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

<u>**Introduction:**</u>

LEA: <u>**Salinas Union High School District**</u> **Contact (Name, Title, Email, Phone Number):**<u>**Dan Burns, Associate Superintendent 831-796-7027**</u> **LCAP Years:** <u>**2014-17**</u>

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
The Salinas Union High School District held meaningful engagement with parents, parent advisory committees, employee organizations, staff, administration, students and community members. A common presentation was delivered to the following stakeholder groups from December through March during their regularly scheduled monthly meeting:	The initial meetings at school sites were not as well attended as anticipated (approximately 200 participants). However, those that attended participated fully in the process and gave valuable input to impact the development of the LCAP.
District English Language Advisory Committee (DELAC) (12-2-13) **English Learner Advisory Committees by site (ELAC) Monthly** **School Site Council by site (SSC) Monthly** **Migrant District Advisory Committee (2-10-14)**	The structured meetings, (ELAC, DELAC, SSC, etc), yielded better participation numbers and the feedback was used to create lists of priorities for meeting the needs of the target populations. The increased participation provided more focus on key areas of improvement.
The District administered multiple forms of surveys from January to April and extended them through the process to gain additional feedback of stakeholders with a focus on the following groups: **Parent, Student, and Community Surveys** **Employee Organizations and membership** **District and site administration**	A survey was also used, and remains active, to solicit feedback from all stakeholders. Over 360 employees responded to the survey to provide feedback on the essential questions geared a soliciting input for improved practices. Also, over 1700 students participated in the survey. These large numbers of participants provided additional areas to focus LCAP resources.
Community Meetings: Administrators and lead teachers at every site were trained on LCFF and the LCAP process before the presentations were delivered. All presentations were delivered in Spanish and English.	The questions used in the survey provided a structure to responses focused on improvement and / or new ideas for meeting the needs of our students. The questions represent target areas of need for all students but more specifically for students in the three subgroups English Learner, Low Income, Foster Youth (EL, LI, FY).
In an effort to engage in meaningful dialogue participants were broken up into smaller table groups with a facilitator who was able to guide the participants through the five questions: • How can we help more students attend school regularly? • How can we help more students do well in their classes?	

Involvement Process	Impact on LCAP
• How can we help more students graduate from high school? • How can we help more students prepare for college and careers? • How can we help more parents become involved in our school? The facilitators recorded the feedback and it was then sorted based on the 8 state priorities and then further synthesized into three clusters: Conditions of Learning, Pupil Outcomes, and Engagement	The impact of surveys allowed for a diversity of forums for responses to the questions posed. These responses were connected with responses from the in-person meetings.
Presentation Dates: El Sausal, Harden, La Paz Middle Schools January 22, 2014 Washington Middle January 30, 2014 Alisal High January 22, 2014 Salinas High January 14, 2014 Everett Alvarez High January 23, 2014 North Salinas High January 16, 2014 Mount Toro and El Puente January 28, 2014	The overall impact of the stakeholder feedback was the ability to address not only how the LCAP can be molded to address resources for student services but the feedback also allowed for the district to address areas to improve its overall systematic processes for improved quality.
An online survey was also created and posted on the district website to give parents, students, staff and community members an opportunity to provide feedback if they were unable to attend one of our meetings. **Response Data:** Certificated Responses 291 Classified Responses 52 Management 40 Students 1723 Parents 500 Community 21 California School Employees Association (CSEA) Salinas Valley Federation of Teachers (SVFT) Priorities: Based on the multiple forms of stakeholder feedback the following areas were priorities for developing new or different types of services utilizing the resources of the LCFF:	The impact of the additional surveys provided an opportunity to triangulate responses and create priorities for building services and actions.

Involvement Process	Impact on LCAP
Student Support Services including: mental health behavioral health academic interventions attendance and truancy student support campus safety customer service and / or systematic response to and within the community staff professional development to include sensitivity training related to current societal pressures.	

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.

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
Need: To increase graduation rate each year towards 100% graduates. Metric 1: Graduation rates (cohort) will show an increase of 2-5% annually.	Goal 1: All students will graduate college and/or career ready.	All Students with an emphasis on closing gaps in graduation rates of subgroups (EL, FY, LI)	High Schools	Annual analysis of graduation rates with comparison of prior years.	Graduation rate will increase by 2% at every high school.	Graduation rate will increase by 2% at every high school.	Graduation rate will increase by 2% at every high school.	State Priorities 2,3,4,7,8 SUHSD Board Goal 1,
	All students will graduate college and/or career ready.	All Students with an emphasis on closing gaps in	Middle Schools	Annual analysis of promotion rates	Middle School promotion rates will increase by 2-5%.	Middle School promotion rates will increase by 2-	Middle School promotion rates will increase by 2-	State Priorities 2,3,4,5, SUHSD Board Goal 1

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
		promotion rates of subgroups. (EL,FY,LI)		compared to previous years. Including subgroup data (EL, FY, LI)		5%.	5%.	
Need: To increase graduation rate each year towards 100% graduates. Metric 2: Increase the %age of students who have access to Career Technical Education (CTE) programs.	All students will graduate college and/or career ready.	All Students with an emphasis on closing gaps in promotion rates of subgroups. (EL,FY,LI	High Schools	Annual CTE Enrollment reports.	Students will have access to CTE "Concentration" and pathway courses to promote career readiness.	Increase student enrollment and completion % in CTE "Concentrator" and pathway courses.	Increase student enrollment and completion % in CTE "Concentrator" and pathway courses.	State Priorities 2,3,4,5, SUHSD Board Goal 1

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
Needs: LI, EL and FY must meet or exceed total population achievement targets. Metric 3: The achievement gap will be closed by 2-5% annually between subgroups and All students.	All Students will graduate college and / or career ready.	All Students with an emphasis on identified subgroups.	ALL	Annual analysis of performance data with comparison of prior years.	The achievement gap will be closed by 2-5% as measured by new test accountability system.	The achievement gap will be closed by 2-5% as measured by new test accountability system.	The achievement gap will be closed by 2-5% as measured by new test accountability system.	State Priorities 2,4,7,8 SUHSD Board Goal 1,
Need: To increase the number of highly	Goal 2: All teachers will be highly qualified,	All	All	Annual analysis of recruitment, professional	The percentage of teachers trained in GRR and CM will	The percentage of teachers in GRR and CM	The percentage of teachers implementing	State Priorities 1,2,3, SUHSD Board Goal 2,

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
qualified teachers that are recruited, trained and retained. Metric 4: Increase the percentage of teachers that participate in professional development aligned with district initiatives.	trained and retained.			development and BTSA support programs.	increase to 90%. Baseline data will be taken on implementation of CCSS and Next Gen Sci/ELD standards.	will increase to 95%. The percentage of teachers implementing CCSS and Next Generation Science and ELD standards will increase by 20%.	CCSS and Next Generation Science and ELD standards will increase by 20%.	
Need: Decrease the number and % of	**Goal 3:** All students will be engaged in learning	All	All	Annual Board report based on CALPADS	Decrease number of suspensions, expulsions,	Decrease number of suspensions, expulsions,	Decrease number of suspensions, expulsions,	State Priorities 5,6,8, SUHSD Board Goal 3

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
students being suspended or expelled. Metric 5: Decrease percentage of expulsion and suspensions by 3%.	environments that are safe, caring and healthy.			data.	disciplinary referrals by 3%.	disciplinary referrals by 2%.	disciplinary referrals by 1%.	
Need: All students attend school on a regular basis. Metric 6: Student average daily attendance will increase by .5% each year.	All students will be engaged in learning environments that are safe, caring and healthy.	All	All	Quarterly Attendance reporting and semi-annual P1 and P2 attendance reports.	Student ADA will increase .5% every year.	Student ADA will increase .5% every year.	Student ADA will increase .5% every year.	State Priorities 5,8, SUHSD Board Goal 3

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 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
Need: To have exceptional facilities that promote ideal conditions of learning for all students.

Metric 7: All site facilities will continue to be rated as "Exemplary" under Williams annual reviews. | All students will be engaged in learning environments that are safe, caring and healthy. | All | All | Board Report | Students will have "Exemplary" rated learning facilities. | Students will have "Exemplary" rated learning facilities.. | Students will have "Exemplary" rated learning facilities. | State priority 8 |

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.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	All	Certificated classroom teachers to deliver instruction in all classes.	LEA-wide	Analysis of student engagement, performance data, and on-track for graduation data.	***Performance Based Budget (PBB)*** PBB: 15-01 Base Grant ($46,166,048)	Base Grant Anticipated Growth 2.71%	Base Grant Anticipated Growth TBD
1	ALL	District & Site Administration to provide instructional and operational leadership to support student achievement.	LEA-wide	Analysis of student engagement, performance data, and on-track for graduation data.	PBB: 15-02 Base Grant ($8,155,576) Includes the addition of three high school Assistant Principals	Continue service level from previous year	Continue service level from previous year.
1	2,4,5,6,8	Personnel and resources to provide Library services aligned with instructional programs.	Comprehensive Sites	Annual Surveys: Frequency and types of usage and support provided.	PBB: 15-03 Base Grant ($839,392)	Continue level of service from previous year.	Continue level of service from previous year.
1	3,4,5,6,8	Certificated Counseling personnel to support academic and behavioral development.	LEA-wide	Analysis of Graduation rates, annual progress checks, surveys.	PBB: 15-04 Base Grant ($4,229,110)	Increase of 5% to support additional Conditions of Learning services (mental	Continue level of service from previous year.

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
					health, counseling, PBIS, Interventions, etc.) Base Grant Addition ($169,486)		
3	3,4,5,6	Attendance accounting and recovery to support improvement of ADA.	LEA-wide	Monthly attendance data & P1 and P2 data.	PBB: 15-05 Base Grant ($1,373,505)	Continue level of service from previous year.	Continue level of service from previous year.
3	3,4,5	Health and Welfare services to support Conditions of Learning including site Health Aides.	LEA-wide	Annual survey data and anedotal evidnce of quantity or quality of service.	PBB: 15-06 Base Grant ($252,113)	Continue level of service from previous year.	Continue level of service from previous year.
1	2,3,4,5,6,7,8	Pupil Personnel Services to support Conditions of Learning, Pupil Outcomes and Engagement.	LEA-wide	Annual data analysis from each of category of service.	PBB: 15-07 Base Grant ($1,243,994)	Continue level of service from previous year.	Continue level of service from previous year.
3	1,6	Custodial / Campus Supervisor staff to maintain	LEA-wide	Annual survey data and quarterly	PBB: 15-08 Base Grant ($4,575,295)	Continue level of service from previous year.	Review addition of Campus Supervisors per

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
		safe, clean and engaging Conditions of Learning.		Williams reports.			Stakeholder feedback.
3	3,4,5,6	School athletic administration to support student engagement and positive school climate.	LEA-wide	Annual participation data.	PBB: 15-09 Base Grant ($916,862 Increase coaches stipends for new or growing sports (i.e. Women's Wrestling)	Continue level of service from previous year	Continue level of service from previous year.
	1	District expenses (pupil liability insurance, utilities, printing services, County Office of Ed services, alarms, etc.	LEA-wide	Annual analysis of expenses and internal or external audits.	PBB: 15-10 Base Grant ($4,525,679)	Review expenditures to re-instate 100% funding.	Review expenditures to re-instate 100% funding.
1	2,3,4,5,6,7,8	Support services for Alternative education programs to support students in alternative learning environments.	LEA-wide	Annual program enrollment and completion data from alternative ed sites.	PBB: 15-11 Base Grant ($1,927,602)	Continue level of service from previous year.	Review potential increase for additional on-line learning.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1	ALL	Site-based Formula Funds to provide resources to promote student learning.	Sites	Annual budget analysis.	PBB: 15-12 Base Grant ($1,898,549)	Continue level of service from previous year	Continue level of service from previous year.
1	ALL	Support services to implement the Testing, Research & Assessment programs to support student learning.	LEA-wide	Annually performance data.	PBB: 15-13 Base Grant ($533,608)	Review potential increase by 5% to accommodate Smarter Balanced Interim Assessments.	Continue level of service from previous year.
1	1,5,6	Transportation services to support home to school, school to school, school to home, and field trips for student engagement. This cover the maintenance costs.	LEA-wide	Annual budget analysis.	PBB: 15-14 Base Grant ($146,176)	Continue level of service from previous year.	Continue level of service from previous year.
1	4,5,6,7,8	Extended learning opportunities to support student achievement. This	LEA-wide	Annual enrollment and completion data.	PBB: 15-15 Base Grant ($382,144)	Continue level of service from previous year.	Continue level of service from previous year.

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
		includes summer school.					
1	3,4,5,8	Adult Education services to provide opportunities for adult learners.	Salinas Adult School	Annual enrollment and completion data.	PBB: 15-16 Base Grant ($1,652,099)	Maintenance of Effort	Maintenance of Effort
1	ALL	IDEA services required to support academic and behavioral health support for Students with Disabilities.	LEA-wide	Annual achievement data and performance indicators from IEPs.	PBB: 15-17 Base Grant ($544,150)	Continue level of service from previous year.	Review needs as program enrollment changes.
1	3,4,5,8	Career Technical Education programs to support preparing students for careers.	LEA-wide	Annual enrollment and completion data.	PBB: 15-18 Base Grant ($4,935,294)	Maintenance of Effort	Maintenance of Effort
1	ALL	Board of Trustee training to support district goals and priorities.	Board Level	Annual participation data.	PBB: 15-19 Base Grant ($207,305)	Continue level of service from previous year.	Continue level of service from previous year.
1	ALL	Office of Superintendent support to integrate all district services with alignment	LEA-wide	Annual contract review.	PBB: 15-20 Base Grant ($498,043)	Review needs to determine request to restore to 100%	Review needs to determine request to restore to 100%

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
		towards student achievement.					
1	ALL	Business office staff and resources to ensure alignment of budgets to goals.	LEA-wide	Annual audits.	PBB: 15-21 Base Grant ($1,653,812)	Review needs to determine request to restore to 100%	Review needs to determine request to restore to 100%
2	ALL	Human Resource staff and resources to ensure personnel goals are aligned with student achievement.	LEA-wide	Annual audits and surveys.	PBB: 15-22 Base Grant ($1,022,119)	Continue level of service from previous year.	Continue level of service from previous year.
1	1	Maintenance services to include the Warehouse, print shop and services of athletic equipment.	LEA-wide	Annual budget analysis.	PBB: 15-23 Base Grant ($296,578)	Review potential increase by 5% to accommodate additional costs.	Continue level of service from previous year.
1	ALL	Staff and services to support the Instructional programs aligned with student outcomes.	LEA-wide	Annual performance data and professional development surveys.	PBB: 15-24 Base Grant ($895,712)	Continue level of service from previous year.	Review potential increase to support an administrative position to focus on Common Core.
1	ALL	Staff and services	LEA-wide	Annual	PBB: 15-25	Continue level	Continue level

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
		to provide the informational and educational technology needs of the district.		network performance and usage data.	Base Grant ($1,542,744) Addition of TSA for Ed. Technology	of service from previous year	of service from previous year.
3	1	Actions and services to promote safe, well maintained learning facilities.	LEA-wide	Annual Williams reports.	PBB: 15-26 Base Grant ($243,837)	Continue level of service from previous year.	Review potential increase from outside funding sources.
3	1	Facilities and Planning	LEA-wide	Annual Williams reports.	PBB: 15-27 Base Grant ($244,081)	Continue level of service from previous year.	Continue level of service from previous year.

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
1	3,5,6,8	Pupil Personnel staff to support student achievement through focused mental health and counseling support for students.	LEA-wide	Analysis of student engagement, attendance data, suspension and expulsion data and on-track for graduation data.	Conditions of Learning services (Administrative support, mental health behavior specialists, counseling, Intervention Specialist, secretarial support etc.) Supplemental Grant: Target EL, FY and LI subgroups ($1,881,543)	Review implementation and continue towards full staffing of student services support positions.	Continue service level from previous year and review supplemental/ concentration allocation to ensure full staffing.
1	4,5,6,7,8	Extended Learning and Intersession opportunities to	LEA-wide	Annual enrollment and completion	Add Intersession and Extending	Continue level of service from previous year.	Continue level of service from previous year.

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
		support student achievement. This includes summer school, spring and winter.		data.	Learning Opportunities for target subgroups. Supplemental Grant ($631,656) Instructional materials, transportation. Supplemental / Concentration Grant ($139,000)		
2	ALL	Staff and services to support the Instructional programs aligned with student outcomes.	LEA-wide	Annual performance data and professional development surveys.	Instructional support staff (TSAs) including the addition of a TSA to focus on Next Generation ELD standards Supplemental Grant ($500,518)	Review potential increase to support an administrative position to focus on Common Core.	Continue level of service from previous year.
2	ALL	Hire teachers with BCLAD to provide primary language	LEA-wide	Credential Audit	Support teachers with cost of BCLAD	Continue level of service from previous year.	

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
		support for our newcomer EL population			exam Supplemental Grant targeted subgroup EL ($20,000)		
1	ALL	Director of Ed Services to support and integrate all district instructional services with alignment towards EL student achievement.	LEA-wide	Yearly board report	Director and support staff. Supplemental Grant targeted subgroups EL ($434,403) Centralized Services (prof. development, operational budget) Supplemental / Concentration Grant ($98,500)	Continue level of service from previous year.	Continue level of service from previous year.
1,2,3	ALL	Instructional Support services to align initiatives to student achievement.	LEA-wide	Annual performance reports.	Centralized services (contracts and hourly staff, instructional coaching) Supplemental / Concentration Grant ($584,818)	Continue level of service from previous year.	Continue level of service from previous year.

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
1	ALL	Staff and services to support the Instructional programs aligned with EL,FY, LI student outcomes.	LEA-wide	Reclassification Rates, LTEL percentages, ELSSA report	EL Specialists and support staff. Supplemental Grant targeted subgroups EL ($1,537,775)	Continue level of service from previous year.	Continue level of service from previous year.
1	ALL	Staff and services to support the parental involvement programs aligned with student achievement outcomes.	LEA-wide	Mid Year and End of Year Report.	Community Liaison staff at each site plus addition of one district Parent Coordinator and Parent Involvement services, supplies, conferences. Supplemental Grant targeted subgroups EL,FY,LI ($721,259) Parent meeting set up and snacks.	Continue level of service from previous year.	Continue level of service from previous year.

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
					Supplemental / Concentration Grant ($20,000)		
1	ALL	Services to provide structures and systems that promote a college/career focus.	LEA-wide	Annual network performance and usage data.	AVID will continue to grow by one section at every site. Supplemental Grant , targeted subgroups EL,FY,LI ($410,356)	AVID will continue to grow by one section at every site.	Continue level of service from previous year.
1	ALL	Instructional programs aligned with EL student outcomes.	LEA-wide	AMAO 1,2	Systematic ELD Supplemental Grant , targeted subgroup EL ($27,500). Rosetta Stone Licenses ($100,000)	Continue level of service from previous year.	Continue level of service from previous year.
1	ALL	Instructional programs aligned with student achievement outcomes.	LEA-wide	Reading levels and growth	READ 180 Upgrade and Coaching Supplemental Grant, , targeted subgroups EL,FY,LI ($80,000)	Continue level of service from previous year.	Continue level of service from previous year.

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
1	ALL	Instructional programs aligned with student achievement outcomes.	LEA-wide	Reading levels and growth	Accelerated Reader will be used by students who are reading below grade level. Supplemental grant , targeted subgroups EL,FY,LI (65,396)	Continue level of service from previous year.	Continue level of service from previous year.
1	ALL	Instructional programs aligned with student achievement outcomes.	LEA-wide	Credit analysis	Students will use Accelerated Education – Online Credit Recovery program to get on track for graduation. Supplemental / Concentration Grant ($75,000) for licenses and instructor time.	Continue level of service from previous year.	Continue level of service from previous year.
1	ALL	Instructional programs aligned with student achievement outcomes.	LEA-wide	Annual Single Plan review for each site.	Site LCFF budget focused on implementing goals of their SPSA directed at	Continue level of service from previous year.	Continue level of service from previous year.

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
					services for EL, LI, FY. Supplemental / Concentration grant ($680,000)		
3	ALL	Additional staff to maintain safe learning environments.	High Schools	Data analysis of positive school climate indicators.	The addition of a full-time classified position (Campus Security Officer) at each high school. Supplemental / Concentration grant ($168,792) Plus .2 per M.S site for Web coordination and .2 per H.S site for Link Crew coordination – Supplemental/ Concentration Grants ($192,832)	Continue level of service from previous year.	Continue level of service from previous year.

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
2	2	Professional development for teachers to include instructional strategies and multicultural sensitivity related to building positive relationships.	LEA-wide	Annual reports of professional development participation.	Professional development including in-day beyond the workday training sessions. Supplemental/ Concentration grants ($75,000) Sub costs ($50,000)	Continue level of service from previous year.	Continue level of service from previous year.
2	2	Course leads to support instruction and teacher collaboration.	All sites	Annual performance data.	Course Leads Supplemental/ Concentration grants ($195,000)	Continue level of service from previous year.	Continue level of service from previous year.
1,2	2,3,4,5	Education Technology support staff for implementing instructional tech.	LEA-wide	Annual technology usage reports.	Ed Tech. TSA Supplemental / Concentration Grants ($103,363)	Continue level of service from previous year.	Continue level of service from previous year.
1,2,3	ALL	Centralized Ed Services to support instructional initiatives.	LEA-wide	Annual performance data.	Discretionary instructional services. ($87,824) (Harmony at Home, Classified Training	Continue level of service from previous year.	Continue level of service from previous year.

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

Salinas Union High School District believes that a strong instructional program should be the entry point for supporting all students, especially our underperforming students. For this reason, SUHSD has chosen to use the majority of its proportionate share of the total LCFF increase ($8,880,535 for the current LCAP year) to strengthen core instructional programs. Resources will be focused primarily on services to support the social and emotional health of Foster students, and professional development opportunities to support EL students, and behavior and academic interventions. A complete and detailed explanation of resources can be found in Section 3A and 3 B of this LCAP document.

For the current LCAP year, SUHSD is providing the following services district-wide:

- Increase in HS and MS school counselors

- Summer school enrichment and credit recovery programs

- Community Liaisons

- EL Specialist and EL support Staff

- Behavior Specialist

Link Crew, WEB and AVID programs

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 SUSHD, the increase in proportionality for English Learners, Low Income Students and Foster Youth is **8.68%** in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The following actions go above and beyond the proportionality requirements for the District.

In line with SUHSD core vision and goals, the following actions and services are designed specifically to increase achievement for English Learners, Low Income Students and Foster Youth. The District will focus energy and resources in three key areas that collectively address the 8 LCFF priorities:

1. Conditions of Learning - Mental health and counseling support services.

2. Student Outcomes - Continual professional development to address the specific achievement needs of EL, LI, and FY subgroups.

3. Student Engagement - academic and behavioral support services.

Specific actions to support these key areas include, but are not limited to, increased access to college and career pathways, targeted literacy interventions, counseling services and professional development related to GRR and CM.

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.