

Fremont Unified School District

Local Control and Accountability Plan

Updated version of the Local Control and Accountability Plan and Annual Update Template.

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Fremont Unified School District Contact (Name, Title, Email, Phone Number): James Morris, Ed.D., Superintendent, jmorris@fremont.k12.ca.us, 510-659-2542 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

2013-2014	Number of Schools	Enrollment	FTE Teachers	Pupil-Teacher Ratio
Elementary	28	18,831	829.7	K: 28:1 1-6: 30:1
Jr. High	5	4,913	204.1	27.5:1
High	5	9,551	382.5	27.5:1
Continuation	1	216	14	fluctuates
Other Programs	2	151		
Total	41	33,662	1,430.3	

Students:	
	Percent of Total
By Race or Ethnicity	
African American	3.2%
American Indian or Alaska Native	0.4%
Asian	61.7%
Hispanic or Latino	15.9%
Pacific Islander	0.6%
White, not Hispanic	15.1%
Other	3.2%

Special Programs	Enrollment	Percent of Total
English Learner	6,685	19.7%
Free/Reduced Price Lunch	5,568	16.4%
Foster Youth/Homeless	449	1.3%

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process

Stakeholder Engagement

Fremont Unified School District utilized multiple strategies to engage all stakeholders in the process to give input into the priorities and goals of the Local Control Accountability Plan (LCAP). Members of the school community, parents, teachers, administrators, staff, students, and employee groups were invited to learn more about LCFF and LCAP and to participate in activities that would inform the planning process.

With an overarching theme of “Charting Our Course”, district level activities included a district-wide Saturday community summit, Board of Education presentations, employee group input sessions (FUDTA, CSEA, SEIU, FSMA), school site input activities, meetings, surveys, DELAC meetings and seven meetings of the Local Control and Accountability Advisory Committee (LCAAC). To expand site level engagement, all schools held community engagement activities throughout February. To support this outreach, each principal received a LCAP toolkit and an input template. Sites used a variety of strategies to gather input from students, staff, parents, and community, including surveys, joint meetings (certificated and classified), and a variety of School Site Council/PTA/ELAC/GATE meetings.

The chart below indicates the number of stakeholders who participated in the engagement process

Activity	Number of Participants
Charting Our Course School Site Council Community Engagement	Approximately 150 parents, staff
Elementary School Site Based Engagement Activities	Twenty-eight schools; approximately 798 parents, students, staff
Secondary School Site Based Engagement Activities	Eleven Secondary Schools; 814 parents, students, staff
FUDTA Survey	Over 200 responses; K-12 teachers
Input Sessions from Administrators	Approximately 70 site administrators
District Instructional Leadership Team	Twenty-four Teachers on Special Assignment, Instructional Coaches and Specialists

In addition to the input sessions, an analysis of the 2012-2013 Customer Satisfaction Survey responses was completed. This analysis provided feedback related to needs of

Impact on LCAP

These sessions provided the district with some clear areas of identified need and suggested strategies to address those needs. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

The District used the information gained during this phase to inform the goal-setting and strategy development for the LCAP.

These sessions served an additional function of providing a venue for community voice and signaled the new way that the district will be working with the community to develop the LCAP.

Involvement Process	Impact on LCAP
<p>priorities for the LCAP development. Survey responses included</p> <ul style="list-style-type: none"> • 6,648 students • 2,106 parents • 1,150 staff and administrators • <p>In addition, LCFF/LCAP information was posted on the district website.</p> <p>This wide range of meetings provided feedback on strategies to address the eight priority areas. During the meetings, participants had opportunities to share ideas and were asked to respond to a series of questions related to the state’s eight priority areas. Written input from these meetings was used to formulate goals and actions related to the eight priority areas. The priorities that emerged from that broad base of input created the foundation of this plan. The table below details the broad range of stakeholder engagement activities:</p>	<p>The following input was gathered during these community engagement meetings:</p> <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Common Core Professional Development for teachers • Differentiated Support for CCSS • Professional development and collaboration time for teachers • Technology equity for school sites • Address the achievement gap • Interventions for students • Enrichment for students • More AVID to support students • Need for better textbooks and instructional materials • Afterschool Programs • Meaningful benchmark assessment, access to useful data to inform instruction • Subject area academic coaches <p><u>Students</u></p> <ul style="list-style-type: none"> • More support for student intervention and acceleration • Positive anti-bullying behavior and education • Equity in programs • Less lecture, more engagement • More electives • Better furniture <p><u>Environment/District</u></p> <ul style="list-style-type: none"> • Maintain clean, safe facilities • Classroom space for students at their home schools • District communication strategy between home, school and district • Improve communication • Salaries <p>It was essential to provide the background information and data to the LCAAC members to enable them to develop the level of expertise needed to fully participate in the development of the LCAP. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP.</p>

Involvement Process	Impact on LCAP
<u>Stakeholder Engagement Activities/Process</u>	
LCAP Presentation to Board Public Hearing Public Hearing (w/budget) LCAP Adoption	November 13, 2013 April 30, 2014 June 4, 2014 June 25, 2014
DELAC Meetings	November 6, 2013 February 19, 2014 May 29, 2014 June 5, 2014
Local Control and Accountability Advisory Committee (district-wide community and staff representation)	January 22, 2014 February 5, 2014 February 19, 2014 March 19, 2014 April 16, 2014 May 28, 2014 June 18, 2014
"Charting Our Course" Community Engagement Summit	January 25, 2014
School Site Engagement/Priority Development Activities/Meetings— all schools	February, 2014
PTA, PTO Engagement Activities	February-March 2014
District Instructional Leadership Team Meetings	January-March 2014
Employee Group Input (FUDTA, SEIU, CSEA, FSMA)	February-March, 2014
Site Administrator Priority Development	February-March, 2014
Student Input Sessions/Surveys	February-March, 2014
Focus Group Foster Youth Parents/Guardians	April 29, 2014
<p>The District developed draft goals and strategies with the community-based Local Control and Accountability Advisory Committee (LCAAC) which included district-wide community and staff representation. Recruitment efforts to identify candidates for membership to LCAAC began in November, 2013. Notice of invitation to apply was posted in each school's newsletter, on the district's website and announced at district sponsored meetings. Parents and community members applied, and the Board of Education elected 8 members (7 parents and 1 community members).The LCAAC was formed by the Board of Education in January, 2014 with the appointment of eight members to represent parents, students and community. The District English Learner</p>	

Involvement Process	Impact on LCAP
<p>Advisory Committee (DELAC) appointed one member and the four employee groups (FUDTA, SEIU, CSEA, FSMA) also appointed one representative each. Two students and two staff members completed the 17-member committee.</p> <p>The initial role of the advisory group was to gain an in depth understanding of the LCFF and LCAP process, as well as the budget and instructional priorities of the district. The committee examined data to develop an understanding of the needs of specific student subgroups. They shared input from the various constituencies and had many discussions about district priorities and possible actions. Finally, based on that broad base of information and input, the LCAAC worked with District staff to develop goals to reflect district and state priorities:</p> <ol style="list-style-type: none">1. Ensure that every student receives high quality instruction and curriculum from highly qualified teachers, which promote college and career readiness with the supports needed for student success.2. Ensure that all schools provide a welcoming, safe and inclusive climate where the academic, emotional and physical needs of all students are met.3. Parents, guardians and community members, as stakeholders, will have increased opportunities to be engaged in the education process to ensure student success. <p>Teams of our LCAAC reviewed district data and priority input to identify needs for targeted groups. This led to the development of goals and high leverage action steps. District leadership worked with the LCAAC to refine the goals and strategies to ensure alignment with district and state priorities and budget. A writing team, consisting of two principals, instructional coach, Director and the Assistant Superintendents began to refine goals and action steps.</p>	

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 <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <small>(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.)</small>
	Description of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</small>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Provide highly qualified teachers in every classroom in every school</p> <p>METRIC: Williams regulations require teachers be properly assigned by credential and subject matter Current: 100% teachers are highly qualified</p>	<p>Conditions of Learning (CL) <i>Goal 1: CL1</i> Every student will be taught by highly qualified teachers</p>	All Students	LEA-wide		Maintain 100% Teachers Qualified	Maintain 100% Teachers Qualified	Maintain 100% Teachers Qualified	Basic Services

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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Provide instructional materials for every student</p> <p>METRIC: Williams regulations require every student have the adopted instructional materials Current: 100% Compliant</p>	<p><u>Goal 1: CL2</u> Attain 100% compliance with the instructional materials requirements of the Williams regulations</p>	All Students	LEA-wide		Maintain 100% Compliant	Maintain 100% Compliant	Maintain 100% Compliant	Basic Services
<p>NEED: The Williams case requires that school facilities are maintained in good repair</p> <p>METRIC: Facility Inspection Tool (FIT) School Reports Current: 90% Good or Exemplary</p>	<p><u>Goal 1: CL3</u> Attain overall facility ratings of "good" or "exemplary" repair for 100% of schools annually.</p>	All Students	LEA-wide		100% Good or Exemplary of the Facility Inspection Tool (FIT)	100% Good or Exemplary of the Facility Inspection Tool (FIT)	100% Good or Exemplary of the Facility Inspection Tool (FIT)	Basic Services

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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
NEED: In alignment with the state of California's new academic standards FUSD must fully implement the Common Core State Standards METRIC: Common Core implementation Progress Monitoring Tool	<u>Goal 1: CL4</u> Fully implement the Common Core State Standards by the 2014-2015 school year	All Students	LEA-wide		Full implementation	Full Implementation	Full Implementation	Implementation of Common Core State Standards

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(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.)</small>
	Description of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: All teachers need appropriate, high-quality professional development to implement the Common Core State Standards (CCSS)</p> <p>METRIC: Sign-in sheets Agendas, Minutes from site and district based Common Core professional development sessions Current: CCSS transition: 80% ELA 70% Math trained 50% Science, History-Social Studies</p>	<p><u>Goal 1: CL5</u> All teachers will receive continuous professional development in the CCSS in ELA, Math, History-Social Studies</p>	All Students	LEA-wide		100% teachers receive Professional Development in implementing the CCSS	100% teachers receive Professional Development in implementing the CCSS	100% teachers receive Professional Development in implementing the CCSS	<p>Student Achievement</p> <p>Implement Common Core Standards</p> <p>Pupil Engagement</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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Elementary school students need greater program offerings</p> <p>METRIC: The number of elementary school offerings broaden the course of study</p>	<p><u>Goal 1: CL6</u> On an annual basis, increase the number of elementary schools offering programs that broaden courses of study in Science Technology, Engineering, Math, Visual & Performing Arts or other similar programs that broaden the course of study during the school day</p>	Elementary Students	Elementary Schools		Baseline	Baseline +2%	Previous Year +3%	Student Engagement Course Access
<p>NEED: Junior high school students need greater access to expand course of study to prepare for college/careers</p> <p>METRIC: Percentage of Junior high school students who are enrolled in at least one elective</p>	<p><u>Goal 1: CL7</u> On an annual basis, increase the percentage of students enrolled in at least one elective.</p>	Junior High School Students	Junior High Schools		Baseline Based on the Master Schedule	Baseline +2% Based on the Master Schedule	Previous Year +2% Based on the Master Schedule	Student Engagement Course Access

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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: All students must attain proficiency in ELA and achievement gaps between subgroups must close</p> <p>METRIC: Smarter Balanced Assessments (SBAC) and Benchmark Assessments</p>	<p>Pupil Outcome (PO) <u>Goal 1: PO1</u> Increase the percentage of all students who are proficient or above in ELA by 5% annually.</p>	<p>All Students Sub-groups: English Learners Low Income African American Hispanic Special Ed</p>	<p>LEA-wide</p>		<p>Baseline Based on Smarter Balanced Assessments (SBAC)</p> <p>Year 2: Baseline +5% on SBAC EL: +7% SED: +7% AA: +7% Hispanic: +7% Sp. Ed: +7%</p>	<p>Previous Year +5% on SBAC</p> <p>EL: +7% SED: +7% AA: +7% Hispanic: +7% Sp. Ed: +7%</p>	<p>Student Achievement</p> <p>Implement Common Core State Standards</p>	
<p>NEED: Fluency in English in order to access grade level curriculum and instruction</p> <p>METRIC: CA English Language Development (CELDT) test measures of annual progress (AMAO 1) Current: 71% have moved up one level on the CELDT test</p>	<p><u>Goal 1: PO2</u> Increase the % of English learners that demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO 1)</p>	<p>English Learners</p>	<p>LEA-wide</p>		<p>Baseline on AMAO 1</p> <p>Year 2: Baseline +2% on AMAO 1</p>	<p>Previous Year +2% on AMAO 1</p>	<p>Student Achievement</p> <p>Other Student Outcomes</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 (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Our English Learners need to be English fluent In order to access grade level curriculum and instruction</p> <p>METRIC: AMAO 2 for students 5+ years on AMAO 2 Current: 38% reaching the level of English proficiency</p>	<p><u>Goal 1: PO3</u> Increase by 2% the English Learners 5+ years demonstrating proficiency on the state English proficiency test</p>	English Learners 5+ years	LEA-wide		Baseline on AMAO 2	Baseline +1% on AMAO 2	Previous Year +1% on AMAO 2	Student Achievement Other Student Outcomes
<p>NEED: English Learners need to master both English proficiency and grade level standards to be reclassified</p> <p>METRIC: Reclassification rate Current: 16.6% Fluent English Proficient</p>	<p><u>Goal 1: PO4</u> Increase by 3% the Reclassification rate</p>	English Learners	LEA-wide		Baseline on Reclassification Rate	Baseline +3% on Reclassification Rate	Previous Year +3% on Reclassification Rate	Student Achievement Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: All students must attain proficiency in Math and achievement gaps between subgroups must close</p> <p>METRIC: Smarter Balanced Assessment (SBAC) and Benchmark Assessments</p>	<p><u>Goal 1: PO5</u> Increase the percentage of students at or above proficient in Math by 5% annually.</p>	<p>All Students Subgroups: English Learners Low Income African American Hispanic Special Ed</p>	<p>LEA-wide</p>		<p>Baseline on SBAC</p>	<p>Baseline +5% on SBAC</p>	<p>Previous Year +5% on SBAC</p>	<p>Student Achievement</p> <p>Implement Common Core State Standards</p>
<p>NEED: Algebra as a measure of future success; proficiency increases the opportunity of post-secondary success</p> <p>METRIC: Smarter Balanced Assessment (SBAC); Benchmark Assessments</p>	<p><u>Goal 1: PO6</u> Increase the percentage of 9th grade Algebra students who are proficient or above by at least 3% annually</p>	<p>9th Grade Students</p>	<p>High Schools</p>		<p>Baseline on SBAC and Benchmark Assessments</p>	<p>Baseline +3% on SBAC and Benchmark Assessments</p>	<p>Previous Year +5% on SBAC and Benchmark Assessments</p>	<p>Student Achievement</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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Increase the percentage of 11th Grade students participating in EAP demonstrating readiness for college level English courses</p> <p>METRIC: Percentage of 11th grade EAP participants who achieve readiness for college EAP results</p>	<p><u>Goal 1: PO7</u> Increase the percentage of 11th Grade EAP English participants students who achieve "Ready for College" score by 3%</p>	11 th Grade Students	High Schools		Baseline EAP results	Baseline +3% on EAP results	Previous Year +3% on EAP results	<p>Student Achievement</p> <p>Other Student Outcomes</p>
<p>NEED: High school students need to be challenged to take and pass rigorous course work</p> <p>METRIC: Percentage of 11th & 12th Grade students taking AP tests College Board AP Results</p>	<p><u>Goal 1: PO8</u> Increase the percentage of 11th and 12th Grade students who enroll in at least one AP course by 5% annually</p>	<p>11th & 12th Grade Students</p> <p>Low Income</p> <p>English Learners</p>	High Schools		Baseline College Board AP Results	Baseline +5% on College Board AP Results	Previous Year +5% on College Board AP Results	<p>Student Achievement</p> <p>Other Student Outcomes</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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: High school students need to be challenged to take and pass rigorous course work</p> <p>METRIC: Increase 11th & 12th Grade students passing AP tests with scores of 3 or higher College Board AP results</p>	<p><u>Goal 1: PO9</u> Increase the passing rate of 11th and 12th taking AP tests</p>	<p>11th & 12th Grade Students</p> <p>Low Income</p> <p>English Learners</p>	<p>High Schools</p>	<p>College Board AP results</p>	<p>Baseline AP Passing rates</p>	<p>Increase AP passing rates Previous Year +5%</p>	<p>Increase AP passing rates Previous Year +5%</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p>
<p>NEED: All students should graduate prepared for college or career</p> <p>METRIC: Graduation rates w/ UC & CSU eligibility; UC/CSU data</p>	<p><u>Goal 1: PO10</u> On an annual basis, increase the percentage of high school graduates who have completed the UC/CSU requirements for college entrance</p>	<p>All Students</p> <p>Low Income</p> <p>English Learners</p> <p>Foster Youth</p>	<p>LEA-wide</p>		<p>Baseline UC/CSU data</p>	<p>Baseline +5% UC/CSU data</p>	<p>Previous Year +8% UC/CSU data</p>	<p>Student Achievement</p> <p>Implementation of Common Core State Standards</p> <p>Course Access</p> <p>Other Outcomes</p> <p>Parent Involvement</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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: To evaluate current identification process for gifted students to maximize student potential and to meet their advanced learning needs</p> <p>METRIC: Multi-year GATE screening and placement data</p>	<p><u>Goal 1: PO11</u> Increase 2% of students participating in the GATE program</p>	<p>All Students</p> <p>Low Income</p> <p>English Learners</p> <p>At-Risk</p> <p>Foster Youth</p> <p>African American</p>	<p>LEA-wide</p>		<p>Baseline GATE data</p>	<p>Baseline +2% GATE data</p>	<p>Previous year +2% GATE data</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p>
<p>NEED: All students must pass the CAHSEE in order to graduate</p> <p>METRIC: CAHSEE Current: 90% ELA/Math - all students 62% in ELA – EL Students 48% in Math – EL Students 77% in ELA/Math – SED Students</p>	<p><u>Goal 1: PO12</u> Increase the number of students passing the CA High School Exit Exam (CAHSEE) in ELA and Math</p>	<p>10-12th Grade Students</p>	<p>High Schools</p>		<p>Baseline CAHSEE results</p>	<p>Baseline +3% CAHSEE results</p>	<p>Previous Year +3% CAHSEE results</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p>

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <small>(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.)</small>
	Description of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Students feel connected to the caring adults at the schools</p> <p>METRIC: California Healthy Kids Survey (CHKS) indicates grades 88% of 7, 9, and 91% of grade 11 students feel there are caring adults on campus</p>	<p>Engagement (ENG) <u>Goal 2: ENG1</u> Increase the number of students feeling connected to caring adults at schools</p>	All Students	LEA-wide		<p>Baseline Student Customer Satisfaction Survey</p> <p>California Healthy Kids Survey (CHKS)</p>	<p>Baseline +5% Student Customer Satisfaction Survey</p> <p>California Healthy Kids Survey (CHKS)</p>	<p>Previous Year +10% Student Customer Satisfaction Survey</p> <p>California Healthy Kids Survey (CHKS)</p>	<p>Student Engagement</p> <p>School Climate</p>
<p>NEED: Counseling support to address student emotional and social needs</p> <p>METRIC: Student suspension data 853 students suspended</p>	<p><u>Goal 2: ENG2</u> Annually decrease the suspension rate to a level below previous year</p>	All Students	LEA-wide		<p>Baseline District suspension data</p>	<p>Baseline reduce 10% District suspension data</p>	<p>Previous Year reduce 10% District suspension data</p>	<p>Student Engagement</p> <p>School climate</p>

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <small>(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.)</small>
	Description of Goal	Applicable Pupil Subgroups <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>	School(s) Affected <small>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</small>		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Counseling support to address student emotional and social needs</p> <p>METRIC: Student expulsion data; 23 students expelled</p>	<u>Goal 2: ENG3</u> Annually decrease the expulsion rate to a level below the state average and previous year	All Students	LEA-wide		Baseline Student Expulsion Rates	Baseline Reduction of 10% Student Expulsion Rates	Previous Year Reduction of 10% Student Expulsion Rates	Student Engagement School Climate
<p>NEED: Bullying must be addressed so all students feel safe in order to do their best academically</p> <p>METRIC: 63 reported cases of bullying</p>	<u>Goal 2: ENG4</u> Decrease the number of cases reported for bullying	All Students	LEA-wide		Baseline Reported cases of bullying	Baseline Reduction of 10% reported cases of bullying	Previous Year Reduction of 10% reported cases of bullying	Student Engagement School Climate
<p>NEED: Provide more opportunities to engage in enrichment activities</p> <p>METRIC: Progress Monitoring Tool</p>	<u>Goal 2: ENG5</u> Increase % at-risk students participating in enrichment and academic support programs	At-Risk Students (Foster Youth, Low Income)	LEA-wide		Baseline Progress Monitoring Tool	Baseline +5% Progress Monitoring Tool	Baseline +10% Progress Monitoring Tool	Student Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Assist schools whose average attendance is below the district level and reduce truancy levels</p> <p>METRIC: District ADA- 97% District Truancy Rate</p>	<p><u>Goal 2: ENG6</u> Increase by 3% the average attendance rate of schools that are under the district average with a specific focus on reducing truancy rates</p>	All Students	LEA-wide		Baseline ADA	Baseline +3% ADA	Previous Year +3% ADA	Student Engagement
<p>Need: Increase cohort graduation rate</p> <p>METRIC: District Data Dashboard Current: High Schools 82.1% graduation rate</p>	<p><u>Goal 2: ENG7</u> Students must remain engaged in school in order to graduate college and be career ready</p>	All Students	LEA-wide		Baseline Graduation Rate	Baseline +2% Graduation Rate	Previous Year +3% Graduation Rate	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>NEED: Students must remain engaged in school in order to graduate college and be career ready</p> <p>METRIC: Drop-out Rate Current: High Schools 4.5% drop-out rate Junior High School drop-out rate reduce than 1%</p>	<p><u>Goal 2: ENG8</u> Decrease cohort dropout rates</p>	All Students	LEA-wide		Baseline Drop-out Rate	Baseline decrease 1% Drop-out Rate	Previous Year decrease 2.5% Drop-out Rate	Student Engagement
<p>NEED: A need to provide coordinated services to ensure student success</p> <p>METRIC: Coordination of Services Team (COST) Model data</p>	<p><u>Goal 2: ENG9</u> Foster Youth receive educational counseling from Foster Youth Staff with the skills, time and training necessary to carry out the support needed using the Coordination of Services Team (COST)</p>	Foster Youth	LEA-wide		Baseline COST referral data	100% COST referral data	100% COST referral data	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: Diverse and broad base input on district programs and actions</p> <p>METRIC: Annual parent survey completion data Current: 2,106 parents completed the Customer Satisfaction Survey</p>	<u>Goal 3: ENG10</u> Increase the number of parents completing the Customer Satisfaction Survey	All Parents	LEA-wide		Baseline Customer Satisfaction Survey	Baseline +10% Customer Satisfaction Survey	Baseline +15% Customer Satisfaction Survey	Parent Involvement
<p>NEED: All schools will have parent representative participate in advisory councils</p> <p>METRIC: Progress Monitoring Tool</p>	<u>Goal 3: ENG11</u> Increase the number of parents involved in the various stakeholders group, such as School Site Council ELAC DELAC Foster Youth PRAA Title I	Parents of English Learners Low Income African American Hispanic Special Ed	LEA-wide		Baseline Progress Monitoring Tool	Baseline +10% Progress Monitoring Tool	Baseline +20% Progress Monitoring Tool	Parent Involvement Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: All parents become fully engaged as partners in the education of students</p> <p>METRIC: Attendance sign-in sheets</p>	<p><u>Goal 3: ENG12</u> Increase the percentage of focus sub-group parents participating in workshops on how to assist students academically and how to navigate the educational system and connect with community services</p>	<p>EL Parents Foster Youth Low Income At-Risk</p>	<p>LEA-wide</p>		<p>Baseline Attendance</p>	<p>Baseline +5% Attendance</p>	<p>Baseline +10% Attendance</p>	<p>Parent Involvement</p>
<p>NEED: Parents and stakeholders become more fully engaged as partners in the education of students</p> <p>METRIC: Parents participating in the CCSS workshops</p>	<p><u>Goal 3: ENG13</u> Increase Common Core parent training</p>	<p>All Students</p>	<p>LEA-wide</p>		<p>Baseline Attendance</p>	<p>Baseline +10% Attendance</p>	<p>Previous Year +10% Attendance</p>	<p>Parent Involvement</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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>NEED: More effective parent communication</p> <p>METRIC: District climate survey family engagement report Current: Baseline 70% of parents feel satisfied with communication</p>	<p><u>Goal 3: ENG14</u></p> <p>Increase the number of parents that use various communication tools such Yahoo Groups, SchoolLoop, Email, Website contact information, Bright Arrow, etc.</p>	All Students	LEA-wide		Baseline Climate Survey	Baseline +10% Climate Survey	Previous Year +10% Climate Survey	Parent Engagement

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
<u>Goal 1: CL1</u> Every student will be taught by highly qualified teachers	Basic Services	Action 1: Provide ongoing induction support to retain highly qualified teachers in every position	LEA-wide		Action 1: Select high quality support providers who will provide a collaborative experience with each new teacher Provide high quality, relevant professional learning opportunities for support providers participating teachers Provide support and induction for 100% of Year 1 and 2 teachers. COST: \$518,567 Certificated salary & benefits (LCFF)	Action 1: Select high quality support providers who will provide a collaborative experience with each new teacher Provide high quality, relevant professional learning opportunities for support providers participating teachers Provide support and induction for 100% of Year 1 and 2 teachers. COST: \$526,345 Certificated salary & benefits (LCFF)	Action 1; Select high quality support providers who will provide a collaborative experience with each new teacher Provide high quality, relevant professional learning opportunities for support providers participating teachers Provide support and induction for 100% of Year 1 and 2 teachers. COST: \$534,241 Certificated salary & benefits (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1: CL1</u> continued	Continued	Action 2: Provide support for teachers receiving unsatisfactory evaluations and seeking extra help	Continued		Action 2: Peer Assistance and Review COST: \$115,331 Certificated salary & benefits (LCFF)	Action 2: Peer Assistance and Review COST: \$117,061 Certificated salary & benefits (LCFF)	Action 2: Peer Assistance and Review COST: \$118,817 Certificated salary & benefits (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><u>Goal 1: CL2, 4</u> Attain 100% compliance with the instructional materials requirements of the Williams regulations</p> <p>Fully implement the Common Core State Standards by the 2014-2015 school year</p>	<p>Implement Common Core State Standards</p> <p>Student Achievement</p> <p>Other Student Outcomes</p>	<p>Action: Provide materials as needed to support full implementation of the Common Core State Standards.</p>	<p>LEA-wide</p>		<p>Implement the newly adopted math materials for TK – Algebra 1. COST: \$566,000 Instructional materials (Common Core, LCFF, Lottery)</p>	<p>Purchase needed supplemental materials needed to support CCSS implementation in all grades in math COST: \$566,000 Instructional materials (Common Core, LCFF, Lottery)</p>	<p>Purchase needed supplemental materials needed to support CCSS implementation in all grades in math COST: \$566,000 Instructional materials (Common Core, LCFF, Lottery)</p>
<p><u>Goal 1: CL3</u> Attain overall facility ratings of “good” or “exemplary” repair for 100% of schools annually</p>	<p>Basic Services</p>	<p>Action: Provide adequate personnel to effectively maintain facilities.</p>	<p>LEA-wide</p>		<p>24.63 FTE Custodians 4.0 FTE Mobile Maint. Techs 2.0 FTE Painters 2.0 FTE HVAC Techs 1.0 FTE Electronic Tech 7.0 FTE Gardeners 2.0 FTE Night Custodial 1.0 FTE Night Custodial Supervisor 1.0 FTE Clerical support COST: \$2,352,000 Classified salaries & benefits (LCFF)</p>	<p>24.63 FTE Custodians 4.0 FTE Mobile Maint. Techs 2.0 FTE Painters 2.0 FTE HVAC Techs 1.0 FTE Electronic Tech 7.0 FTE Gardeners 2.0 FTE Night Custodial 1.0 FTE Night Custodial Supervisor 1.0 FTE Clerical support COST: \$2,387,280 Classified salaries & benefits (LCFF)</p>	<p>24.63 FTE Custodians 4.0 FTE Mobile Maint. Techs 2.0 FTE Painters 2.0 FTE HVAC Techs 1.0 FTE Electronic Tech 7.0 FTE Gardeners 2.0 FTE Night Custodial 1.0 FTE Night Custodial Supervisor 1.0 FTE Clerical support COST: \$2,423,089 Classified salaries & benefits (LCFF)</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
<u>Goal 1: CL5</u> All teachers will be trained in the CCSS in ELA, Math, History-Social Studies, PE, Technology, ELD	Student Achievement Implement Common Core Standards Pupil Engagement	Action 1: Provide CCSS professional development	LEA-wide		Action 1: Provide on-going Common Core Professional Development opportunities for all teachers COST: \$600,000 Certificated salary & benefits, services and other operating expenses (LCFF)	Action 1: Provide Common Core ELA and Math professional development opportunities for all teachers based on student Smarter Balanced data and district benchmark scores COST: \$600,000 Certificated salary & benefits, services and other operating expenses (LCFF)	Action 1: Provide additional coaching needed to support implementation in all grades elementary and secondary. COST: \$600,000 Certificated salary & benefits, services and other operating expenses (LCFF)
		Action 2: Provide professional development to support full implementation of the common core state standards math curriculum.	LEA-wide		Action 2: Provide professional development for newly adopted math materials. COST: \$1,573,017 Certificated salaries & benefits (LCFF)	Action 2: Provide coaching support for math implementation in all grades in elementary and secondary. COST: \$1,500,000 Certificated salaries & benefits (LCFF)	Action 2: Provide Common Core ELA and Math training opportunities for all teachers based on student Smarter Balanced data and district benchmark scores COST: \$1,500,000 Certificated salaries & benefits (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><u>Goal 1: CL6, 7</u> On an annual basis, increase the number of elementary schools offering programs that broaden courses of study in Science Technology, Engineering, Math, Visual & Performing Arts or other similar programs that broaden the school day.</p> <p>On an annual basis, increase the percentage of students enrolled in at least one elective.</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Student Engagement</p> <p>Course Access</p> <p>Parental Involvement</p>	<p>Action 1: Provide art, music, sports, student government and other activities before, after and within the school day to engage students in school activities</p> <p>Action 2: Provide intervention electives for under motivated secondary students not performing to their potential</p>	<p>LEA-wide</p> <p>Secondary Schools</p>		<p>Action 1: Provide a district arts coordinator to facilitate the district visual and performing arts show COST: \$1,500 Certificated salary & benefits (stipend) (LCFF)</p> <p>Action 2: Fund teachers (six sections) at secondary sites to provide Advancement Via Individual Determination (AVID) to support students to be prepared for college. COST: \$181,712 Certificated salaries & benefits (LCFF)</p>	<p>Action 1: Provide a district arts coordinator to facilitate the district visual and performing arts show COST: \$1,500 Certificated salary & benefits (stipend) (LCFF)</p> <p>Action 2: Fund teachers (six sections) at secondary sites to provide Advancement Via Individual Determination (AVID) to support students to be prepared for college. COST: \$184,438 Certificated salaries & benefits (LCFF)</p>	<p>Action 1: Provide a district arts coordinator to facilitate the district visual and performing arts show COST: \$1,500 Certificated salary & benefits (stipend) (LCFF)</p> <p>Action 2: Fund teachers (six sections) at secondary sites to provide Advancement Via Individual Determination (AVID) to support students to be prepared for college. COST: \$187,204 Certificated salaries & benefits (LCFF)</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
<u>Goal 1: CL6, 7</u> continued	continued	Action 3: Additional Instructional time at the secondary level	LEA-wide		Explore feasibility to adding 7 th period No Cost	Planning process for additional period; explore elem. Level No Cost	Review secondary additional instructional time No Cost
<u>Goal 1: CL1-7</u> Includes all Conditions of Learning goals	Basic Services Student Achievement Student Engagement Course Access Implementation of Common Core State Standards	Action: Provide schools with funding to increase student learning through library books, equipment, materials and supplies, substitutes for collaboration, etc.	LEA-wide		COST: \$1,530,811 Certificated & classified salaries, benefits, books, materials & supplies (LCFF)	COST: \$1,530,811 Certificated & classified salaries, benefits, books, materials & supplies (LCFF)	COST: \$1,530,811 Certificated & classified salaries, benefits, books, materials & supplies (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><u>Goal 1: PO1</u> Increase the percentage of all students who are proficient or above in ELA by 5% annually.</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Basic Services</p> <p>Course Access</p>	<p>Action 1: Elementary ELA Coach provides training and support</p> <p>Action 2: Provide strategic intervention for targeted K-3 students not performing at grade level in ELA</p> <p>Action 3: Accelerate the implementation of Grade Span Adjustment</p>	<p>Elementary Schools</p> <p>Elementary Schools</p>		<p>Action 1: Elementary ELA Coach COST: \$117,755 Certificated salary & benefits - (LCFF)</p> <p>Action 2: Five Responses to Intervention coaches provide intervention to students performing below grade level in ELA at 8 elementary schools with high populations of low income and English learners. COST: \$532,672 Certificated salaries & benefits (Supplemental)</p> <p>Action 3: COST: \$1,270,088 Certificated salaries & benefits (LCFF)</p>	<p>Action 1: Elementary ELA Coach COST: \$119,522 Certificated salary & benefits (LCFF)</p> <p>Action 2: Provide Response to Intervention to students performing below grade level in ELA at the 10 elementary schools with high populations of low income and English learners. COST: \$540,662 Certificated salaries & benefits (Supplemental)</p> <p>Action 3: COST: \$1,568,932 Certificated salaries & benefits (LCFF)</p>	<p>Action 1: Elementary ELA Coach COST: \$131,314 Certificated salary & benefits (LCFF)</p> <p>Action 2: Provide Response to Intervention to students performing below grade level in ELA at the 10 elementary schools with high populations of low income and English learners. COST: \$548,772 Certificated salaries & benefits (Supplemental)</p> <p>Action 3: COST: \$1,120,666 Certificated salaries & benefits (LCFF)</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><u>Goal 1: PO1, 2, 3, 4, 5</u></p> <p>Increase proficiency in ELA</p> <p>Increase EL AMAO 1 scores</p> <p>Increase AMAO 2 scores</p> <p>Increase Reclassification</p> <p>Increase proficiency in Math</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Basic Services</p> <p>Course Access</p>	<p>Action: Provide summer school for targeted student achievement</p>	<p>LEA-wide</p>		<p>Increase student learning through summer school COST: \$356,474 Certificated & classified salaries, benefits, instructional materials, operating expenses (LCFF)</p>	<p>Increase student learning through summer school COST: \$361,266 Certificated & classified salaries, benefits, instructional materials, operating expenses (LCFF)</p>	<p>Increase student learning through summer school COST: \$366,130 Certificated & classified salaries, benefits, instructional materials, operating expenses (LCFF)</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
<u>Goal 1: PO1, 5</u> Increase the percentage of all students who are proficient or above in ELA & Math by 5% annually.	Student Achievement Student Engagement Basic Services Course Access	Action 1: Create a comprehensive intervention system for Elementary intermediate grades, Jr. High and High School during the school day. Develop an Intervention Task Force to make recommendations	LEA-wide		Pilot year for interventions identified COST: No Cost	Implementation targeted schools/grades COST: No Cost	Implementation targeted schools/grades COST: No Cost
		Action 2: Provide funding for school-site based intervention program	LEA-wide		Action 2: Targeted intervention COST: \$126,000 (\$3,000 per school) Certificated salaries & benefits (LCFF)	Action 2: Targeted intervention COST: \$126,000 (\$3,000 per school) Certificated salaries & benefits (LCFF)	Action 2: Targeted intervention COST: \$126,000 (\$3,000 per school) Certificated salaries & benefits (LCFF)
		Action 3: Provide individualized learning, differentiated activities through technology.	LEA-wide		Action 3: COST: \$3,389,241 Purchase computers, tablets, programs, apps and appropriate accessories (LCFF)	Action 3: COST: \$3,389,241 Purchase computers, tablets, programs, apps and appropriate accessories (LCFF)	Action 3: COST: \$3,389,241 Purchase computers, tablets, programs, apps and appropriate accessories (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1: PO1, 5</u> continued	continued	Action 4: Students and staff will be provided with high-speed access to technology	LEA-wide		1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,577,000 Classified salary & benefits (Supplemental)	1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,600,655 Classified salary & benefits (Supplemental)	1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,624,665 Classified salary & benefits (Supplemental)

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><u>Goal 1: PO2, 3, 4</u></p> <p>Increase the % of English learners that demonstrate at least one year of progress annually (AMAO 1)</p> <p>Increase by 2% the long-term English Learners progress (AMAO 2)</p> <p>Increase by 3% the Reclassification rate</p>	<p>Student Achievement</p> <p>Student Engagement</p> <p>Basic Services</p> <p>Course Access</p>	<p>Action 1: Provide professional development for teachers to support English learners In the new English Learner Development Standards and Common Core Standards</p> <p>Action 2: Allocate funds to schools based on the number of EL students to be used for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>Action 1: English Learner Language Teacher Specialists will provide teachers with Guided Language Acquisition and Design (GLAD) training to support English learner students COST: \$178,350 Contract and certificated salaries & benefits, (substitutes) (Supplemental)</p> <p>Action 2: Primary language support COST: \$1,200,000 Certificated & classified salaries, benefits, books, supplies, translations (LCFF)</p>	<p>Action 1: English Learner Language Teacher Specialists will provide teachers with Guided Language Acquisition and Design (GLAD) training to support English learner students COST: \$179,450 Contract and certificated salaries & benefits, (substitutes) (Supplemental)</p> <p>Action 2: Primary language support COST: \$1,212,000 Certificated & classified salaries, benefits, books, supplies, translations (LCFF)</p>	<p>Action 1: English Learner Language Teacher Specialists will provide teachers with Guided Language Acquisition and Design (GLAD) training to support English learner students COST: \$180,567 Contract and certificated salaries & benefits (substitutes) (Supplemental)</p> <p>Action 2: Primary language support COST: \$1,224,000 Certificated & classified salaries, benefits, books, supplies, translations (LCFF)</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
<u>Goal 1: PO2, 3, 4</u> continued	continued	<p>Action 3: Continue meeting/increasing AMAOs through salaries, supplies, conferences, and notification system: Bright Arrow</p> <p>Action 4: Secondary sites offer periods of ELD</p> <p>Action 5: Language Assessment Center provides STS support, CELDT testing, translations, etc.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>Action 3: COST: \$749,147 Certificated & classified salaries, benefits, supplies, conferences, contract (LCFF)</p> <p>Action 4: ELD sections COST: \$115,505 Certificated salaries & benefits (Title 1)</p> <p>Action 5: COST: \$481,127 Certificated & classified salary, benefits, supplies (LCFF)</p>	<p>Action 3: COST: \$760,384 Certificated & classified salaries, benefits, supplies, conferences, contract (LCFF)</p> <p>Action 4: ELD sections COST: \$117,238 Certificated salaries & benefits (Title 1)</p> <p>Action 5: COST: \$488,344 Certificated & classified salary, benefits, supplies (LCFF)</p>	<p>Action 3: COST: \$771,790 Certificated & classified salaries, benefits, supplies, conferences, contract (LCFF)</p> <p>Action 4: ELD sections COST: \$118,996 Certificated salaries & benefits (Title 1)</p> <p>Action 5: COST: \$495,669 Certificated & classified salary, benefits, supplies (LCFF)</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
<u>Goal 1: PO5</u> Increase the percentage of students at or above proficient in Math by 5% annually.	Student Achievement Implement Common Core State Standards	Action: 1: Elementary Math Coach provides training and support	Elementary Schools		Elementary Math Coach COST: \$111,982 Certificated salaries & benefits (LCFF)	Elementary Math Coach COST: \$113,662 Certificated salaries & benefits (LCFF)	Elementary Math Coach COST: \$115,367 Certificated salaries & benefits (LCFF)
<u>Goal 1: PO6</u> Increase the percentage of 9 th grade Algebra students who are proficient or above by at least 3% annually	Student Achievement Student Engagement Basic Services Course Access	Action 1: Students not passing or participating in the summer program will receive a double block of math instruction during the school year. Action 2: Provide a robust summer mathematics academy for designated students at the secondary level to prepare for success in Algebra	High Schools High Schools		Action 1: Additional High School math sections will be provided COST: \$209,191 Certificated salaries & benefits (Supplemental) Action 2: Provide Math Academy COST: \$122,173 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental)	Action 1: Additional High School math sections will be provided COST: \$212,329 Certificated salaries & benefits (Supplemental) Action 2: Provide Math Academy COST: \$123,811 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental)	Action 1: Additional High School math sections will be provided COST: \$215,514 Certificated salaries & benefits (Supplemental) Action 2: Provide Math Academy COST: \$125,473 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental)

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: 2014-15	Year 3: 2014-15
<u>Goal 1: PO7</u> Increase the percentage of 11 th Grade EAP English participants students who achieve "Ready for College" score by	Student Achievement Student Engagement Basic Services Course Access	Action 1: Increase EAP participation	High Schools		Increase the number of schools administering the EAP. Results will be used to assess necessary strategies to increase college readiness No Cost	Increase the number of schools administering the EAP. Results will be used to assess necessary strategies to increase college readiness No Cost	Increase the number of schools administering the EAP. Results will be used to assess necessary strategies to increase college readiness No Cost
<u>Goal 1: PO8, 9</u> Increase the percentage of 11 th and 12 th Grade students who enroll in at least one AP course by 5% annually Increase the passing rate of 11 th and 12 th taking AP tests	Student Achievement Other Student Outcomes	Action: Implement the College Board AP Potential Program in designated high schools to increase AP participation	Designated High School English Learners Low income		Utilize the AP Potential Tool and analyze the data to provide access to AP courses; Increase participation <ul style="list-style-type: none"> • Determine which AP courses to offer • Improve success on AP exams • Identify and recommend eligible students to the Fee Reduction Exam Program No Cost	Utilize the AP Potential Tool and analyze the data to provide access to AP courses; Increase participation <ul style="list-style-type: none"> • Determine which AP courses to offer • Improve success on AP exams • Identify and recommend eligible students to the Fee Reduction Exam Program No Cost	Utilize the AP Potential Tool and analyze the data to provide access to AP courses; Increase participation <ul style="list-style-type: none"> • Determine which AP courses to offer • Improve success on AP exams • Identify and recommend eligible students to the Fee Reduction Exam Program No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<u>Goal 1: PO10</u> <u>Goal 2: ENG8</u> On an annual basis, increase the percentage of high school graduates who have completed the UC/CSU requirements for college entrance Decrease cohort dropout rates	Student Achievement Implementation of Common Core State Standards Course Access Other Outcomes Parent Involvement	Action 1: High School summer school allocation and per school intervention allocation (credit recovery, graduation requirements)	High Schools		Increase graduation opportunities: COST: \$630,222 Certificated & classified salaries, benefits, instructional materials, supplies (Supplemental)	Increase graduation opportunities: COST: \$639,675 Certificated & classified salaries, benefits, instructional materials, supplies (Supplemental)	Increase graduation opportunities: COST: \$649,270 Certificated & classified salaries, benefits, instructional materials, supplies (Supplemental)

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: 2014-15	Year 3: 2014-15
<u>Goal 1: PO11</u> Increase % of students participating in the GATE program	Student Achievement Other Student Outcomes	Action 1: Provide enrichment for GATE identified and other high achieving students to meet their learning needs.	LEA-wide		GATE administration COST: \$145,897 Certificated salary & benefits, testing materials, conferences (LCFF)	GATE administration COST: \$148,085 Certificated salary & benefits, testing materials, conferences (LCFF)	GATE administration COST: \$150,307 Certificated salary & benefits, testing materials, conferences (LCFF)
<u>Goal 1: PO12</u> Increase the number of students passing the CA High School Exit Exam (CAHSEE) in ELA and Math	Student Achievement Other Student Outcomes	Action 1: Assist in purchasing materials/funding remediation math and English classes to support struggling students pass the CAHSEE	High Schools		CAHSEE funds COST: \$157,597 Certificated salaries & benefits, materials (LCFF)	CAHSEE funds COST: \$157,597 Certificated salaries & benefits, materials (LCFF)	CAHSEE funds COST: \$157,597 Certificated salaries & benefits, materials (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p><u>Goal 2: ENG1, 2, 3, 4, 5, 9</u></p> <p>Increase number of students feeling connected</p> <p>Decrease suspensions</p> <p>Decrease expulsions</p> <p>% of At-Risk students participating in enrichment & academic support programs</p> <p>Foster Youth receiving counseling</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Student Engagement</p> <p>Course Access</p>	<p>Action 1: Develop and implement the Coordination of Services Team (COST) Model to identify and monitor interventions to decrease suspensions</p> <p>Action 2: Social worker will support the needs of homeless and foster care students</p> <p>Action 3: Provide a program for pregnant and parenting teens and their children.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>High Schools</p>		<p>Action 1: In partnership with the Alameda County of Health Services Programs, provide Professional Development and training in the COST Model; Develop teams to support their implementation of COST at school sites No Cost</p> <p>Action 2: Social Worker COST: \$62,371 Certificated salary & benefits (Supplemental & Grant)</p> <p>Action 3: Counselor and program administrator COST: \$288,788 Certificated salary & benefits, supplies COST: \$200,000 Childcare (LCFF)</p>	<p>Action 1: In partnership with the Alameda County of Health Services Programs, provide Professional Development and training in the COST Model; Develop teams to support their implementation of COST at school sites No Cost</p> <p>Action 2: Social Worker COST: \$63,307 Certificated salary & benefits (Supplemental & Grant)</p> <p>Action 3 Counselor and program administrator COST: \$288,788 Certificated salary & benefits, supplies COST: \$200,000 Childcare (LCFF)</p>	<p>Action 1: In partnership with the Alameda County of Health Services Programs, provide Professional Development and training in the COST Model; Develop teams to support their implementation of COST at school sites No Cost</p> <p>Action 2: Social Worker COST: \$64,256 Certificated salary & benefits (Supplemental & Grant)</p> <p>Action 3 Counselor and program administrator COST: \$288,788 Certificated salary & benefits, supplies COST: \$200,000 Childcare (LCFF)</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: 2014-15	Year 3: 2014-15
<u>Goal 2: ENG1, 2, 3, 4, 5, 9</u> <i>continued</i>	continued	Action 4: Provide secondary students with counselor support for academic achievement and social, emotional support.	All high schools and junior highs		Action 4: 4 counselors at each high school, 2 counselors at each junior high school COST: \$847,443 Certificated salary & benefits (LCFF)	Action 4: 4 counselors at each high school, 2 counselors at each junior high COST: \$860,155 Certificated salary & benefits (LCFF)	Action 4: 4 counselors at each high school, 2 counselors at each junior high COST: \$873,057 Certificated salary & benefits (LCFF)
<u>Goal 2: ENGA</u> Decrease the number of cases reported for bullying	Student Engagement School Climate	Action 1: Implement Positive Behavioral Intervention and Support (PBIS) Model at designated schools to establish a positive school culture by reducing incidents of bullying and disciplinary incidents to achieve social and academic success Action 2: Professional Development for teachers to build knowledge and skill building in effective practices based on the PBIS Model	Designated Schools		Program and Professional Development COST: \$10,000 Certificated salaries & benefits (substitutes) (LCFF) Action 2: Teacher leaders will become proficient in the strategies of PBIS Model and coach others No Cost	Program and Professional Development COST: \$10,000 Certificated salaries & benefits (substitutes) (LCFF) Action 2: Teacher leaders will become proficient in the strategies of PBIS Model and coach others No Cost	Program and Professional Development COST: \$10,000 Certificated salaries & benefits (substitutes) (LCFF) Action 2: Teacher leaders will become proficient in the strategies of PBIS Model and coach others No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<u>Goal 2: ENG5</u> Increase % at-risk students participating in enrichment and academic support programs	Student Engagement School Climate	Action: High School grants target at-risk students to involve them in Career pathways so they stay engaged	High Schools		CPA model COST: \$289,089 Certificated salaries & benefits, technology, materials (CPA Grant)	CPA model COST: \$289,089 Certificated salaries & benefits, technology, materials (CPA Grant)	CPA model COST: \$289,089 Certificated salaries & benefits, technology, materials (CPA Grant)
<u>Goal 2: ENG6</u> Increase by 3% the average attendance rate of schools that are under the district average with a specific focus on reducing truancy rates	Student Engagement	Action 1: Implement the Coordination of Services Team (COST) Model to identify and monitor appropriate interventions to increase attendance Action 2: Train site administrators, support staff and counselors on effective interventions for students exhibiting early truancy patterns	LEA-wide Focused on targeted sub-groups		Action 1 & 2 Program Coordinator COST: \$156,000 Certificated salary & benefits (LCFF)	Program Coordinator COST: \$158,340 Certificated salary & benefits (LCFF)	Program Coordinator COST: \$160,715 Certificated salary & benefits (LCFF)
<u>Goal 2: ENG7</u> Students must remain engaged in school in order to graduate college and be career ready	Implement Common Core State Standards Student Achievement	Action: Utilize graduation rates, A-G course data and AP Potential Data to develop strategies to increase graduation rates and college and career readiness	LEA-wide		Provide targeted interventions	Provide targeted interventions	Provide targeted interventions

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					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<u>Goal 3: ENG10</u> Increase the number of parents/guardians completing the Customer Satisfaction Survey	Parent Involvement	Action: Provide broader opportunities for parents to complete Customer Satisfaction Survey	LEA-wide		Develop strategies and incentives to increase the participation of parents and guardians No Cost	Develop strategies and incentives to increase the participation of parents and guardians No Cost	Develop strategies and incentives to increase the participation of parents and guardians No Cost
<u>Goal 3: ENG11, 12, 13</u> Increase the number of parents involved in the various stakeholders group, such as School Site Council ELAC DELAC Foster Youth PRAA Title I community services Increase Common Core parent training	Parent Involvement Student Engagement Parent Engagement School Climate	Action 1: Provide community liaisons to engage specific parents. Action 2: Oral and written translations for parents of major language groups	Migrant parents, Native American parents, Title I parents Parents speaking Mandarin, Spanish, Cantonese Hindi, etc.		Action 1: Liaison COST: \$51,904 Certificated salary & benefits (Migrant Ed & LCFF) Action 2: Student Support Services department – translations, primary language testing COST: \$596,250 Classified salaries & benefits (LCFF)	Action 1: Liaison COST: \$52,682 Certificated salary & benefits (Migrant Ed & LCFF) Action 2: Student Support Services department – translations, primary language testing COST: \$605,194 Classified salaries & benefits (LCFF) Action 3: High interest parent workshops COSTS: \$10,000 Contracts (LCFF)	Action 1: Liaison COST: \$53,473 Certificated salary & benefits (Migrant Ed & LCFF) Action 2: Student Support Services department – translations, primary language testing COST: \$614,272 Classified salaries & benefits (LCFF) Action 3: High interest parent workshops COSTS: \$10,000 Contracts (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p><u>Goal 3: ENG11, 12, 13</u> continued</p> <p>Increase the percentage of focus sub-group parents participating in workshops on how to assist students academically and how to navigate the educational system and connect with</p>	continued	<p>Action 3: Increase parent participation at District English Learner Advisory Committee and other advisory groups, providing high interest parent workshops and parent participation at appropriate conferences</p> <p>Action 4: Provide Parent Academies/initiatives such as Parent Institute Quality Education (PIQE) for parents at all Title I schools and the junior highs they feed into and other sites with large populations of targeted students.</p>	<p>EL parent At-Risk Parents</p> <p>Title I Schools, feeder junior high schools and schools with high populations of targeted students</p>		<p>Action 3: High interest parent workshops COSTS: \$10,000 Contracts (LCFF)</p> <p>Action 4: PIQE training COST: \$52,057 (Alameda Grant – Measure A, LCFF)</p>	<p>Action 3: High interest parent workshops COSTS: \$10,000 Contracts (LCFF)</p> <p>Action 4: PIQE training COST: \$52,057 (LCFF)</p>	<p>Action 3: High interest parent workshops COSTS: \$10,000 Contracts (LCFF)</p> <p>Action 4: PIQE training COST: \$52,057 (LCFF)</p>
<p><u>Goal 3: ENG14</u> Increase the number of parents that use various communication tools such Yahoo Groups, SchoolLoop, Email, Website contact information, Bright Arrow, etc.</p>	<p>Parent Involvement</p> <p>Student Engagement</p> <p>Parent Engagement</p> <p>School Climate</p>	Action 1: School site personnel will be encouraged to use SchoolLoop and other electronic communication tools for better communication with parents.	LEA-wide		<p>SchoolLoop license, web master, Bright Arrow autodialer COSTS: \$145,098 Contracts (LCFF)</p>	<p>SchoolLoop license, web master, Bright Arrow autodialer COSTS: \$145,098 Contracts (LCFF)</p>	<p>SchoolLoop license, web master, Bright Arrow autodialer COSTS: \$145,098 Contract (LCFF)</p>

- 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
Increase the percentage of all students who are proficient or above in ELA by 5% annually	Student Achievement Student Engagement Basic Services Course Access Implement Common Core State Standards	Action 1: Provide strategic intervention for targeted K-3 students not performing at grade level in ELA Target Students: Low income English Learners Redesignated	School-wide (Azevada Glenmoor Green Hirsch Maloney Oliveira Patterson Vallejo Mill)		Action 1: Five Response to Intervention coaches provide intervention to students performing below grade level in ELA at elementary schools with high populations of low income and English learners COST: \$532,672 Certificated salaries & benefits (Supplemental)	Action 1: Provide Response to Intervention to students performing below grade level in ELA at the 10 elementary schools with high populations of low income and English learners. COST: \$540,662 Certificated salaries & benefits (Supplemental)	Action 1: Provide Response to Intervention to students performing below grade level in ELA at the 10 elementary schools with high populations of low income and English learners. COST: \$548,772 Certificated salaries & benefits (Supplemental)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Continued	Continued	Action 2: ELA Coach provides training and support Target Students: Low income English Learners Foster Youth Redesignated	LEA-wide		Action 2: Secondary ELA Coach (6-8) COST: \$101,087 Certificated salary & benefits (Supplemental)	Action 2: Secondary ELA Coach (6-8) COST: \$102,603 Certificated salary & benefits (Supplemental)	Action 2: Secondary ELA Coach (6-8) COST: \$104,142 Certificated salary & benefits (Supplemental)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the percentage of 9 th grade Algebra students who are proficient or above by at least 3% annually	Student Achievement Student Engagement Basic Services Course Access	Action 1: Provide a robust summer mathematics academy for designated students at the secondary level to prepare for success in Algebra Action 2: Students not passing or participating in the summer program will receive a double block of math instruction during the school Target Students: Low income English Learners Foster Youth Redesignated	High Schools		Action 1: Provide Math Academy COST: \$122,173 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental) Action 2: Additional High School math sections will be provided COST: \$209,191 Certificated salaries & benefits (Supplemental)	Action 1: Provide Math Academy COST: \$123,811 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental) Action 2: Additional High School math sections will be provided COST: \$212,329 Certificated salaries & benefits (Supplemental)	Action 1: Provide Math Academy COST: \$125,473 Certificated & classified salary, benefits, instructional materials, contracts (Supplemental) Action 2: Additional High School math sections will be provided COST: \$215,514 Certificated salaries & benefits (Supplemental)
Increase the percentage of students at or above proficient in Math by 5% annually.		Math Coach provides training and support Target Students: Low income English Learners Foster Youth Redesignated	LEA-wide		Secondary Math Coach (6-8) COST: \$101,087 Certificated salary & benefits (Supplemental)	Secondary Math Coach (6-8) COST: \$102,603 Certificated salary & benefits (Supplemental)	Secondary Math Coach (6-8) COST: \$104,142 Certificated salary & benefits (Supplemental)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Increase number of students feeling connected</p> <p>Decrease suspensions</p> <p>Decrease expulsions</p> <p>% of At-Risk students participating in enrichment & academic support programs</p> <p>Foster Youth receiving counseling</p>	Student Engagement	Social worker will support the needs of Low Income and Foster Youth students through enrichment and socio-emotional support program	LEA-wide		<p>Social Worker COST: \$62,371 Certificated salary & benefits (Supplemental & Grant)</p>	<p>Social Worker COST: \$63,307 Certificated salary & benefits (Supplemental & Grant)</p>	<p>Social Worker COST: \$64,256 Certificated salary & benefits (Supplemental & Grant)</p>
<p>Ensure accessibility to high quality technology to improve teaching and learning</p>	Student Engagement	<p>Action 1: Provide technology to enhance Common Core State Standards accessibility and learning</p> <p>Action 2: Students will be provided with high-speed access to content based technology</p>	LEA-wide		<p>Action 1: COST: 3,389,241 Computers (Supplemental and Common Core)</p> <p>Action 2: 1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,577,000 Classified salary & benefits (Supplemental)</p>	<p>Action 1: COST: 3,389,241 Computers (Supplemental and Common Core)</p> <p>Action 2: 1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,600,655 Classified salary & benefits (Supplemental)</p>	<p>Action 1: COST: 3,389,241 Computers (Supplemental and Common Core)</p> <p>Action 2: 1.0 FTE Data Spec. 12.0 FTE Information Technology Spec. 1.0 FTE Low Voltage Tech 1.0 FTE Webmaster Replace old computers COST: \$1,624,665 Classified salary & benefits (Supplemental)</p>

- 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.)

Fremont Unified School District will receive \$4.5 million in Supplemental Local Control Funding Formula Funds beginning in 2014-2015. This amount will increase to approximately \$7.5 million in 2015-2016 and \$8.8 million in 2016-2017. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

Fremont Unified School District will offer a variety of programs and support services specifically for English Learners, Low Income students, and Foster Youth. The resources are projected to support the implementation of the new CCSS, to expand opportunities that maximize student potential and to provide strategic support to teachers, administrators and parents/guardians through professional development, counseling programs, technology support, and high quality district-wide programs. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups.

These funds will be used for district-wide initiatives/actions with an increased focus on the unduplicated count of English learners, low income and foster youth students due to past positive outcomes and results gained over time. Therefore, we believe that this is the best use of the funds.

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

Based on the Minimal Proportionality Percentage, services for Low-income students and English Learners are estimated to increase by 1.37% in 2014/15. Unduplicated pupils will receive services through strategic support, interventions, counseling and parent support services. This is accomplished through the establishment of intervention programs and the placement of personnel in the areas of instructional coaches, counselors, RTI (Response to Intervention) teachers and technology support.

Fremont Unified School District Proportionality Calculation LCAP 3D	2013-14 Estimated	2014-15 Estimated	2015-16 Estimated	2016-17 Estimated		2020-21 Estimated
(.C)Minimum Proportionate Increase of Improvement in services for low income/English Learner /Foster youth pupils as compared to the services provided to all pupils in that fiscal year. (=B/A)	N/A	1.37%	1.17%	0.52%	Repeat for 2017-2018 to 2019-2020	5.91%

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.

KEY ACRONYMS AND DEFINITIONS

ADA – Average Daily Attendance

A-G - UC/CSU Eligible Course Requirements

AMAO – Annual Measurable Achievement Objectives

AP – Advanced Placement

CAHSEE – California High School Exit Exam

CCSS – Common Core State Standards

CHKS - California Healthy Kids Survey

CL – Conditions of Learning (LCAP State Priority)

COST Coordination of Services Team Model

DELAC – District English Learner Advisory Committee

EAP – English Assessment Program

EL – English Language

ENG – Engagement (State Priority)

FIT – Facilities Inspection Tool

GATE – Gifted and Talented Education

LCAAC – Local Control and Accountability Advisory Committee

LCAP – Local Control and Accountability Plan

LCFF – Local Control and Funding Formula

LEA – Local Education Agency

PBIS – Positive Behavioral Intervention and Support
Model

PIQE – Parent Institute Quality Education

PO – Pupil Outcome (LCAP State Priority)

PRAA –Parent Representative Advisory Assembly

SBAC – Smarter Balanced Assessment Consortium