

0§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Identify Base Program-(What is provided for all students)

Student academic, social and emotional success will be a priority for all Hesperia district and site personnel, and will create a cohesive focus for the base program for students. This includes high quality teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources. The district's base program lump sum of \$137,122,886 reflects the approximate cost for high quality teachers, administrators, classified staff, counselors, district office staff, related materials and resources.

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>HUSD sought input from all stakeholders, categorized responses and examined trends and patterns allowing the District to determine the processes, goals, targets and criteria that focus on learning.</p> <p>EL : At the District English Language Advisory Committee (DELAC) meeting on January 23, 2014, the LCFF/LCAP was explained to all members in attendance. The new funding of the districts and the focus on English Learners (EL), Low Income (LI) and Foster Youth (FY) was discussed. Members were encouraged to attend the area meetings to give input on actions and services. On Monday, May 5th, a special DELAC meeting was held to review and discuss the LCAP. Representatives from most schools were in attendance. During the meeting, Darrel Nickolaisen presented the district's LCAP goals and gave examples of planned actions to support them. DELAC members asked clarifying questions and expressed appreciation for being included in the process.</p> <p>At the February 3, 2014 Hesperia USD Governing Board Meeting, The Assistant Superintendent of Business provided information regarding the LCFF funding formula and its impact on the budget. He explained that</p>	<p>Upon completion of the various stakeholder input meetings, the District has identified common, recurring themes that are identified below. These themes are reflected in the goals, action/services and expenditures of the District. Common themes included:</p> <ul style="list-style-type: none"> • Use of technology • Extended class/coursework study outside the classroom • Attract and retain quality personnel • Focus on student learning and application • Address discrepancies between quality instruction and assessment performance • Provide more arts opportunities to improve subject literacy • Reduce class size-more one on one • More career technical educational courses • Improve study skills • Expand Regional Occupational Program • Provide rewards, address absences and tardiness • End social promotion • Hold teachers accountable for teaching • Increase project-based and activity-based instruction • Implement Common Core State Standards instruction

Involvement Process	Impact on LCAP
<p>the supplemental and LCFF funds were to be used to provide additional support/services to (EL), (LI), and (FY). Assistant Superintendent of Educational Services gave a presentation of the elements of the LCAP and the timeline for its development.</p> <p>On February 4, the Superintendent held a Superintendent Parent Advisory Group meeting to provide information regarding the LCAP and encourage participation at the stakeholder input meetings. On April 22, this group reconvened to review and discuss goals, actions and expenditures of the LCAP.</p> <p>During the District Advisory Committee (DAC) meeting on February 19, 2014, the LCFF/LCAP was explained to all members in attendance. The committee has previously heard about the new funding formula under LCFF when budgets have been reviewed. The LCAP process was explained to the members. Members were given post-it notes to write suggestions regarding the 8 State Priorities and placed them on the appropriate poster displayed around the room. The suggestions were summarized and disseminated to members. This group met on April 16 to review a draft of the plan as of that date. Members were guided through the plan with an explanation of the goals, actions and expenditures and given opportunity to ask questions and offer suggestions. The final draft will be presented to the members at the May 22 meeting so that final comments can be given to the Superintendent. Superintendent will respond in writing to the comments.</p> <p>EL, LI, & FY: Stakeholder meetings were held on February 13 at Oak Hills High School, February 24 at Sultana High School and February 25 at Hesperia High School. Parents of the subgroups were specifically given letters asking for their attendance at one of the meetings. Members of the subgroups were in attendance at the meetings. A district-wide Connect-Ed call went home to all families inviting their attendance at one of the meetings to give input on actions and services that the district should continue, increase, or stop providing to students. Parents were provided data on how the district students performed on previous State tests, graduation rate, and College Ready assessment results.</p>	<ul style="list-style-type: none">• Implement site-based funding; fund programs according to needs• Provide industry-driven courses such as, internships, work experience, job placement• Partner with business, community groups, non-profits, etc. to increase opportunities for students• Increase tutoring• Promote AVID• Utilize multiple ways to measure success• Establish a student mentor program• Increase counseling services• Highly qualified staff, teachers and administrators• Class size reduction in A-G courses• Expand creative thinking and learning across all academic and extracurricular teaching/programs

Involvement Process	Impact on LCAP
<p>Bargaining groups were invited to attend a presentation on March 5, 2014, to give input on actions and services for the district should continue, increase or stop providing to students.</p> <p>Information was shared with the Governing Board on March 17 during a board workshop. Board members reviewed the input given at the stakeholder meetings and offered suggestions.</p> <p>Ed Services meetings with bargaining units to develop LCAP goals and actions on February 12, March 19, April 9 and May 14. We also have a meeting scheduled for August 20 to review County input and make revisions as necessary.</p> <p>HUSD website has information regarding LCFF/LCAP that all stakeholders can access.</p> <p>During the district management meeting on May 8, 2014, the LCFF/LCAP was explained to all administrators. The LCAP process was explained and draft presented for review. Administrators were instructed to take draft back to their sites, review it with staff and come prepared to discuss any suggestions or questions at the next meeting on May 15, 2014.</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?

Summary of How HUSD is Addressing the Guiding Questions and State Priorities

Research-based practices have identified specific areas of focus that students need in order to be college and/or career ready. These areas of focus are known as the 4Cs: critical thinking, collaboration, communication, and creativity. The 21st Century student needs to apply, synthesize, and communicate information and to work collaboratively across subjects to solve complex, real-life problems. Hesperia Unified's (HUSD) curriculum is designed to promote the 4Cs and demonstrate depth of knowledge through project-based lessons, utilizing multiple perspectives, technology, and demonstrating strategic and extended thinking.

As we transition to new state standards, it is important to assist educators in embedding the 4Cs in their classroom practices. HUSD will provide appropriate professional development to prepare teachers for these shifts and to implement technology as a tool to enhance learning.

It is important to assess the effectiveness of HUSD's instructional program. Multiple measures of performance, both formative and summative, are required to assess student learning. On-going data review with stakeholder input has been, and will continue to be, an essential piece of determining student needs, instructional goals and actions. Outlined in this document are the goals and actions identified to address gaps in student learning and preparedness for college and/or career that have surfaced as a result of our data review.

The LCAP was created in collaboration with community stakeholder groups and encompasses effective, efficient, and exemplary practices in all HUSD's divisions, departments and schools. Working together to achieve these goals supports our vision of "Preparing Today's Students for Tomorrow's World."

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>A. <u>Need</u>: Increase proficiency of all students</p> <p><u>Metric</u>: 1) District Single Assessment (3 times per year to assess growth in CCSS) 2) Standardized state test results including CELDT 3) Score on API 20) AMAO 2</p>	<p>1. To provide high-quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.</p> <p><u>Sub-goals</u>: A. All students will increase their performance levels in all subjects</p>	All	All				<p>Conditions of Learning: -Basic (1) -Implementation of State Standards (2) -Course Access (7)</p> <p>Pupils Outcomes: -Pupil Achievement (4) -Other Pupil Outcomes (8)</p>	
		All	All		<p>1) <u>September</u> Establish a base of individual student growth <u>January</u> Students will increase learning as evidenced by an average growth of 30% over their individual base scores</p>	<p>1) <u>September</u> Establish a base of individual student growth <u>January</u> Students will increase learning as evidenced by an average growth of 30% over their individual base scores</p>	<p>1) <u>September</u> Establish a base of individual student growth <u>January</u> Students will increase learning as evidenced by an average growth of 30% over their individual base scores</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
21) EL Reclassification Rate					<p><u>May</u> Students will increase learning as evidenced by an average growth of 75% over their individual base scores</p> <p>2) Establish a baseline score of student achievement in ELA & Math</p> <p>3) Pending State of California's definition of API based on new criteria</p> <p>20) 50% of all EL students</p>	<p><u>May</u> Students will increase learning as evidenced by an average growth of 75% over their individual base scores</p> <p>2) Increase score of student achievement in ELA & Math by 5% from 2014-15 baseline</p> <p>3) Increase in achievement will be based on new API criteria</p> <p>20) 65% of all EL students</p>	<p><u>May</u> Students will increase learning as evidenced by an average growth of 75% over their individual base scores</p> <p>2) Increase score of student achievement in ELA & Math by an additional 5% from 2014-15 baseline</p> <p>3) Increase in achievement will be based on new API criteria</p> <p>20) 80% of all EL students</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Need:</u> All students need appropriate access to a viable curriculum, instruction and assessment</p> <p><u>Metric:</u> 4) Exit rate from remedial/intervention programs 5) A-G/ROP/CTE course completion</p>	B. Ensure universal access to a viable curriculum by providing alternative ways to access the curriculum	All	All		<p>attending US schools for 5 year or more will achieve Basic or above in English Proficiency</p> <p>21) 8% of EL students will be reclassified</p> <p>4) Establish baseline data of # of students in remedial/intervention programs. 5% of students will exit remedial/intervention programs by the end of the year</p> <p>5) Establish a baseline</p>	<p>attending US schools for 5 year or more will achieve Basic or above in English Proficiency</p> <p>21) 9% of EL students will be reclassified</p> <p>4) Increase the percentage of students exiting remedial/intervention programs by 5% from previous year</p> <p>5) Increase percentage of</p>	<p>attending US schools for 5 year or more will achieve Basic or above in English Proficiency</p> <p>21) 10% of EL students will be reclassified</p> <p>4) Increase the percentage of students exiting remedial/intervention programs by 10% from previous year</p> <p>5) Increase percentage</p>	

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<p>C. Need: Increase the number of students attending college or are prepared for careers</p> <p>Metric: 6) AP Exams 7) EAP Results 8) Students enrolled in college/career pathways (integrated in all required areas of study)</p>	<p>C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes</p> <ul style="list-style-type: none"> • Ensure that students have access to a variety of coursework that are college and/or career oriented • Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, that will allow students 	All	All		<p>percentage of pupils who complete A-G/ROP/CTE requirements</p> <p>6) Increase % of students passing AP exams with a score of 3 or higher by 10%</p> <p>7) Increase in EAP Readiness Scores: ELA: 13.4% to 18.4% Math: 6.62% to 11.2%</p> <p>8) 10% of total number of schools will offer college/career theme</p>	<p>pupils who complete A-G/ROP/CTE requirements by 5%</p> <p>6) Increase % of students passing AP exams with a score of 3 or higher by 15%</p> <p>7) Increase in EAP Readiness Scores: ELA: an additional 5% increase Math: an additional 5% increase</p> <p>8) An additional 20% of total number of schools will offer college/</p>	<p>of pupils who complete A-G/ROP/CTE requirements by 10%</p> <p>6) Increase % of students passing AP exams with a score of 3 or higher by 20%</p> <p>7) Increase in EAP Readiness Scores: ELA: an additional 5% increase Math: an additional 5% increase</p> <p>8) An additional 20% of total number of schools will offer college/</p>	

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<p>D. <u>Need</u>: Increase student learning and effectiveness of instructional programs</p> <p><u>Metric</u>: 9) Data System to measure and monitor accurately students' results on local assessments</p> <p>10) Physical Fitness Test</p>	<p>to have exposure to a variety of learning opportunities</p> <p>D. Implement and monitor a comprehensive student and program assessment/evaluation system</p>	All	All		<p>based pathways</p> <p>9) Establish a baseline of teachers utilizing results of local assessments to ensure a guaranteed and viable curriculum</p> <p>10) % of students meeting a minimum of 4 Healthy Fitness Zone Standards on the Physical Fitness Test will increase by 5% over previous year</p>	<p>career theme based pathways</p> <p>9) Increase the number of teachers utilizing results of local assessments to ensure a guaranteed and viable curriculum by 10%</p> <p>10) % of students meeting a minimum of 4 Healthy Fitness Zone Standards on the Physical Fitness Test will increase by 5% over previous year</p>	<p>career theme based pathways</p> <p>9) Increase the number of teachers utilizing results of local assessments to ensure a guaranteed and viable curriculum by 10%</p> <p>10) % of students meeting a minimum of 4 Healthy Fitness Zone Standards on the Physical Fitness Test will increase by 5% over previous year</p>	

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<p>E. <u>Need</u>: Increase knowledge and practices of staff to transition to CCSS and 21st Century Learning</p> <p><u>Metric</u>: 11) District 4 C Rubric 12) Database of teacher credentials and assignments</p>	<p>E. Provide professional development for staff</p> <ul style="list-style-type: none"> • Ensure sites provide adequate and appropriate professional development and collaboration time • Continue transition to CCSS • Recruit and retain highly-qualified teachers and ensure appropriate placement 	All	All		<p>11) Sites will establish an aggregate score of 6 or higher on the district’s 4C rubric</p> <p>12) 100% of teachers will be highly qualified</p>	<p>11) Sites will establish an aggregate score of 8 or higher on the district’s 4C rubric</p> <p>12) 100% of teachers will be highly qualified</p>	<p>11) Sites will establish an aggregate score of 12 or higher on the district’s 4C rubric</p> <p>12) 100% of teachers will be highly qualified</p>	
<p>A. <u>Need</u>: Maintain and/or improve safety</p>	<p>2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.</p> <p><u>Sub-goals</u>: A. Ensure that all sites have a Safe School</p>	All	All		<p>13) 100% of schools will</p>	<p>13) 100% of schools will</p>	<p>13) 100% of schools will</p>	<p>Conditions of Learning: -Basic services (1): facilities maintained in good repair</p> <p>Engagement: -Pupil engagement (5) -School</p>

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practices at all sties <u>Metric:</u> 13) Safe School Plans	Plan (SSP)				update safety plans and conduct school safety drills	update safety plans and conduct school safety drills	update safety plans and conduct school safety drills	climate (6)
<u>B. Need:</u> Input by parents and students <u>Metric:</u> 14) Williams Quarterly Reports (WQR)	B. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment	All	All		14) All sites will be compliant with Williams' Settlement Legislation	14) All sites will be compliant with Williams' Settlement Legislation	14) All sites will be compliant with Williams' Settlement Legislation	
<u>C. Need:</u> Provide instructional materials, facilities, equipment, furniture and grounds that are conducive to student learning and safety <u>Metric:</u> 14) WQR	C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair	All	All		14) All sites will be compliant with Williams' Settlement Legislation	14) All sites will be compliant with Williams' Settlement Legislation	14) All sites will be compliant with Williams' Settlement Legislation	
<u>Need:</u> Increase attendance and graduation rates and decrease dropout, suspension and	D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and	All	All		15) Grad-uation rates will increase by 2% and dropout rates	15) Grad-uation rates will increase by 1% and dropout rates	15) Grad-uation rates will increase by 1% and dropout rates	

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<p>expulsion rates</p> <p><u>Metric:</u> 15) Graduation/dropout rates (middle & high school)</p> <p>16) Suspension/expulsion rates</p> <p>17) Student Attendance/Chronic Absenteeism rates</p>	<p>expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil who is absent on 10 percent or more of the schooldays in the school year)</p>				<p>will decrease by 2%</p> <p>16) Suspension/expulsion rates will decrease by 3%</p> <p>17) Chronic absenteeism rates will decrease by 3%</p>	<p>will decrease by 1%</p> <p>16) Suspension/expulsion rates will decrease by 2%</p> <p>17) Chronic absenteeism rates will decrease by 2%</p>	<p>will decrease by 1%</p> <p>16) Suspension/expulsion rates will decrease by 1%</p> <p>17) Chronic absenteeism rates will decrease by 1%</p>	
<p><u>Need:</u> Increase the participation of all stakeholders in district</p>	<p>3. To involve our parents, families, and community stakeholders as direct partners in the education of all students.</p> <p><u>Sub-goals:</u> A. Ensure parent and community involvement in</p>	<p>All</p> <p>All</p>	<p>All</p> <p>All</p>		<p>18) All sites will collect and publish</p>	<p>18) All sites will collect and publish</p>	<p>18) All sites will collect and publish</p>	<p>Engagement: -Parent Involvement (3) -School Climate (6)</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and site activities Metric: 18) Parent/student/community survey input 19) Parent Participation report	academic improvement strategies, including representatives from EL, LI, and FY populations.				survey results on school website and in have available in writing 19) Increase attendance by 5% at various parent meetings/workshops	survey results on school website and in have available in writing 19) Increase attendance by 4% at various parent meetings/workshops	survey results on school website and in have available in writing 19) Increase attendance by 3% at various parent meetings/workshops	

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.

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
Provide high-quality classroom curriculum, instruction and assessment to prepare our	Conditions of Learning: -Basic (1) -Implementation of State Standards (2)	<u>Services for all Students</u> In order to meet the challenges of teaching 21st Century skills curriculum, instruction, and assessment must be implemented in tandem.					

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>students for success in college and/or a career</p> <p><u>Sub-goals:</u> A. All students will increase their performance levels in all subjects</p>	<p>-Course Access (7)</p> <p>Pupils Outcomes: -Pupil Achievement (4) -Other Pupil Outcomes (8)</p>	<p>A1. Integrate and align curriculum with state standards, including ELD standards to support increase in student achievement</p> <p>A2. Standards-based district adopted textbooks and/or resources will be used along with supplemental materials to teach state standards</p> <p>A3. Digital devices and curriculum aligned to the state standards</p> <p>A4. Units of Study</p> <p>A5. Reduction of class sizes TK-12 (Teachers and instructional staff)</p> <p>A6. Staff will expand the use of technology to support</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>A1. Supplemental resources (funds for these resources are given to sites)</p> <p>A2. Replacement textbooks \$450,000 - LCFF (obj. 4000-4999)</p> <p>A3. Digital devices to replace textbooks \$750,000 - LCFF (obj. 4000-4999)</p>	<p>A1. Supplemental resources (funds for these resources are given to sites)</p> <p>A2. Replacement textbooks \$450,000 - LCFF (obj. 4000-4999)</p> <p>A3. Digital textbooks \$300,000 - LCFF (obj. 4000-4999)</p> <p>Digital devices to replace textbooks \$1,000,000 -</p>	<p>A1. Supplemental resources (funds for these resources are given to sites)</p> <p>A2. Replacement textbooks \$450,000 - LCFF (obj. 4000-4999)</p> <p>A3. Digital textbooks \$300,000 - LCFF (obj. 4000-4999)</p> <p>Digital devices to replace textbooks \$1,000,000 -</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
B. Ensure universal access to a viable curriculum by providing alternative		instruction of grade level standards and to support effective learning	LEA			<i>LCFF (obj. 4000-4999)</i>	<i>LCFF (obj. 4000-4999)</i>
		A7. Arts integration across the curriculum			A4. No cost	A4. No cost	A4. No cost
					A5. Grade Span Adjustment Teachers \$1.2 million <i>LCFF (1000-1999, 3000-3999)</i>	A5. Grade Span Adjustment Teachers \$2 million <i>LCFF (1000-1999, 3000-3999)</i>	A5. Grade Span Adjustment Teachers \$2.5 million <i>LCFF (1000-1999, 3000-3999)</i>
					A6. Infrastructure \$3,180,000 – <i>CCSS (obj. 5000-5999, 6000-6999)</i>	A6. Infrastructure \$2,000,000 – <i>CCSS (obj. 5000-5999, 6000-6999)</i>	A6. Infrastructure No cost
				A7. Supplemental resources (site expenditure)	A7. Supplemental resources (site expenditure)	A7. Supplemental resources (site expenditure)	
		B1. Online courses-credit recovery and core programs	LEA		B1. On-line subscriptions (site expenditure)	B1. On-line subscriptions (site expenditure)	B1. On-line subscriptions (site expenditure)
		B2. Supplemental materials,	LEA				

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
ways to access the curriculum		<p>curriculum, supplies to support students with disabilities</p> <p>B3. Differentiation, personalization and pacing of lessons to meet student needs</p> <p>B4. Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills</p> <p>B5. Content area interventions conducted during the school day and potentially before/after school</p> <p>B6. Alternative Education</p> <p>B7. Summer school for credit recovery</p> <p>B8. Psychologists/counselors to provide academic guidance,</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>Mojave/ Canyon Ridge</p> <p>LEA</p> <p>LEA</p>		<p>B2. Supplemental resources \$185,000 - LCFF (obj. 4000-4999)</p> <p>B3. 3D Printers to make learning come to life (11 schools) \$45,000 – LCFF (obj. 4000-4999, 5000-5999)</p> <p>B3. Project-Based Learning materials \$8,000 – LCFF (obj. 4000-4999)</p> <p>B4. no cost</p> <p>B5. Certificated /classified over-contract</p>	<p>B2. Supplemental resources \$75,000 - LCFF (obj. 4000-4999)</p> <p>B3. 3D Printers to make learning come to life (14 schools) \$56,000 – LCFF (obj. 4000-4999, 5000-5999)</p> <p>B3. Project-Based Learning materials \$8,000 – LCFF (obj. 4000-4999)</p> <p>B4. no cost</p> <p>B5. Certificated /classified over-contract</p>	<p>B2. Supplemental resources \$75,000 - LCFF (obj. 4000-4999)</p> <p>B3. 3D Printers supplies as needed \$10,000 – LCFF (obj. 4000-4999, 5000-5999)</p> <p>B3. Project-Based Learning materials \$8,000 – LCFF (obj. 4000-4999)</p> <p>B4. no cost</p> <p>B5. Certificated /classified over-contract</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
		Transportation B11. Graduation evaluation: A-G/ROP/CTE	LEA		B8. Psychologist salaries current plus 2 additional \$754,000-LCFF (obj. 1000-1999, 3000-3999) B9. 1 BCBA/ Behavior Interventionist and 1 classified behavior support personnel \$300,000 – LCFF (obj. 1000-1999, 2000-2999, 3000-3999) B10. Included in Base Program costs B11. No cost	B8. Psychologist salaries current plus 2 additional \$900,000-LCFF (obj. 1000-1999, 3000-3999) B9. 1 BCBA/ Behavior Interventionist and 1 classified behavior support personnel \$600,000 – LCFF (obj. 1000-1999, 2000-2999, 3000-3999) B10. Included in Base Program costs B11. No cost	B8. Psychologist salaries current plus 2 additional \$1,100,000-LCFF (obj. 1000-1999, 3000-3999) B9. 1 BCBA/ Behavior Interventionist and 1 classified behavior support personnel \$600,000 – LCFF (obj. 1000-1999, 2000-2999, 3000-3999) B10. Included in Base Program costs B11. 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: 2015-16	Year 3: 2016-17
<p>C. Increase the percentage of students who are college and/or career ready with 21st Century Skills by promoting critical thinking, collaboration, creativity, and using a variety of communication modes</p> <ul style="list-style-type: none"> • Ensure that students have access to a variety of coursework that are college and/or career oriented • Encourage school sites to develop a focus/theme, i.e.: early college, medical, STEM, manufacturing, that will allow students to have exposure to a 		C1. Elementary school curriculum that prepares students for successful middle school completion, high school graduation, and college and/or career readiness through programs such as AVID	LEA		C1. AVID contract \$80,000 - Title II (obj. 5000-5999)	C1. AVID contract \$80,000 - LCFF (obj. 5000-5999)	C1. AVID contract \$80,000 - LCFF (obj. 5000-5999)
		C2. Advanced learning curricula (Advanced Placement, AVID, Honors courses)	LEA		C2. Supplemental materials \$4,000 - LCFF (obj. 4000-4999)	C2. Supplemental materials \$4000 - LCFF (obj. 4000-4999)	C2. Supplemental materials \$4000 - LCFF (obj. 4000-4999)
		C3. Funding provided to schools to allow sites to purchase supplemental materials to integrate the curriculum and also to develop college/career programs such as Science, Technology Engineering, Arts, and Math (STEAM), health pathways, etc. to meet the needs of their students as outlined in site Single Plans. Also see page 35-CTE/ROP.	LEA		C3. Distributed to each site based on ADA \$1,700,000 - LCFF (obj. 4000-4999)	C3. Distributed to each site based on ADA \$1,700,000 - LCFF (obj. 4000-4999)	C3. Distributed to each site based on ADA \$1,700,000 - LCFF (obj. 4000-4999)
		Hollyvale	C3. LAUNCH (Project Lead the Way and technology) \$180,000 - LCFF (obj. 4000-4999, 5000-5999)		C3. LAUNCH (Project Lead the Way) \$10,000 - LCFF (obj. 4000-4999, 5000-5999)	C3. LAUNCH (Project Lead the Way) \$5,000 - LCFF (obj. 4000-4999, 5000-5999)	

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
variety of learning opportunities			Mesa Grande		C3. Resources for health and medical exploration lab \$35,000 – LCFF (obj. 4000-4999)	C3. Resources for health and medical exploration lab \$20,000 – LCFF (obj. 4000-4999)	C3. Resources for health and medical exploration lab \$10,000 – LCFF (obj. 4000-4999)
			Hesperia High		C3. Supplemental resources manufacturing /design \$100,000 – LCFF (obj. 4000-4999)	C3. Supplemental resources manufacturing /design \$100,000 – LCFF (obj. 4000-4999)	C3. Supplemental resources manufacturing /design \$100,000 – LCFF (obj. 4000-4999)
					C3. Early College \$150,000 – LCFF (obj. 4000-4999)	C3. Early College \$130,000 – LCFF (obj. 4000-4999)	C3. Early College \$130,000 – LCFF (obj. 4000-4999)
			Cypress		C3. Music teacher \$80,000 – LCFF (1000-1999, 3000-3999)	C3. Music teacher \$85,000 – LCFF (1000-1999, 3000-3999)	C3. Music teacher \$90,000 – LCFF (1000-1999, 3000-3999)

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
D. Implement and monitor a comprehensive student and program assessment/ evaluation system		C4. Advancement Via Individual Determination (AVID)	LEA		C4. Tutors \$75,000 – LCFF (obj. 2000-2999, 3000-3999)	C4. Tutors \$75,000 – LCFF (obj. 2000-2999, 3000-3999)	C4. Tutors \$75,000 – LCFF (obj. 2000-2999, 3000-3999)
		C5. Academic supplemental materials for AVID	LEA		C5. Supplemental resources (site expenditure)	C5. Supplemental resources (site expenditure)	C5. Supplemental resources (site expenditure)
		C6. Adult and Career Education <ul style="list-style-type: none"> • Adult basic education • Career Technical Education • Regional Occupation Programs • English as a Second Language • GED courses • Citizenship courses • Young Adult Transition Center developed for ages 16-22, to train SWDs in the areas of employment, independent living, and community experiences. 			C6. Identify location- no cost	C6. Facility lease \$35,000 – SPED	C6. Facility lease \$35,000 – SPED
					C6. Supplemental materials \$25,000 – SPED (obj. 4000-4999)	C6. Supplemental materials \$25,000 – SPED (obj. 4000-4999)	C6. Supplemental materials \$25,000 – SPED (obj. 4000-4999)
					C6. Teacher/ classified salaries \$150,000 – LCFF (obj. 1000-1999, 2000-2999,	C6. Teacher/ classified salaries \$150,000 – LCFF (obj. 1000-1999, 2000-2999,	C6. Teacher/ classified salaries \$150,000 – LCFF (obj. 1000-1999, 2000-2999,

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
		D1. Monitor student progress, develop common assessments and adjust instructional program to meet student needs	LEA		D1. No cost	3000-3999) D1. No cost	3000-3999) D1. No cost
		D2. Common formative assessments	LEA		D2. No cost	D2. No cost	D2. No cost
		D3. District Single Assessment	LEA		D3. Printing Costs \$60,000 LCFF (obj. 5000-5999)	D3. Printing Costs \$60,000 LCFF (obj. 5000-5999)	D3. Printing Costs \$60,000 LCFF (obj. 5000-5999)
		D4. Analysis of California High School Exit Exam results	LEA		D4. No cost	D4. No cost	D4. No cost
		D5. Progress monitoring tools (student information system)	LEA		D5. Data Management System \$121,000 – LCFF (obj. 5000-5999)	D5. Data Management System \$121,000 – LCFF (obj. 5000-5999)	D5. Data Management System \$121,000 – LCFF (obj. 5000-5999)
		D6. English language development assessment tools	LEA		D6. No cost	D6. No cost	D6. No cost
		D7. AP and EAP test results	LEA		D7. No cost	D7. No cost	D7. No cost
		D8. California Assessment of Student Performance and Progress (CAASPP)	LEA		D8. No cost	D8. No cost	D8. 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: 2015-16	Year 3: 2016-17
<p>E. Provide professional development for staff</p> <ul style="list-style-type: none"> Sites provide adequate and appropriate professional development and collaboration time Continue transition to CCSS Recruit and retain highly-qualified teachers & ensure appropriate placement 		E1. Implementation of shifts in ELA and the Mathematical Practices and Next Generation Science Standards	LEA		E1. Supplemental resources \$20,000 – LCFF (obj. 4000-4999)	E1. Supplemental resources \$5,000 – LCFF (obj. 4000-4999)	E1. Supplemental resources \$5,000 – LCFF (obj. 4000-4999)
		E2. Conduct grade/course level collaborative team meetings and Professional Learning Communities to discuss the instructional program to strengthen implementation of Units of Study, textbooks/resources and Common Core State Standards	LEA		E2. \$420,000 – CCSS (obj. 1000-1999, 2000-2999, 3000-3999, 4000-4999)	E2. No cost	E2. No cost
		E3. Training in the analysis and use of state data, district single assessments, and formative assessment results	LEA		E3-E15. Conferences/workshops -\$30,000 - LCFF (obj. 1000-1999, 3000-3999, 5000-5999) -\$636,000-CCSS (obj. 1000-1999, 3000-3999, 5000-5999)	E3-E15. Conferences/workshops -\$30,000 - LCFF (obj. 1000-1999, 3000-3999, 5000-5999) -\$636,000-	E3-E15. Conferences/workshops -\$30,000 - LCFF (obj. 1000-1999, 3000-3999, 5000-5999) -\$636,000-
		E4. Continue training and support in Professional Learning Communities (PLCs)	LEA				
		E5. Project-based learning and differentiation	LEA				
		E6. Training in Response to Instruction & Intervention	LEA				

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
		E7. Training in effective use of technology in the classroom	LEA		<i>in CCSS plan)</i>		
		E8. Teacher growth and development (Teacher Induction Support, PAR, Mentors, Interns)	LEA		-\$100,000-Title II (obj. 1000-1999, 3000-3999, 5000-5999)	-\$100,000-Title II (obj. 1000-1999, 3000-3999, 5000-5999)	-\$100,000-Title II (obj. 1000-1999, 3000-3999, 5000-5999)
		E9. Training in access to core strategies for English Learners	LEA		-Additional site expenditures-	-Additional site expenditures-	-Additional site expenditures-
		E10. Paraprofessional training	LEA		-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)	-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)	-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)
		E11. Training in classroom management and positive behavior supports	LEA		-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)	-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)	-Certificated over-contract costs \$15,000 - LCFF (obj. 1000-1999, 3000-3999)
		E12. Training in new standards-aligned instructional materials	LEA		-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)	-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)	-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)
		E13. Training of general education and special education teachers participating in collaborative/ co-teaching classroom models	LEA		-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)	-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)	-\$ Title I, II, III (obj. 1000-1999, 3000-3999, 5000-5999)
		E14. Training of general education and special	LEA		-Classified over-contract costs \$5,000 – LCFF	-Classified over-contract costs \$5,000 – LCFF	-Classified over-contract costs \$5,000 – LCFF

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>education teachers and instructional assistants in supporting SWDs in the general education environment, including academic and positive-behavior supports</p> <p>E15. Continue with Curriculum Articulation Team (CART) trainings and grade/department level calibrations</p> <p>E16. Teacher Induction Support/Mentors/ Interns/PAR</p> <p>E17. Teachers on Assignment (TOA)-Instructional coaches</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>(obj. 2000-2999, 3000-3999, 5000-5999) -\$ Title I, II, III (obj. 2000-2999, 3000-3999, 5000-5999)</p> <p>-Substitute costs \$2,000 – LCFF (obj. 1000-1999, 3000-3999) -\$500,000 - Title I, II (obj. 1000-1999, 3000-3999, 5000-5999)</p> <p>E16. Stipends \$170,000 – LCFF (obj. 1000-1999, 3000-3999)</p> <p>E17. TOAs \$800,000 –</p>	<p>(obj. 2000-2999, 3000-3999, 5000-5999) -\$ Title I, II, III (obj. 2000-2999, 3000-3999, 5000-5999)</p> <p>-Substitute costs \$2,000 – LCFF (obj. 1000-1999, 3000-3999) -\$500,000 - Title I, II (obj. 1000-1999, 3000-3999, 5000-5999)</p> <p>E16. Stipends \$170,000 – LCFF (obj. 1000-1999, 3000-3999)</p> <p>E17. TOAs \$800,000 –</p>	<p>(obj. 2000-2999, 3000-3999, 5000-5999) -\$ Title I, II, III (obj. 2000-2999, 3000-3999, 5000-5999)</p> <p>-Substitute costs \$2,000 – LCFF (obj. 1000-1999, 3000-3999) -\$500,000 - Title I, II (obj. 1000-1999, 3000-3999, 5000-5999)</p> <p>E16. Stipends \$170,000 – LCFF (obj. 1000-1999, 3000-3999)</p> <p>E17. TOAs \$800,000 –</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>LCFF (obj. 1000-1999, 3000-3999) -\$800,000 - Title I, II, III (obj. 1000-1999, 3000-3999)</i>	<i>LCFF (obj. 1000-1999, 3000-3999) -\$800,000 - Title I, II, III (obj. 1000-1999, 3000-3999)</i>	<i>LCFF (obj. 1000-1999, 3000-3999) -\$800,000 - Title I, II, III (obj. 1000-1999, 3000-3999)</i>
<p>2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.</p> <p><u>Sub-goals:</u></p> <p>A. Ensure that all sites have a Safe School Plan (SSP)</p> <p>B. Provide students and parents with opportunities to discuss concerns regarding school</p>	<p>Conditions of Learning: -Basic services (1): facilities maintained in good repair</p> <p>Engagement: -Pupil engagement (5) -School climate (6)</p>	<p>A. Ensure all sites have a safe school plan</p> <p>B1. Provide students and parents with opportunities to discuss concerns regarding school climate and safe learning environment</p>	<p>LEA</p> <p>LEA</p>		<p>A. Printing costs (site expenditures)</p> <p>B1. No cost</p> <p>B2. Printing costs (site expenditures)</p>	<p>A. Printing costs (site expenditures)</p> <p>B1. No cost</p> <p>B2. Printing costs (site expenditures)</p>	<p>A. Printing costs (site expenditures)</p> <p>B1. No cost</p> <p>B2. Printing costs (site expenditures)</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
climate and safe learning environment		B2. Sites will distribute and review parent and student surveys regarding school climate and instructional program	LEA		B2. Postage (site expenditures)	B2. Postage (site expenditures)	B2. Postage (site expenditures)
C. Ensure all instructional materials, facilities, equipment, furniture and grounds are maintained in good repair		C1. Ensure all facilities, equipment, furniture and grounds are maintained in good repair	LEA		C1. To be paid from deferred maintenance funds	C1. To be paid from deferred maintenance funds	C1. To be paid from deferred maintenance funds
		C2. Ensure that regular safety inspections are conducted at all sites and appropriate repairs or maintenance completed in a timely manner	LEA		C2. No cost	C2. No cost	C2. No cost
D. Increase attendance rates and graduation rates and decrease dropout rates, suspension and expulsion rates and absenteeism rates, especially chronic absenteeism (a pupil		D1. Programs, activities and incentives such as Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair, Renaissance, award programs	LEA		D1. Stipends \$4,000 – LCFF (obj. 1000-1999, 3000-3999)	D1. Stipends \$4,000 – LCFF (obj. 1000-1999, 3000-3999)	D1. Stipends \$4,000 – LCFF (obj. 1000-1999, 2000-2999)
		D2. Academic Attendance Recovery Coordination Program (AARC)	LEA		D1. Printing costs \$500 – LCFF (obj. 5000-5999)	D1. Printing costs \$500 – LCFF (obj. 5000-5999)	D1. Printing costs \$500 – LCFF (obj. 5000-

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
who is absent on 10 percent or more of the school days in the school year)		D3. Student Attendance Review Board (SARB)	LEA				5999)
		D4. Peer counseling, Safe School Ambassadors and other anti-bullying programs, School-wide Positive Behavior Intervention Support (PBIS), Attention to Attendance, etc. to help support students to feel connected to school and reduce suspension/expulsions and absenteeism	LEA		D1. Supplemental resources \$3,500 – LCFF (obj. 4000-4999)	D1. Supplemental resources \$3,500 – LCFF (obj. 4000-4999)	D1. Supplemental resources \$3,500 – LCFF (obj. 4000-4999)
				D2. Classified over-contracts \$700 – LCFF (obj. 2000-2999, 3000-3999)	D2. Classified over-contracts \$700 – LCFF (obj. 2000-2999, 3000-3999)	D2. Classified over-contracts \$700 – LCFF (obj. 2000-2999, 3000-3999)	
				D2.Certificated over-contracts \$80,000 – LCFF (obj. 1000-1999, 3000-3999)	D2.Certificated over-contracts \$80,000 – LCFF (obj. 1000-1999, 3000-3999)	D2.Certificated over-contracts \$80,000 – LCFF (obj. 1000-1999, 3000-3999)	
				D2. Contracted services n/a D2. Supplemental resources (site expenditure)	D2. Contracted services n/a D2. Supplemental resources (site expenditure)	D2. Contracted services n/a D2. Supplemental resources (site expenditure)	
D5. Probation Officer	LEA						

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
					D3. Contracted services (Attention to Attendance) \$50,000 - LCFF (obj. 5000-5999)	D3. Contracted services (Attention to Attendance) \$50,000 - LCFF (obj. 5000-5999)	D3. Contracted services (Attention to Attendance) \$50,000 - LCFF (obj. 5000-5999)
					D4. Additional site expenditures	D4. Additional site expenditures	D4. Additional site expenditures
					D5. Probation officer salary funded through SB County	D5. Probation officer salary funded through SB County	D5. Probation officer salary funded through SB County
3. To involve our parents, families, and community stakeholders as direct partners in the education of all students. <u>Sub-goals:</u> A. Ensure parent and community	Engagement: -Parent Involvement (3) -School Climate (6)	A1. Provide parent training, learning opportunities and workshops, including the use	LEA		A1. Certificated over-contracts \$1,000 - LCFF	A1. Certificated over-contracts \$1,000 - LCFF	A1. Certificated over-contracts \$1,000 - 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
involvement in academic improvement strategies, including representatives from EL, LI, and FY populations.		of technology					
		A2. District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic and Parenting Partners	LEA		(obj. 1000-1999, 3000-3999)	(obj. 1000-1999, 3000-3999)	(obj. 1000-1999, 3000-3999)
		A3. Enhance the District’s Family and Parent Resource Center (FPRC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to improve parenting skills and student achievement	LEA		A1.Certificated over-contracts \$5,000 – Title I, III (obj. 1000-1999, 3000-3999)	A1.Certificated over-contracts \$5,000 – Title I, III (obj. 1000-1999, 3000-3999)	A1.Certificated over-contracts \$5,000 – Title I, III (obj. 1000-1999, 3000-3999)
		A4. District and site administrators will inform parents of the impact of the assessment results on students placement and participation in core curriculum classes, intervention classes and support programs	LEA		A2. Contracted services (site expenditures) A3. Classified salaries \$55,000 – LCFF (obj. 2000-2999, 3000-3999) A3. Classified over-contracts \$1,000 - LCFF (obj. 2000-2999, 3000-3999)	A2. Contracted services (site expenditures) A3. Classified salaries \$55,000 – LCFF (obj. 2000-2999, 3000-3999) A3. Classified over-contracts \$1,000 - LCFF (obj. 2000-2999, 3000-3999)	A2. Contracted services (site expenditures) A3. Classified salaries \$55,000 – LCFF (obj. 2000-2999, 3000-3999) A3. Classified over-contracts \$1,000 – LCFF (obj. 2000-2999, 3000-3999)

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>A5. Through marketing brochures for specialized programs, build interest and awareness of all opportunities available with students and parents</p> <p>A6. Communicate student progress through access to parent portals/links on the district website and information system</p> <p>A7. Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>A3. Supplemental Resources (site expenditures)</p> <p>A4. Postage \$5,000 – LCFF (obj. 5000-5999)</p> <p>A5. Printing costs (site expenditures)</p> <p>A6 & 7. Contracted services for web development \$10,000 - LCFF (obj. 5000-5999)</p> <p>A7. Student Info System/ Automated Caller \$147,000 -</p>	<p>A3. Supplemental Resources (site expenditures)</p> <p>A4. Postage \$5,000 – LCFF (obj. 5000-5999)</p> <p>A5. Printing costs (site expenditures)</p> <p>A6 & 7. Contracted services for web development \$10,000 - LCFF (obj. 5000-5999)</p> <p>A7. Student Info System/ Automated Caller \$147,000 -</p>	<p>A3. Supplemental Resources (site expenditures)</p> <p>A4. Postage \$5,000 – LCFF (obj. 5000-5999)</p> <p>A5. Printing costs (site expenditures)</p> <p>A6 & 7. Contracted services for web development \$10,000 - LCFF (obj. 5000-5999)</p> <p>A7. Student Info System/ Automated Caller \$147,000 -</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF (obj. 5000-5999) A7. Printing costs (site expenditures) A7. Postage (site expenditures)	LCFF (obj. 5000-5999) A7. Printing costs (site expenditures) A7. Postage (site expenditures)	LCFF (obj. 5000-5999) A7. Printing costs (site expenditures) A7. Postage (site 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
curriculum, instruction and assessment to prepare our students for success in college and/or a career 2. Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students	Standards (2) • Course Access (7) Pupil Outcomes: • Pupil Achievement (4) • Other Pupil Outcomes (8) Engagement: • Parent Involvement (3) • Pupil Engagement (5) School Climate (6)	<ul style="list-style-type: none"> • Increase support to sites with high LCFF of unduplicated students, such as staff and professional development • Ensure universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills • All staff will receive on-going training in methods to understand the economic status of 	LEA		n/a	Certificated salaries \$400,000 – LCFF (obj. 1000-1999, 3000-3999) Classified salaries \$100,000 – LCFF (obj. 2000-2999, 3000-3999)	Certificated salaries \$400,000 – LCFF (obj. 1000-1999, 3000-3999) Classified salaries \$100,000 – LCFF (obj. 2000-2999, 3000-3999)
			LEA		Supplemental resources \$10,000 – LCFF (obj. 4000-4999)	Supplemental resources \$10,000 – LCFF (obj. 41000-4999)	Supplemental resources \$10,000 – LCFF (obj. 4000-4999)
			LEA		Certificated/ Classified over-contracts (site expenditures)	Certificated/ Classified over-contracts (site expenditures)	Certificated/ Classified over-contracts (site 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>career</p> <p>2. Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students</p> <p>3. To involve our parents, families, and community stakeholders as direct partners in the education of all students</p>	<ul style="list-style-type: none"> Other Pupil Outcomes (8) <p>Engagement:</p> <ul style="list-style-type: none"> Parent Involvement (3) Pupil Engagement (5) <p>School Climate (6)</p>	<p>intervention and strategic support courses and structured English Language Development (ELD) through research-based instructional strategies</p> <ul style="list-style-type: none"> EL students will be provided academic support to meet specific needs of the core instructional program to ensure that they meet Annual Measurable Achievement Objectives (AMAO 1-3) Provide support in English Language Development to ensure continued progress towards full English proficiency Added support and training will be developed to 	<p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>Bilingual Assistants (site expenditures)</p> <p>After school support (FLAIR) \$100,000 - Title III (obj. 1000-1999, 2000-2999, 3000-3999)</p> <p>EL coach classroom observations and modeling \$ no cost</p> <p>Instructional staff training and support \$30,000 – Title</p>	<p>Bilingual Assistants (site expenditures)</p> <p>After school support (FLAIR) \$100,000 - Title III (obj. 1000-1999, 2000-2999, 3000-3999)</p> <p>EL coach classroom observations and modeling \$ no cost</p> <p>Instructional staff training and support \$30,000 – Title</p>	<p>Bilingual Assistants (site expenditures)</p> <p>After school support (FLAIR) \$100,000 - Title III (obj. 1000-1999, 2000-2999, 3000-3999)</p> <p>EL coach classroom observations and modeling \$ no cost</p> <p>Instructional staff training and support \$30,000 – Title</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>enhance the instruction of long-term EL students</p> <ul style="list-style-type: none"> Support will be given to help students achieve proficiency through building academic vocabulary both orally and in reading and writing Require and monitor teacher use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD to support EL students, as well as, linguistically appropriate goals Ensure that the teachers are addressing the ELA 	<p>LEA</p> <p>LEA</p> <p>LEA</p>		<p><i>III (obj. 1000-1999, 2000-2999, 3000-3999)</i></p> <p>Supplemental resources (site expenditures-see pg. 20)</p> <p>EL implementation rubric (report) \$ no cost</p> <p>EL coach/ site admin. classroom observations</p>	<p><i>III (obj. 1000-1999, 2000-2999, 3000-3999)</i></p> <p>Supplemental resources (site expenditures-see pg. 20)</p> <p>EL implementation rubric (report) \$ no cost</p> <p>EL coach/ site admin. classroom observations</p>	<p><i>III (obj. 1000-1999, 2000-2999, 3000-3999)</i></p> <p>Supplemental resources (site expenditures-see pg. 20)</p> <p>EL implementation rubric (report) \$ no cost</p> <p>EL coach/ site admin. classroom observations</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>and ELD standards when instructing English Learners and that a solid consistent program of ELD instruction is provided daily for a minimum of 40-45 minutes per day, differentiated based on English proficiency levels</p> <ul style="list-style-type: none"> • Prepare for and implement AVID Excel for middle school long-term EL students • Implement a College/Career Readiness program for high school long-term EL students 	<p>Middle Schools</p> <p>High Schools and Continuation Schools</p>		<p>and modeling \$ no cost</p> <p>Contracted services \$50,000 – Title III (obj. 5000-5999)</p> <p>2 Bilingual assistants to conference with and monitor long-term ELs and parents \$42,000 - LCFF \$42,000 – Title III (obj. 2000-2999, 3000-3999)</p>	<p>and modeling \$ no cost</p> <p>Contracted services \$50,000 – Title III (obj. 5000-5999)</p> <p>2 Bilingual assistants to conference with and monitor long-term ELs and parents \$42,000 - LCFF \$42,000 – Title III (obj. 2000-2999, 3000-3999)</p>	<p>and modeling \$ no cost</p> <p>Contracted services \$50,000 – Title III (obj. 5000-5999)</p> <p>2 Bilingual assistants to conference with and monitor long-term ELs and parents \$42,000 - LCFF \$42,000 – Title III (obj. 2000-2999, 3000-3999)</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>For re-designated fluent English proficient pupils:</p> <p>1. Provide high-quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career</p> <p>2. Provide a physically and emotionally safe climate and learning environment that is culturally responsive to</p>	<p>For re-designated fluent English proficient pupils:</p> <p>Conditions of Learning:</p> <ul style="list-style-type: none"> Course Access (7) <p>Pupil Outcomes:</p> <ul style="list-style-type: none"> Pupil Achievement (4) Other Pupil Outcomes (8) <p>Engagement:</p> <ul style="list-style-type: none"> Parent Involvement (3) Pupil Engagement (5) 	<p>For re-designated fluent English proficient pupils:</p> <ul style="list-style-type: none"> Parents and students receive both high school graduation requirements and UC/CSU entrance requirements annually beginning in the 6th grade Hold scholarship workshops for all high school RFEP students and their parents Provide lower counselor: student ratios for RFEP students so that each RFEP student enrolls in coursework that is UC/CSU approved and participates in college preparation programs and workshops 	<p>LEA</p> <p>High Schools and Continuation Schools</p> <p>High Schools and Continuation Schools</p>		<p>Counselors provide printed information and updates \$2,000 – LCFF (obj. 5000-5999)</p> <p>Classified over-contracts (site expenditures)</p> <p>No cost</p>	<p>Counselors provide printed information and updates \$2,000 – LCFF (obj. 5000-5999)</p> <p>Classified over-contracts (site expenditures)</p> <p>Hire additional bilingual counselor \$100,000 – LCFF (obj. 1000-1999, 3000-3999)</p>	<p>Counselors provide printed information and updates \$2,000 – LCFF (obj. 52000-5999)</p> <p>Classified over-contracts (site expenditures)</p> <p>Hire additional bilingual counselor plus current \$200,000 – LCFF (obj. 1000-1999, 3000-3999)</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
all students 3. To involve our parents, families, and community stakeholders as direct partners in the education of all students							
For Foster Youth: 1. Provide high-quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career 2. Provide a physically	For Foster Youth: Conditions of Learning: <ul style="list-style-type: none"> • Implementation of State Standards (2) • Course Access (7) Pupil Outcomes: <ul style="list-style-type: none"> • Pupil Achievement (4) • Other Pupil Outcomes (8) Engagement: <ul style="list-style-type: none"> • Pupil 	For Foster Youth: Teachers will use data to determine additional strategic and intensive support needed for Foster Youth (FY) <ul style="list-style-type: none"> • All staff will receive on-going training in methods to understand the economic status of students and the correlation with their learning such as Ruby Payne Framework on Understanding 	LEA		Training provided by district staff \$ no cost Training resources \$2,000 – LCFF (obj. 4000-4999)	Training provided by district staff \$ no cost Training resources \$2,000 – LCFF (obj. 4000-4999)	Training provided by district staff \$ no cost Training resources \$2,000 – LCFF (obj. 4000-4999)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and emotionally safe climate and learning environment that is culturally responsive to all students	Engagement (5) • School Climate (6)	Poverty	LEA		Training provided by district staff \$ no cost	Training provided by district staff \$ no cost	Training provided by district staff \$ no cost
		• Provide opportunities for foster parents to be trained in how to support students academically	LEA		Training provided by district staff \$ no cost	Training provided by district staff \$ no cost	Training provided by district staff \$ no cost
		• Classified staff will receive on-going training in procedures of how to register foster youth	LEA		Support services \$20,000 – LCFF (obj. 4000-4999, 5000-5999)	Support services \$20,000 – LCFF (obj. 4000-4999, 5000-5999)	Support services \$20,000 – LCFF (obj. 4000-4999, 5000-5999)
		• Allocate funds for academic supports, tests and remediation; transportation; and costs and fees for sports and extracurricular programs					
		• Ensure LEA foster youth liaison has adequate time, knowledge and resources, including additional staff if needed, to fully execute the			Liaison will hold foster parent meetings to provide information and support to families \$ no cost	Liaison will hold foster parent meetings to provide information and support to families \$ no cost	Liaison will hold foster parent meetings to provide information and support to families \$ no cost

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>our students for success in college and/or a career</p> <p>2. Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Pupil Engagement (5) School Climate (6) 	<p>issues/challenges impacting education</p> <ul style="list-style-type: none"> Provide administrative and library services, supported by a standards-aligned plan integrating the arts into the curriculum to support literacy and numeracy Provide technology support services integrating 21st Century Skills into the curriculum including the arts to support literacy and numeracy 	<p>LEA</p> <p>LEA</p>		<p>\$100,000 – LCFF (obj. 2000-2999, 3000-3999)</p> <p>Library Media Specialists \$600,000 – LCFF (obj. 2000-2999, 3000-3999)</p> <p>Computer Learning Specialists \$ (site expenditures)</p>	<p>\$100,000 – LCFF (obj. 2000-2999, 3000-3999)</p> <p>Library Media Specialists \$600,000 – LCFF (obj. 2000-2999, 3000-3999)</p> <p>Computer Learning Specialists \$900,000 – LCFF (obj. 2000-2999, 3000-3999)</p>	<p>\$100,000 – LCF (obj. 2000-2999, 3000-3999)</p> <p>Library Media Specialists \$600,000 – LCFF (obj. 2000-2999, 3000-3999)</p> <p>Computer Learning Specialists \$900,000 – LCFF (obj. 2000-2999, 3000-3999)</p>

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and LCFF 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 per cent 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 LCFF 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.)

For the 2014-15 school year, Hesperia USD will receive an increase in funds of \$12 million. This amount was calculated on the unduplicated count of low income, foster youth and English learners estimated at slightly above 70%. Supplemental and concentration funds are being expended on a district-wide basis to meet the needs of all students including the above target groups. This will be effective because it maintains or increases all students' levels of academic proficiency. These funds are being used to provide an increase of quality learning opportunities through hiring additional highly-qualified teachers, along with tools needed to prepare all students for tomorrow's world.

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

In an effort to provide improved services to low income students, foster youth and English learners and to meet the district goals/state priorities, additional supports for student programs include allocating funds for the following:

- Academic supports
 - Tests
 - Remediation
 - Transportation
 - Costs and fees for sports and extracurricular programs
- Health services
 - Additional psychologists/counselors

- Behavior intervention specialist
- Social worker
- Professional development based on:
 - ELD standards
 - Ruby Payne- Framework for Understanding Poverty
 - EL coach
- Support staff such as:
 - Bilingual assistants to help students in classrooms and to conference with and monitor long- term ELs
 - Testing specialists
- Parent intervention programs
 - Parent Project
 - Parenting Partners
 - Latino Family Literacy
- Other supplemental resources
 - Avid Excel
 - Academic Vocabulary Toolkits
 - Words Their Way
 - Write from the Beginning/Future

These increases and improvements will ensure proportionality of 9.24% for the 2014-15 school year.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Appendix

Metric

1. District Single Assessment
2. Standardized State Test Results including CELDT
3. Score on API
4. Exit rate from remedial/intervention programs
5. A-G/ROP and CTE Course Completion
6. AP Exams
7. EAP Results
8. Students enrolled in college/career pathways (integrated in all required areas of study)
9. Data system to measure and monitor students' results on local assessments
10. Physical Fitness Test
11. District 4C Rubric
12. Database of teacher credentials and assignments
13. Safe School Plans
14. Williams Quarterly Reports
15. Graduation/Dropout Rates Middle and High School
16. Suspension/Expulsion Rates
17. Student Attendance/Chronic Absenteeism Rates
18. Parent/Student/Community survey input
19. Parent Participation Report
20. AMAO 2
21. EL Reclassification Rates