

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

Introduction:

Local Education Agency: Gonzales Unified School District

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In order to complete this accountability plan, multiple methods of gathering data and allowing for recommendations were developed.</p> <p>Planning: During LCAP presentations and discussions during 2013-14 school board meetings, the Gonzales Unified School Board of Education have clearly identified student success as a priority and participated in LCAP stakeholder sessions.</p> <p>Process: During the months of February, March, and April 2014, a series of engagement opportunities for employees, students, parents, and community members provided input on the educational priorities of the Gonzales Unified School District. Engagement meetings were held with Business office personnel on April 9, Maintenance and Operations on April 14, Technology team members on April 25 and May 13, Migrant staff on April 14, Alternative Education staff on May 8, California School Employees Association (CSEA) on May 1, Gonzales Teachers Association (GTA) on May 1, Cafeteria Staff on May 6, Somavia High staff on April 2, Gonzales High leadership staff on April 4 and May 5, Fairview Middle School leadership staff on April 4, May 5 and May 14, La Gloria Elementary School leadership staff on April 4 and May 5, Budget Advisory Committee on May 7, Gonzales State Preschool on May 8, and a Community Members forum on May 14. These opportunities included over 20 meetings, including planned and added sessions as requested by various stakeholders. Each stakeholder meeting was focused on creating a common understanding about LCAP (through videos and resources), analyzing the 8 state priorities, and then forming small groups or partners to make specific LCAP recommendations for student success.</p>	<p>Multiple methods of data collection ensured that maximum input across multiple stakeholders (internal, students, parents, and community) were collected, synthesized, and utilized in forming our LCAP Goals.</p> <p>Planning: The Gonzales Unified School Board of Education was engaged in, supportive of, and participatory in the district process.</p> <p>Process: All data from the internal and community input sessions were compiled and synthesized by district staff. The data was synthesized into emerging themes for each of the eight priority areas. Those themes were used to guide the writing of sections 2 and 3 of this report. The goals of this plan as well as the choice of actions and expenditures are supported by the information gathered during the many hours of direct stakeholder (internal, students, parents, and community) input meetings.</p> <p>The district website and phone number allowed for an increased level of anonymous participation and a level of transparency to the community through a public community survey. This anonymous survey data collection opportunity allowed for honest and direct feedback from some that would not be able to do so in a public forum.</p>

Involvement Process	Impact on LCAP
<p>In an effort to make the process as transparent as possible, the district created an area within the district website to facilitate the process, including the capacity of Spanish Google translation. All comments were recorded as part of the community input survey. Additionally, the district posted LCAP information to encourage a common understanding by all.</p> <p>Internal Stakeholders: Internal stakeholder meetings included</p> <ul style="list-style-type: none"> • District/Site Administrative and Instructional Leadership Teams, • Classified School Employee Association representatives, • Gonzales Teacher Association representatives, • Teacher representatives from Somavia High School, • Teacher representatives from Gonzales High School, • Teacher representatives from Fairview Middle School, • Teacher representatives from La Gloria Elementary School, • Teacher representatives from Gonzales State Preschool, • Teacher representatives from Career Technical Education • Teacher representatives from Alternative Education, • Teacher representatives from Special Education, • Migrant Education team members, • English Learner Education team members, • Maintenance/Operations and Transportation department employees, • Food Services/Cafeteria Department employees, • Instructional Technology Department employees, and • Business office/Human Resources department employees. <p>The protocol for these meetings included a brief overview to develop a common understanding of the Local Control Accountability Plan, the new funding formula, and specifically, the eight state priorities. Each stakeholder group then had an opportunity to either individually or in small focus groups identify in</p>	<p>Internal Stakeholders: Internal stakeholders work directly with students at the school sites on a daily basis. These daily interactions and experiences provided valuable input as to how students learn, the basic classroom conditions of learning, implementations of effective programs, school culture, safety and school environments, and the needs for professional development for all staff. The recommendations and trends that emerged included technology investments for students, staff, and our parent community; a focus on both college and career pathway opportunities through expanding student course offerings; Instructional professional development for all staff in the areas of Common Core State Standards, Gradual Release of Responsibility, Classroom Management, Differentiated Instruction, Collaborative Student groups, technology in the classroom, English Learner strategies, Guided Language Acquisition by Design for all, Data Analysis and Assessments; Social-Emotional professional development for all staff in the areas of positive school culture, developing a welcoming school climate, school safety, Customer Service modules, Positive Behavioral Intervention Systems (PBIS), student leadership, proactive student discipline procedures, reducing suspension and expulsion rates, increasing attendance rates, student reward systems; Improving district-wide school facilities; and allocating additional hours to staff to expand student and family services in all three goal areas.</p>

Involvement Process	Impact on LCAP
<p>writing their recommendations around each priority on a note-taking tool. Following the brainstorming of recommendations portion, each group shared their recommendations and why they would be of benefit. All recommendations were collected from all stakeholders. This process was repeated at all community and parent input meetings as well. In addition, community and parent stakeholders were given direct survey and phone contact information to take home with them.</p> <p>Community and Parent Input: Currently, Gonzales Unified School District has approximately 87.6% (2176 out of 2482) students who qualify for Free or Reduced lunch. In addition, 42% (1046 out of 2482) of our students are English Learners and less than 1% are identified as Foster Youth (6 out of 2482) based on our October 2013 CBEDS data submission to California Longitudinal Pupil Achievement Data SYSTEM (CALPADS). Our unduplicated count, per LCAP criteria, is at 90% (2245 out of 2482 students). These factors lead to a need to provide multiple opportunities to engage students in the morning, afterschool, and in the evenings. Parents at each school site were advised of opportunities to provide their recommendations via a school phone call, invitations sent home, and/or posted flyers around the school campuses.</p> <p>Community and Parent stakeholder meetings included</p> <ul style="list-style-type: none"> • School Site Councils, • English Learner Advisory Councils, • District Advisory Council, • District English Learner Advisory Council, • Migrant Parent Advisory Council, • First 5 of Monterey County, and a • Community Forum meeting. <p>Feedback and Revisions: As the LCAP was being developed and drafted, it was posted on the</p>	<p>Community and Parent Input: Community and Parent input members were able to provide input on what they felt was valuable for their children or students to not only achieve educationally but also to be successful, productive members of our community. Parent groups were able to provide insight as to the goals they have for their students and methods, processes, and programs they felt would be beneficial for their students. They were also able to provide information as to ways they would like to be involved and suggestions to the district on how they could better be utilized. Parents were also able to provide insight as to the struggles of their students and suggestions as to how the district could help their children overcome these struggles.</p> <p>Having site employees and childcare available at these parent and community meetings allowed stakeholders to feel comfortable and welcomed. Parents who were unable to speak in English were offered translators, which allowed for a free-flow of responses and an increase of parent and community confidence.</p> <p>Feedback and Revisions: Internal and community stakeholders provided feedback, concerns, and</p>

Involvement Process	Impact on LCAP
<p>district Agenda Online site and provided for public comment at the May 27, 2014 School Board meeting. This opportunity will be used for review and further input prior to return at the June 10, 2014 School Board meeting. Any recommended adjustments will be taken into consideration, readjusted, and returned for further public comment in June.</p> <p>Approval Process: The drafted Local Control Accountability Plan (LCAP) for 2014-15 will be presented at the May 27, 2014 Board of Education meeting.</p> <p>The finalized Local Control Accountability Plan (LCAP) for 2014-15 will be presented at the June 10, 2014 Board of Education meeting.</p> <p>The Local Control Accountability Plan (LCAP) for 2014-15 will be presented at the June 24, 2014 Board of Education meeting if necessary.</p> <p>Future Process: Target monitoring and annual review will be an on-going process in the Gonzales Unified School District. It is the intention of the District to maintain the feedback options to inform our local evaluation of the LCAP and make any necessary adjustments for the future of our students' success.</p>	<p>questions on the LCAP with revisions based on the eight state priorities and related goals. Additional feedback will be solicited at the May 27, 2014 and June 2014 School Board meetings.</p> <p>Approval Process: The finalized Local Control Accountability Plan (LCAP) for 2014-15 will be presented at the June 10, 2014 Board of Education meeting then then submitted to the Monterey County Office of Education no later than five days after the local Board approval.</p> <p>The LCAP shall be updated on or before July 1 of each subsequent year.</p> <p>All stakeholders input was recorded, organized as concisely as possible under each of the goals, and discussed by the District LCAP team of department leads and site administrators.</p> <p>Future Process: Feedback from stakeholders will continue to be solicited in future years. Not all of the recommended services and actions suggested could be included as the top priorities in the first planning cycle due to fiscal constraints, impact on student outcomes, and/or limited data. All of the comments will be kept for future consideration in subsequent years as the LCAP is updated and reviewed annually.</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 (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: Students need to be able to demonstrate the knowledge, skills, and values to become productive citizens in the 21st century.</p> <p>a) Reclassification of English Learners (EL) students within 5 years of entering our program</p>	<p>Goal 1: All students demonstrate the knowledge, skills, and values to become productive citizens in the 21st century.</p>	<p>Goal 1:</p> <p>a) EL students</p>	<p>Goal 1:</p> <p>a) All sites</p>	<p>Goal 1:</p> <p>a) 70% of eligible reclassification candidates are reclassified</p> <p>b) 30% proficient</p>	<p>Goal 1:</p> <p>a) 75% eligible reclassification candidates are reclassified</p> <p>b) 5% increase</p>	<p>Goal 1:</p> <p>a) 75% eligible reclassification candidates are reclassified</p> <p>b) 10% increase</p>	<p>Goal 1:</p> <p>The Eight State Priorities addressed:</p> <ol style="list-style-type: none"> 1. Basic Services 2. Common Core State Standards 3. Parental 	

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b) Grade level and course achievement data		b) All	b) All		or advanced on STAR test and 73% passing CAHSEE (Baseline will later be established by SBAC)			Involvement 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes
c) On-track indicators (student achieving G.P.A. of 2.0 in middle school grades 7-8 and 3.0 in high school grades 9-12)		c) All	c) All		c) % with 2.0 GPA at middle school and --% with 3.0 GPA at high school - 79% (135/170) Grade 7 -86% (157/183) Grade 8 -40% (73/181) Grade 9 -24% (44/180) Grade 10 -37% (63/168) Grade 11 -24% (44/190) Grade 12	c) 5% increase	c) 5% increase	
d) A-G course completion data		d) All	d) HS		d) 37% (62 of 166) seniors captured as baseline data 2013-14	d) 5% increase	d) 5% increase	
e) College-readiness indicators (EAP data or similar)		e) All	e) All		e) 10% (16/166) passage rate on EAP from 2011 (Baseline will later be established by SBAC)	e) 5% increase	e) 5% increase	
f) Career-readiness indicators (ROP/CTE pathway data in		f) All	f) All		f) 235 students enrolled in course	f) 5% increase	f) 5% increase	

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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Agriculture or Hospitality) g) Post-secondary enrollment data (application and enrollment)		g) All	g) HS		pathways -154 in Animal science -81 in Ag mechanics -105 in Horticulture -61 in Hospitality g) 34% (57/166) applied during the 2013-14 school year. Enrollment data will be collected in the fall.	g) 5% increase	g) 5% increase	
Goal 2: All students need equitable access to a high-quality curricular and instructional program that prepares them for college and/or career. a) HQT hiring and retention rates (including EL authorizations) b) Professional development for	Goal 2: All students have equitable access to a high-quality curricular and instructional program that prepares them for college and/or career.	Goal 2: a) All b) All staff	Goal 2: a) All sites b) All	Goal 2:	Goal 2: a) 99% HQT hired in 2013-14 b) 75% of staff trained	Goal 2: a) 100% b) 85% of staff trained	Goal 2: a) 100% b) 100% of staff trained	Goal 2: The Eight State Priorities addressed: 1. Basic Services 2. Common

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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all staff			sites		(includes a focus on new hires)			Core State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes
c) Purchase High-quality instructional materials		c) All students	c) All sites		c) Purchase CCSS Math and establish a plan for next few years	c) Purchase CCSS instructional materials	c) Purchase CCSS instructional materials	
d) Extra-curricular participation measures (enrichment, athletic, leadership, mentoring programs, etc)		d) All students	d) All sites		d) 15% (372/2482) of K-12 students district-wide	d) Increase number of pupils by 5%	d) Increase number of pupils by 10%	
e) Course enrollment data for A-G (College) and Career Pathways (CTE/ROP)		e) All students	e) All sites		e) 235 students enrolled in course pathways -154 in Animal science -81 in Ag mechanics -105 in Horticulture -61 in Hospitality	e) Increase number of pupils enrolled and completed by 5%	e) Increase number of pupils enrolled and completed by 5%	
f) Common assessment data analysis and a system to maintain data		f) All students	f) All sites		f) 30% proficient on local data assessments (includes transition from paper-pencil to local, online assessments)	f) Increase proficiency rates by 5%	f) Increase proficiency rates by 10%	
g) Access and integration of technology (students and staff)		g) All staff and	g) All sites		g) Student technology ratio is 1: 3 students	g) Increase by 10% for students and	g) Increase by 10% for students and Maintain	

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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h) Parent education attendance		students h) All students	 h) All sites		(38% or 945 devices for 2482 students) and Staff technology at 100% of classrooms with laptop, iPad, Apple Tv, LCD projector, document camera h) 3.9% parent participation (average 60/1536 parent households present at meetings district-wide)	Maintain 100% for classrooms h) Increase participation by 5%	100% for classrooms h) Increase participation by 10%	
Goal 3: All students and adults need a healthy, safe, and secure environment that supports learning. a) California Healthy Kids survey b) Parent survey data and	Goal 3: All students and staff will work in a healthy, safe, secure, and comfortable environment that supports learning.	Goal 3: a) Grade 5, 7, 9, 11 b) All parents	Goal 3: a) All sites b) All sites		Goal 3: a) Baseline of pupils feeling safe (survey to be conducted Fall 2014) b) Baseline of parents data (survey to be	Goal 3: a) 5% increase of pupils feeling safe b) 5% increase	Goal 3: a) 10% increase of pupils feeling safe b) 10% increase	Goal 3: The Eight State Priorities addressed: 1. Basic Services 3. Parental Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>recommendations</p> <p>c) School Climate surveys</p> <p>d) Suspension and expulsion rates</p> <p>e) Parent education and participation rates</p> <p>f) Facility inspection results and improvements, including designated site-based personnel</p> <p>g) Attendance rates</p>		<p>c) All staff</p> <p>d) All students</p> <p>e) All parents</p> <p>f) All facilities</p> <p>g) All</p>	<p>c) All sites</p> <p>d) All sites</p> <p>e) All sites</p> <p>f) All sites</p> <p>g) All</p>		<p>conducted Fall 2014)</p> <p>c) Baseline of staff data (survey to be conducted Fall 2014)</p> <p>d) 16% (415/2601) suspension and 0.1% (2 out of 2601) expulsion data in 2012-13</p> <p>e) 3.9% parent participation (on average 60 /1536 parents at meetings district-wide)</p> <p>f) Baseline of facility inspection results</p> <p>g) 95% student attendance</p>	<p>c) 5% increase</p> <p>d) 5% decrease of suspension and expulsion data</p> <p>e) 5% increase</p> <p>f) 10% increase improvements</p> <p>g) 2% student attendance</p>	<p>c) 10% increase</p> <p>d) 5% decrease of suspension and expulsion data</p> <p>e) 10% increase</p> <p>f) 15% increase improvements</p> <p>g) 2% student attendance</p>	<p>5. Pupil Engagement</p> <p>6. School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
h) Professional development		students h) All staff	sites h) All sites		rates K-12 h) 75% trained in school climate and systems to support student learning during year 1 (2014-15)	increase h) 10% increase	increase h) 10% increase	

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: All students will demonstrate the knowledge, skills, and values to become productive citizens in the 21st century.</p>	<p>Goal 1: 1. Basic Services 2. Common Core State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes</p>	<p>Goal 1: Providing standards-based core programs using high-quality instructional materials that satisfy Williams.</p> <p>Supporting learning opportunities for all stakeholders using and analyzing common assessments to progress monitor standards-based instruction.</p> <p>Identifying, articulating, and establishing common agreements on grading student work and course requirements K-12.</p> <p>Identifying and providing quality student interventions and enhancements with pre and post data measurements.</p> <p>Maintaining partnerships, with, but not limited to, higher education and community career agencies to ensure successful student transitions post high school.</p> <p>Partnering with our parent community</p>	<p>LEA Wide</p>	<p>TBD</p>	<p>Total Expenditures: \$5,594,147</p> <p>ROP/CTE Funds (Resource 0930) to support career pathways \$367,421</p> <p>Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher \$1,868,857</p> <p>Transportation/TIGG (Resource 0960) support \$1,142,287</p>	<p>Total Expenditures: \$5,764,980</p> <p>ROP/CTE Funds (Resource 0930) to support career pathways \$380,722</p> <p>Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher \$1,926,505</p> <p>Transportation/TIGG (Resource 0960) support \$1,168,840</p>	<p>Total Expenditures: \$5,942,647</p> <p>ROP/CTE Funds (Resource 0930) to support career pathways \$394,556</p> <p>Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher \$1,986,460</p> <p>Transportation/TIGG (Resource 0960) support \$1,196,456</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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		through educational workshops to develop students with 21 st century knowledge, skills, and values.			<p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 \$1,063,438</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication \$282,334</p> <p>Deferred Maintenance (Resource 0620) \$182,504</p> <p>Adult Education (Resource 0639) \$138,157</p>	<p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 \$1,105,975</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication \$293,447</p> <p>Deferred Maintenance (Resource 0620) \$182,895</p> <p>Adult Education (Resource 0639) \$142,401</p>	<p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 \$1,150,214</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication \$305,006</p> <p>Deferred Maintenance (Resource 0620) \$183,301</p> <p>Adult Education (Resource 0639) \$146,816</p>
<p>Goal 2: All students will have equitable access to a high-quality curricular and instructional program that</p>	<p>Goal 2: 1. Basic Services 2. Common Core State Standards 3. Parental Involvement 4. Pupil</p>	<p>Goal 2: Ensuring access to the core instructional program by providing base staffing at each site and providing professional development for all staff.</p> <p>Supporting learning opportunities for all students, including college and/or career</p>	LEA Wide	TBD	<p>ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures)</p> <p>Supplemental Funds (Resource 0940) to support parent</p>	<p>ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures)</p> <p>Supplemental Funds (Resource 0940) to support parent</p>	<p>ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures)</p> <p>Supplemental Funds (Resource 0940) to support parent</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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
prepares them for college and/or career.	<p>Achievement</p> <p>5. Pupil Engagement</p> <p>7. Course Access</p> <p>8. Other Pupil Outcomes</p>	<p>pathways.</p> <p>Identifying and providing quality student interventions and enhancements in response to college and/or career pre and post data measurements.</p> <p>Supporting and monitoring students and staff with the frequent use of technology, with on-going professional development and practice.</p> <p>Partnering with our parent community through educational workshops to prepare students for college and/or career.</p>			<p>education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies,</p>	<p>education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies,</p>	<p>education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches, Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies,</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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and parent communication (Refer to Goal 1 for expenditures) Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)	and parent communication (Refer to Goal 1 for expenditures) Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)	and parent communication (Refer to Goal 1 for expenditures) Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)
Goal 3: All students and adults will work in a healthy, safe, and secure environment that supports learning.	Goal 3: 1. Basic Services 3. Parental Involvement 5. Pupil Engagement 6. School climate	Goal 3: Ensuring access to the core instructional program and maintaining extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS). Supporting learning opportunities for all students by providing frequent parent and family workshops and events, school climate and culture-building opportunities, and other events that support students and their families. Establishing safe and secure facilities that are conducive to supporting student learning and a positive school climate.	LEA Wide	TBD	ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures) Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches,	ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures) Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches,	ROP/CTE Funds (Resource 0930) to support career pathways (Refer to Goal 1 for expenditures) Supplemental Funds (Resource 0940) to support parent education, student interventions, health, instructional materials, PBIS, Professional development, Campus supervisors, instructional assistants and support staff, Academic coaches,

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Engaging students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates.</p> <p>Training all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support.</p>			<p>Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication (Refer to Goal 1 for expenditures)</p> <p>Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for</p>	<p>Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication (Refer to Goal 1 for expenditures)</p> <p>Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for</p>	<p>Intervention specialists, Bilingual/Migrant Resource teacher (Refer to Goal 1 for expenditures)</p> <p>Transportation/TIGG (Resource 0960) support (Refer to Goal 1 for expenditures)</p> <p>Class size reduction (Resource 0920) support to maintain 24:1 in Grades TK-3 (Refer to Goal 1 for expenditures)</p> <p>Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication (Refer to Goal 1 for expenditures)</p> <p>Deferred Maintenance (Resource 0620) for school facilities and repairs (Refer to Goal 1 for</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)	expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)	expenditures) Adult Education (Resource 0639) (Refer to Goal 1 for expenditures)

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
Goal 1: All students will demonstrate the knowledge, skills, and values to become productive citizens in the 21 st century.	Goal 1: 1. Basic Services 2. Common Core State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access 9. Other Pupil Outcomes	a) Ensuring access for low income pupils to the core instructional program such as, but not limited to, providing early literacy, reading, and math intervention programs, an explicitly defined Response to Intervention (RTI) plan, Staff Professional development (PD) in Common Core State	LEA-Wide	TBD	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased

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
		Standards (CCSS), Depth of Knowledge (DOK) student task building PD, Classroom Management PD, Differentiated Instruction PD, expanding credit recovery options, ensuring equity of Honors and Advanced Placement (AP) course options, expanding Science Technology Engineering Mathematics (STEM) offerings, increased availability of academic and leadership academies, increased access to			nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners \$549,149	nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners \$564,190	nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners \$579,834

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>Career Technical Education (CTE) and Regional Occupation Program (ROP) courses, and implementing opportunities to support personalized learning.</p> <p>b) Supporting and extending learning opportunities for low income pupils, such as but not limited to, providing early childhood education opportunities, after school programs, Saturday and summer academies, tutorials, AP training, AP summer</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>academies, and focused Common Core language arts, math and literacy trainings.</p> <p>c) Establishing connections to ensure student success for low income pupils, such as but not limited to, providing college field trips, career option field trips, and supportive school to school transitions (grade 4 to 5, grade 8 to 9)</p> <p>d) In addition to the services provided to all low-income students, EL students will receive</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>services such as, but not limited to, ELD academies, Newcomer classes/programs, Transitional Writing courses/programs, Long Term professional development training for staff, Guided Language Acquisition by Design professional development for staff, Step Up to Writing professional development for staff, and similar trainings that will benefit English learners.</p> <p>e) Foster Youth students will</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>receive services offered to low-income students.</p> <p>f) Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students.</p> <p>g) In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Plans (IEPs).					
Goal 2: All students will have equitable access to a high-quality curricular and instructional program that prepares them for college and/or career.	Goal 2: 1. Basic Services 2. Common Core State Standards 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 7. Course Access 8. Other Pupil Outcomes	a) Ensuring access for low income pupils to the core instructional program such as, but not limited to, implementing project-based inquiry and investigation project-based learning, increasing Visual and Performing Arts (VAPA) and other elective opportunities, increasing educational technology, providing technology professional development and integration strategies to teach the	LEA-Wide	TBD	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs,	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs,	All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL students. In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs,

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>Common Core state standards for college and/or career-readiness.</p> <p>b) Supporting and extending learning opportunities for low-income pupils such as, but not limited to, extending staffing for increased library and access to computer resources on campus, supporting parent education computer classes and access to student information, supporting educational field trip experiences,</p>			<p>math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners (Refer to Goal 1 for expenditures)</p>	<p>math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners (Refer to Goal 1 for expenditures)</p>	<p>math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions for English Learners (Refer to Goal 1 for expenditures)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>offering summer academic, enrichment, and leadership programs, offering digital citizenship trainings, and similar.</p> <p>c) Establishing connections to ensure student access for low-income students, such as, but not limited to, partnering with non-profit organizations, supporting technology enhancements, supporting bandwidth expansion to support multi-media access and storage.</p> <p>d) In addition to the services</p>					

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>provided to low-income students, English Learner students will receive services to support their acquisition and maintenance of English through intervention (newcomer and Long-Term ELs) and enrichment classes and professional development for staff specific to EL supports.</p> <p>e) Foster Youth students will receive services offered to low-income students.</p> <p>f) Reclassified Fluent English</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Proficient (R-FEP) students will receive support services offered to low-income students.</p> <p>g) In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs).</p>					
<p>Goal 3: All students and adults will work in a healthy, safe, and</p>	<p>Goal 3: 1. Basic Services 3. Parental Involvement 5. Pupil</p>	<p>a) Ensuring access for low income pupils to the core instructional program such</p>	<p>LEA-Wide</p>	<p>TBD</p>	<p>All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL</p>	<p>All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL</p>	<p>All of the Base Grant, CTE/ROP, Supplemental, Class Size reduction, Transportation/facilities, funds identified above will support ALL</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
secure environment that supports learning.	Engagement 6. School Climate	as, but not limited to, safe/secure school facilities, comfortable classroom furniture that is conducive to collaborative group work and building 21 st century skills, implementing Positive Behavior Intervention System (PBIS) training and monitoring, implementing and supporting a focus on Developmental Assets, implementing site-based community liaisons and school officers to prevent			<p>students.</p> <p>In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions</p>	<p>students.</p> <p>In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions</p>	<p>students.</p> <p>In addition to the above, Concentration funds (Resource 0950) to support specialized professional development for staff of English Learners, Low Income, Foster Youth (GLAD, DOK, CCSS, PBIS, RTI, etc), extended time for counselors and community liaison personnel, increased time for intervention specialists and academic coaches, increased nurse/health support services, increased early childhood education services, increased extended day services, BTSA support provider costs, DAIT service costs, math and language art interventions, ELD interventions, newcomer support personnel and programs, Saturday and Summer interventions</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>truancy and drop-out rates, installing security equipment district-wide, increased health and nurse services, promoting healthy school communities through targeted intervention and support, and providing customer service training to all school staff to ensure a welcoming, community-friendly environment.</p> <p>b) Supporting and extending learning opportunities for low-income pupils such as, but not limited</p>			for English Learners (Refer to Goal 1 for expenditures)	for English Learners (Refer to Goal 1 for expenditures)	for English Learners (Refer to Goal 1 for expenditures)

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>to, providing training on student informational services and a healthy school community.</p> <p>c) Establishing connections to ensure student success for low-income pupils such as, but not limited to, family services (parent workshops, social and emotional services, and links to healthy community resources), implementing school-based parent/commu nity liaisons including home visits, offering health fairs and school</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		climate/culture -building opportunities, and providing finger printing to school volunteers. d) In addition to the services offered to low-income students, EL students will receive services to support their acquisition and maintenance of English, translation services, newcomer, Long-Term EL services, and English classes for parents. e) Foster Youth students will receive services offered to low-income					

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>f) Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students.</p> <p>g) In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs), as well as, transportation services.</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 district-wide, school-wide, countywide, or charter-wide 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 district-wide or school-wide 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.)

Gonzales Unified School District believes that a strong instructional program should be the foundation to support all students and especially at-risk students. For this reason, Gonzales Unified School District has chosen to use the majority of the total of the 2014-15 LCFF increase of \$5,594,147 for the current LCAP year to strengthen core instructional, supplemental, and concentration programs. Resources will be focused on class size reduction, increased technology aligned with Common Core State Standards, services to support the social and emotional health of Foster Youth, and professional development opportunities to support Low Income and English Learner students. A complete and detailed explanation of resources and budgetary allocations can be found in Sections 3A and 3B of this document.

Gonzales Unified meets requirements of providing services district-wide due to our unduplicated student count of 90% (2245 out of 2482).

- 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.

Currently, in Gonzales Unified School District, the increase in proportionality for English Learners, Fluent English Proficient students, Low Income students and Foster Youth over the next few years is 34.23% in 2014-15 (\$5,594,147); 39.56% in 2015-16 (\$5,764,980); and 38.02% in 2016-17 (\$5,942,647). Resources will be focused on ensuring academic access for these special populations through expanding early literacy opportunities; ELD, language and math interventions; increasing extended day services; Newcomer support personnel; Saturday and Summer Enrichment programs; specialized Transitional Writing courses; Science Technology, Engineering and Mathematics (STEM) and Mathematics,

Engineering, and Science Achievement (MESA) opportunities; parent education workshops, expanding technology services, and other specialized outreach services targeted to meet the needs of these special population students.

In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 90% of our student population. Specific actions stated in section 3B go above and beyond the state proportionality requirement for the District.

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.