additional educational services beyond the 12<sup>th</sup> grade to assist in meeting graduation requirements.</p>	LEA-Wide		<p>Foster Youth enrollment procedures are provided to all school sites during annual training.</p> <p>Post-12<sup>th</sup> grade educational services are provided to foster youth as part of the total school site FTE and are</p>	<p>Foster Youth enrollment procedures are provided to all school sites during annual training.</p> <p>Post-12<sup>th</sup> grade educational services are provided to foster youth as part of the total school site FTE and are</p>	<p>Foster Youth enrollment procedures are provided to all school sites during annual training.</p> <p>Post-12<sup>th</sup> grade educational services are provided to foster youth as part of the total school site FTE and are</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Program (EAP).</p> <p>7. Increase the number of students achieving grade level reading proficiency by third grade.</p> <p>8. Increase the number of students achieving grade level competency in ELA/Math by the end of sixth grade.</p> <p>9. Maintain high attendance rates in excess of 95%.</p> <p>10. Increase the district-wide graduation rates.</p> <p>11. Decrease the district-wide drop-out rates.</p> <p>12. Continue to reduce the district-wide suspension rates.</p> <p>13. Continue to reduce the district-wide expulsion rates.</p> <p>14. Increase the percentage of students passing Algebra I on the first attempt.</p> <p>15. All students will have access to standards aligned instructional materials.</p> <p>19. Implement all academic content and performance standards adopted by the state.</p> <p>20. The district will continue to</p>	<p><i>Climate</i></p> <p>State Priority #7 – <i>Course Access</i></p> <p>State Priority #8 – <i>Other Pupil Outcomes</i></p> <p>Community Cabinet #2 – <i>Mental and Physical Health and Awareness</i></p> <p>Community Cabinet #3 – <i>Literacy</i></p> <p>Community Cabinet #4 – <i>Academic and Career Readiness</i></p> <p>Board Value #1 – <i>Clean environments</i></p> <p>Board Value #2 – <i>Student opportunities</i></p> <p>Board Value #3 – <i>Quality staff development</i></p> <p>Board Value #4 – <i>Equal access to college and career pathways.</i></p> <p>Board Value #5 – <i>Caring staff</i></p> <p>Board Value #6 – <i>Parent and community involvement</i></p> <p>Board Value #7 – <i>Access to programs</i></p>	<p>Foster youth students receive tutoring services through San Bernardino County Foster Youth Services through coordination with the district’s Foster Youth Liaison.</p> <p>Foster youth students have an alternate graduation requirement based on 130 units completed if it is determined that there is insufficient time for them to complete the district requirements for graduation and the student was moved during their junior or senior year.</p> <p>Foster youth students have access to counseling services through South Coast Counseling Services.</p> <p>School site staff receives training on enrollment procedures and available interventions for foster youths during annual trainings.</p> <p>Foster youth students will have access to school based social worker.</p>			<p>part of the existing budget.</p> <p>San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.</p> <p>High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.</p> <p>South Coast Counseling Services are provided through grant funding at no charge to the district.</p> <p>Enrollment training is provided on an annual basis to new and existing staff.</p> <p>Addition of 1 school social worker to be shared between all school sites. (Cross Reference Goals 9, 12, 13)</p>	<p>part of the existing budget.</p> <p>San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.</p> <p>High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.</p> <p>South Coast Counseling Services are provided through grant funding at no charge to the district.</p> <p>Enrollment training is provided on an annual basis to new and existing staff.</p> <p>Continuation of 1 school social worker to be shared between all school sites.</p>	<p>part of the existing budget.</p> <p>San Bernardino County Foster Youth tutoring services are provided by the county to our students at no cost to the district.</p> <p>High school counselors are provided training to address foster youth graduation requirements and to counsel students and their guardians on the requirements.</p> <p>South Coast Counseling Services are provided through grant funding at no charge to the district.</p> <p>Enrollment training is provided on an annual basis to new and existing staff.</p> <p>Continuation of 1 school social worker to be shared between all school sites.</p>

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<p>promote parental participation at the district and individual school site level.</p> <p>21. The district will seek parent input in decision making.</p> <p>22. Provide site based local control of allocations of funding.</p> <p>23. Promote a positive and healthy school environment by supporting the health needs of students during the school day.</p>	Board Value #8 – Quality Resources						

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

The district’s LCFF supplemental and concentration grant target amount at full implementation is estimated to be \$51,880,494. 2012/13 expenditures in support of unduplicated students was \$4,046,610. Using the estimated gap funding percentage for 2014/15 of 28.05%, the increase in estimated supplemental and concentration grant funding is \$13,422,188. The total estimated supplemental and concentration grant allocation for 2014/15 is \$17,468,798.

- Restoration of the student attendance calendar from 175 days to 180 days of attendance. Restore work days for teachers and other staff on a district wide basis. Restoration of the student attendance calendar results in five additional days of instruction which benefits the district’s unduplicated students, as well as all students and contributes towards meeting the goals in the state priority areas and the locally defined priorities. (Goals 1, 2, 5, 6, 14)
- Implement the Positive Behavior Intervention and Supports (PBIS) frameworks at all school sites to provide social, emotional and academic to support, including the introduction of school social-worker position to provide additional support to students. A school social worker provides additional support to the district’s low-income and foster-youth student population beyond what is

provided to all students. (Goals 10, 11, 12, 13)

- Reinststate a full-time assistant principal at each elementary school district-wide, to provide additional school-level academic and behavior support for unduplicated pupils, as well as all students. (Goals 12, 13)
- Expand the Linked Learning Career Education Program to all three comprehensive high schools district-wide, with a total of seven pathways to be offered. Begin the implementation of STEM focused curriculum through the Project Lead the Way program. Both Linked Learning and STEM provided increased access to career education and college preparation programs benefitting all students. (Goals 1, 10, 11)
- Provide summer school to high school students district-wide to remediate classes and gain schedule flexibility. The summer school program is offered to all students, but is of the largest benefit to unduplicated students. English learner students, low-income, and foster youth will benefit from the additional coursework opportunities which gains schedule flexibility, remediation of courses and an opportunity to complete coursework in preparation for college and/or a career. (Goals 1, 2, 5, 6, 14)
- Continue implementation of Common Core State Standards district-wide through staff development and integration of CCSS expectations. Effective initial instruction of the new standards benefits all students, particularly English learner students, foster-youth and low income as it aims to close the achievement gap. (Goals 8, 19)
- Provide two full-time English learner counselors to support EL students district-wide. The English learner counselors provide additional counseling support specifically to English learner students beyond what is provided by the regular on-site academic counselors. (Goals 3, 4)
- Increase the health services provided to students district-wide, by increasing the number and availability of credentialed school nurses to address health issues for all students, provide support on the prevention of health issues, and consultations for health matters which impede a student's school experience. (Goal 23)
- Provide for the on-going maintenance of facilities district-wide to insure school sites are maintained in good repair and increase the custodial, grounds and maintenance services, which benefits all students district-wide by insuring that students have access to clean and well maintained facilities which is conducive to learning. (Goal 18)
- Continue to staff the Language Assessment Center and Language Support Services to assess, monitor and oversee English learner students at on a district-wide level. The language assessment center provides services specifically targeted to English learner students, district-wide to test and provide placement for new and ongoing EL students. (Goals 3, 4)
- Implement two Educational Technology teachers on assignment to provide resources for teachers to integrate technology into the classrooms on a district-wide level. Increasing the use of technology in the classroom provides an educational benefit to all students, particularly to low-income students who may not have regular access to technology in the home environment. (Goal 8, 19)
- Reinststate the elementary counseling program and add one school social worker to provide support, guidance and outreach to students and their families on a district-wide level. Counseling services and social worker services are targeted towards addressing issues faced by foster youth students and low-income students and identifying barriers to student learning, however, services will be made available to all students. (Goals 12, 13)
- Continue the use of an on-line assessment reporting system to provide data relating to assessments on student performance. Implement a web-based test preparation program at all three comprehensive high schools, district-wide. The increase of technology and access to data to make instructional decisions supports the implementation of the new common core state standards, and increases the opportunities to provide interventions for students, particularly low-income and English learner students. (Goals 2, 5, 6, 7, 14)
- Provide an allocation of funding to the school sites to provide site-based local control from the total allocation of supplemental and concentration grant funds. School sites will expend the funding based on their individual site needs, including services and programs which support the eight state priorities, concentrating on improving and increasing services to unduplicated pupils. These expenditures are used on a school-wide basis. (Goal 2, 5, 6, 7, 8, 14, 22)

Resources are allocated in a district-wide manner based on the total unduplicated pupils across the district. With 83.7% of unduplicated pupils district-wide and no school with less than 40% of unduplicated pupils, the district is able to provide services which support all students.

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

The percentage by which services for unduplicated students must be increased or improved as compared to the services provided to all pupils in the LCAP year is calculated as 11.40%. Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils.

The district has provided actions and services targeted towards low-income, foster youth and English learner students which supplement the services provided to all students.

Actions and services designated above include the expansion of the Positive Behavior and Supports framework, which reduces behavior barriers to learning by providing students with positive behavior strategies to reduce suspensions and expulsions and increase the opportunities for students to participate wholly in the educational opportunities available in the district. PBIS frameworks create a stable and predictable learning environment which is particularly beneficial to students of poverty who oftentimes have an unpredictable home environment, including high mobility and a lack of structure. Although the PBIS frameworks are being integrated into schools district-wide, they are a higher benefit to low income students as a strategy to create a safe and structured learning environment.

In recognition of the link between a student's physical health, positive attendance and a learning environment which is free from distractions, the district will be providing additional staff to provide health, emotional and social support for students. The district will be hiring three additional credentialed school nurses, adding ten new elementary assistant principals, reinstating the elementary counseling positions, and creating a new school social worker position. These positions provide targeted support which is of the greatest benefit to both low-income and foster youth students, while making the services available to all students. These services are designed again to reduce barriers to student learning and lessen the impact of negative outside influences on the learning environment.

A number of programs are being implemented to assist students on their path to college and careers, including the reinstatement of the summer school program at the high school level. The summer school program, which will particularly aid English learner and special education students, provides students an opportunity to remediate coursework in addition to an opportunity to complete courses to achieve scheduling flexibility for the following school year. English learner and special education students benefit from the program based on the number of classes that they are enrolled in during the regular school year including a double block of English and/or instructional support delivered through the special education program.

Career education will begin full implementation in 2014/15 through the expansion of the Linked Learning program. In 2013/14 one school site piloted a Linked Learning pathway in the area of health sciences. The program will be expanded to all three comprehensive high schools, with a total of seven industry-driven career pathways. Additional career education pathways will expand the

opportunities available to students, including the addition of Science, Technology, Engineering and Math (STEM) focused pathways through the Project Lead the Way (PLTW) program. With an 83.53% population of low-income students, the expansion of the career education program will provide the greatest benefit to low-income students.

The district has been making great strides in increasing the availability of technology in classrooms and integrating technology into the classrooms. In 2014/15, the district will be adding two educational technology teachers on assignment who will provide support for teachers in integrating technology into lessons. The additional technology will support the continued implementation of the Common Core State Standards. Centrally, the district will continue to support the use of technology through the addition of information technology staff. The implementation of the Common Core State Standards is further enhanced by the maintenance of an existing contract for the On-Line Assessment and Reporting System (OARS) which enables the district to administer periodic benchmark assessments to gauge understanding and mastery of the new standards. The expansion of instructional technology and student access to technology provides the largest benefit to low-income students who may not have regular access to technology outside of school.

English learner students will receive additional support services in 2014/15 with the addition of two new English learner counselor positions. The English learner counselor provides specific oversight of students in the English learner program K-12 to insure that students stay on track and continue to make progress in the EL program. The English learner counselors provide a service which supplements the academic counseling provided at the secondary sites district-wide and is a program which is only offered to English learner students.

Since 2008/09, the district has made extensive reductions to the maintenance and operations programs. This included the personnel reductions in the custodial, grounds and maintenance departments as well as the draw-down of the deferred maintenance funds. The district will add additional custodial, grounds and maintenance staff to increase the ability to provide a clean and well maintained facility for all students that is conducive to learning, particularly older schools in low-income areas. In addition, the district will restore the deferred maintenance program to begin providing regular and preemptive maintenance to district facilities to maintain sites in good repair.

The district has a population of 81.8% students designated as low-income, 26.5% designated as English learner and 0.67% foster youth resulting in a population of 83.7% of unduplicated pupils. The actions and services are designed to target those unduplicated pupils, although most are being made available to all students based on the high percentage of unduplicated pupils district-wide. The proportionality percentage of 11.40% is met by providing services which supplement the programs available to all students in the district, including the expansion of PBIS at all school sites, the addition of the English learner counselors, elementary counselors, school social worker, school nurses, increased technology, expansion of career education programs, summer school, and clean and well maintained facilities.

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.