



SUSD LCAP

2014-2015

(EXCLUDING DEPENDENT CHARTERS)

Table of Contents

Mission... 3

Goals For Student Learning and Achievement..... 3

Blueprint for Student Achievement 4

State Priorities 7

Section 1: Stakeholder Engagement 9

Section 2: Goals and Progress Indicators 13

Section 3: Table A: Actions, Services and Expenditures 33

Section 3: Table B: Actions, Services and Expenditures 45

Section 3: Table C: Description of Increase in Funding 51

Section 3: Table D: Description of Services Provided to Identified Pupils 51



Mission

The students of Stockton Unified School District are our most valuable resource and together with our community, we have an obligation to provide them with a world-class education. It is our solemn responsibility to provide every student with high quality instruction, a well-rounded educational experience, and the support necessary to succeed.

Goals For Student Learning and Achievement

1. Every child by the end of 3rd grade will read and comprehend at the proficient level.
2. Every child by the end of 8th grade will demonstrate mastery of Algebra concepts and application.
3. Every child by the end of 12th grade will graduate and be college or career ready.

Blueprint for Student Achievement

The purpose of the Stockton Unified School District Blueprint is to define in context the Programs, Procedures, Practices, and Policies that manage our Instructional Program within a systems approach.

The Blueprint explains the Focus, Alignment, Expectations, and Opportunities of SUSD's Educational Services to all stakeholders including: The Board of Education, Management, Site Management, Teachers, Staff, Parents, Community Members, and Students.

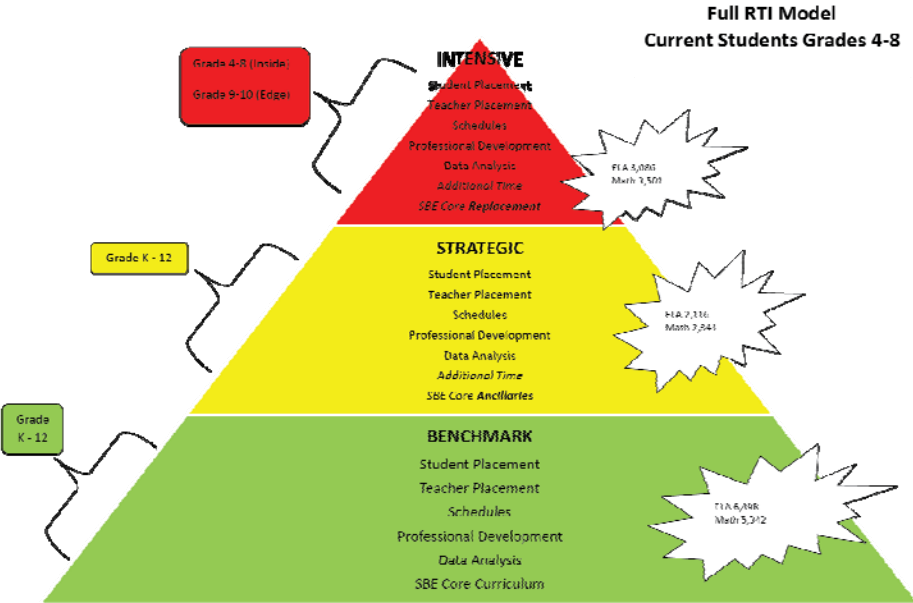
It is our intent that once this Response to Intervention model established in the LEA Plan is implemented, we will have a system in place that quantifies our belief that all students can learn, that all English Learners can learn English, and that all diploma bound students can graduate high school prepared for college or career.

1. **Focus** as measurable student achievement goals and outcomes
2. **Alignment** as coordination of Programs, Procedures, Practices, and Policies
3. **Expectations** as non-negotiables that define the role to be played for each SUSD stakeholder group
4. **Opportunities** as the system that will provide each stakeholder group the support necessary to meet the measureable Focus goals and outcomes

The Blueprint for Student Achievement Defines



Strategic Plan 2012-13



RTI (Strategic Plan)

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

Introduction:

LEA: STOCKTON UNIFIED SCHOOL DISTRICT Contact (Name, Title, Email, Phone Number): DR STEVEN LOWDER, SUPERINTENDENT
slowder@stockton.k12.ca.us (209) 933-7070 LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stockton Unified School District (SUSD) has a 37,000 student population that is 61.7% Latino, 11.4% Black, 10% Asian, 7.5% White, 4.7% Filipino, 2.9% American Indian/Alaska Native, 0.6% Native Hawaiian or Pacific Islander, and 1.2% Two or More Races. 81.3% qualify for free or reduced-price meals and 27.2% are English Learners. The district's unduplicated count is 90.25%.</p> <p>SUSD launched a comprehensive public outreach campaign to ensure that students, parents, staff and community stakeholders were fully engaged in developing, reviewing and supporting the district's LCAP. A Steering Committee comprised of Community Relations, Business Services, Parent/Community Empowerment and administrators spearheaded the project in coordination with the Superintendent.</p> <p>SUSD's initial outreach activities were highlighted in December, when Superintendent Dr. Steve Lowder discussed Local Control Funding Formula (LCFF) and LCAP requirements with the Stockton Record's editorial board, and in a letter home to parents that was also posted on the District's website. In addition, Superintendent Lowder met with representatives of the regional Univision outlet and the local bi-lingual Joaquin magazine.</p> <p>SUSD implemented several strategies to maximize community and staff input in developing the LCAP. SUSD hosted Dr. Michael Kirst, President, State Board of Education, at Huerta Elementary School in September 2013 to launch public awareness of the new spending plan. Parents, community members, and staff were invited. SUSD developed a special district LCAP webpage to keep the community informed about the process and current activities. The page, available in professionally translated Spanish and English, includes a video for parents, links to more information, a letter from Superintendent Lowder, and schedules for school meetings and larger community events. The page also includes photographs and a simple LCAP survey for prioritizing needs in the District. SUSD developed an LCAP PowerPoint presentation that was distributed widely and included data on student achievement and information on programs that research has shown to be effective tools in helping close our achievement gaps.</p> <p>Presentations were delivered at local organizations' regularly scheduled</p>	<p>Three ambitious initiatives to improve student achievement and outcomes have been identified.</p> <ol style="list-style-type: none"> 1. Longer instructional days: SUSD students face many challenges in graduating high school college- and career-ready and an extended school day to accommodate enhanced academic offerings is essential to overcoming those obstacles. SUSD will increase access to tutoring and intervention programs including credit recovery and other forms of differentiated instruction in extended school day hours. Students will access rigorous, relevant curriculum through full Common Core implementation and expanded AVID and STEM programs. Pupils also will receive additional CAHSEE and CELDT preparation. 2. Enhanced professional development and collaboration: Teachers are SUSD's most valuable asset and the LCAP includes the resources they need to improve student outcomes. The District will provide the comprehensive professional development needed to fully implement Common Core standards, Units of Study, and new assessment systems. The District will create an in-house resource by identifying teacher-leaders in specific subject areas to pass on their expertise and best practices to their colleagues. There also will be heightened emphasis on hiring, properly assigning, and retaining teachers with certifications, particularly in EL and Special Education. 3. Additional counselors and enhanced parent engagement: Student connectedness and parental involvement are essential to creating a positive school climate that fosters academic success. SUSD will ensure that every school has a counselor to empower students and parents by guiding them to resources and providing information on course options, graduation requirements, college and career choices, and mentoring and internships. SUSD will increase access to Peer Leaders Uniting Students (PLUS), Positive Behavioral Intervention and Supports (PBIS), anti-bullying, restorative justice and Response to Intervention programs. It will facilitate deeper community involvement through Math/Science/Literacy Nights to engage adults on these subjects and emphasize their role in their children's education. SUSD in addition will implement enhanced behavioral evaluation systems to more effectively identify and serve Special Education students and provide the support programs needed to keep at-risk students in school and on the path toward

Involvement Process	Impact on LCAP
<p>meetings, including NAACP (February 15); El Concilio, the Council for the Spanish Speaking (February 28); and Asian Pacific Self Development and Residential Association (March 28). The information also was presented to all District bargaining unit representatives (February 18), and the District Parent Advisory Committee/ District English Language Parent Advisory Committee (March 5).</p> <p>SUSD held more than 20 LCAP workshops for parents and community members at school sites and the District Office throughout the winter. Folders containing the PowerPoint and other LCAP information were provided in Spanish and English. In addition, Spanish translation was provided at all workshops. Presentations were delivered by the Superintendent, Chief Business Official, Research Director, Director of Communications, and Parent Empowerment Coordinators. Community members, parents, teachers, administrators, and bargaining unit members were invited to participate in tabletop exercises to find out more about programs that support the eight LCAP priorities and asked to provide input that was later compiled for review. At each meeting, participants were given access to school computers to facilitate taking the district LCAP survey. Finally, SUSD held five meetings with high school students, who were asked to take the LCAP survey at the conclusion of each meeting. More than 500 students participated and then were asked to spread the word to provide input.</p> <p>The results of the surveys, the tabletop exercises and written comments were incorporated into the District LCAP. While not everything is included in next year's budget, this valuable input provides direction for our district over the next eight years of the LCAP.</p> <p>SUSD actively engaged staff and other stakeholder groups in the process through LCAP Subcommittees. Comprised of teachers, administrators, parents, community members, and bargaining unit representatives, these groups examined SUSD opportunities and challenges in the areas of School Climate, Pupil Achievement and Outcomes, Parent Involvement, Basic Services, Professional Development, and Technology. Each subcommittee had a chair to facilitate discussions and a recorder to document its conclusions. Subcommittee findings were forwarded to the Steering Committee for incorporation in the LCAP.</p>	<p>graduation.</p>

Involvement Process	Impact on LCAP
<p>The draft LCAP was finalized by the Steering Committee and advisory sub-committees during April and May. The final draft of the LCAP will be presented to both district-wide parents groups during the last week of May, with comments due to the Superintendent by the first week of June. The Superintendent's comments will be returned and the final LCAP public hearing will be held in the SUSD Board Room on June 10, 2014. The Board voted to approve the plan at its June 24, 2014 meeting.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Enhanced K-3 Language Arts instruction to increase district Academic Performance Index (API) and reduce gaps in	Every child by end of grade 3 will read and comprehend at proficient level or above	All, including all subgroups (i.e., EL, special education, foster youth, etc.)	All, including all subgroups (i.e., EL, special education, foster youth, etc.)	N/A	The first operational year for Smarter Balanced Assessment in ELA; results will serve as	Percent of non-proficient students will drop 5% from 2014-15	Percent of non-proficient students will drop 5% from 2015-16	Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>pupil achievement. Metric: 2012-13 STAR data indicates 22% of grade 3 students at proficient or advanced in Language Arts; metric for 2014-15 is Smarter Balanced Assessment</p> <p>Teacher Assignments, Instructional Materials, Facility Status, Efforts to seek input, Promotion of Participation, Common Core Implementation,</p>					growth baseline			Pupil Engagement, Course Access, Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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certifications in CTE/ROP course work.								
Enhanced K-8 Math instruction to increase district API and reduce gaps in pupil achievement. Metric: 2013 STAR data Indicating 34% of grade 8 students at proficient or advanced in Algebra 1; new metric for 2014-15 is Smarter Balanced Assessment Teacher Assignments,	Every child by the end grade 8 will demonstrate mastery of Algebra concepts and application at proficient level or above	All	All	N/A	The first operational year for Smarter Balanced Assessment in Math. Results will serve as growth baseline	Percent of non-proficient students will drop 5% from 2014-15.	Percent of non-proficient students will drop 5% from 2015-16.	Basic, Academic Standards, Parent Involvement, Student Achievement, Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Dropout rates, HS Grad Rate,								
Enhanced EL instruction to increase district API and reduce gaps in pupil achievement. Metric: 2013-14 CELDT data indicates 79% of EL students increased in proficiency year over year. Teacher Assignments, Instructional Materials, Facility Status, Efforts to seek input, Promotion of Participation,	Every student identified as English Learner will increase one proficiency level on CELDT	English Learners	All	N/A	80% of EL students will increase CELDT proficiency over 2013-14 results.	81% of EL students will increase CELDT proficiency over 2014-15 results.	82% of EL students will increase CELDT proficiency over 2015-16 results	Basic, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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assessment, Access to AND enrollment in ALL areas of study								
Enhanced CAHSEE preparation to increase percentage of pupils graduate on time. Metric: 2012-13 CDE data indicates 75% and 77% of grade 10 students passed CAHSEE ELA and Math, respectively Teacher Assignments, Instructional Materials,	Every child by end of grade 12 will graduate college- or career-ready.	All	All	N/A	CAHSEE ELA: 76% grade 10 passing rate CAHSEE Math: 78% grade 10 passing rate	CAHSEE ELA: 77% grade 10 passing rate CAHSEE Math: 79% grade 10 passing rate	CAHSEE ELA: 78% grade 10 passing rate CAHSEE Math: 80% grade 10 passing rate	Basic, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Suspension expulsion rates, other local measures HKS, needs assessment, Access to AND enrollment in ALL areas of study								
Enhanced access to academically rigorous college-prep curriculum to increase percentage of pupils graduating with UC- and CSU-required courses. TK Metric: 2011-12 CDE data	Every child by end of grade 12 will graduate college- or career-ready	All	All	N/A	Percent of students completing A-G will increase by 5% from 2013-14 to 2014-15.	Percent of students completing A-G will increase by 5% from 2014-15 to 2015-16.	Percent of students completing A-G will increase by 5% from 2015-16 to 2016-17.	Basic, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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indicating 19.8% of grade 12 students graduate with UC/CSU required (A-G) courses Teacher Assignments, Instructional Materials, Facility Status, Efforts to seek input, Promotion of Participation, Common Core Implementation, PD, materials, technology, Performance of State tests, API scores, % of College & Career ready, % of career ready,								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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% of Proficient ELs, EL reclassification rate, AP exam results, EAP results, Attendance rates, Chronic Absences, Dropout rates, HS Grad Rate, Suspension expulsion rates, other local measures HKS, needs assessment, Access to AND enrollment in ALL areas of study								
Enhanced student engagement, parent	Every child by end of grade 12 will graduate college- or	All	All	N/A	The 2012-13 dropout rate available in Fall 2014. The	The Percent of students dropping out will decrease	The Percent of students dropping out will decrease	Basic, Academic Standards, Parent Involvement,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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involvement, credit recovery, and enhanced school programs (programs that are supplemental in nature) to increase graduation and cut dropout rates. Metric: 2012-13 CDE data with 10.8% dropout rate Teacher Assignments, Instructional Materials, Facility Status, Efforts to seek input, Promotion of Participation, Common Core	career-ready.				Percent of students dropping out will decrease by 5% from 2013-14 to 2014-15.	by 5% from 2014-15 to 2015-16	by 5% from 2015-16 to 2016-17	Student Achievement, Student Engagement, School Climate, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Access to AND enrollment in ALL areas of study								
Enhanced behavioral support systems to more effectively identify and serve students prior to referral for Special Education assessment, which will result in fewer students entering the Special Ed program and more students maintaining General Ed placements with	Every child by end of grade 12 will graduate college- or career-ready	Special Education	All	N/A	The Percent of students referred for Special Education assessment will decrease by 3% from 2013-14 to 2014-15. The number of students exiting Special Education programs will increase by 1% from 2013-2014 to 2014-2015.	The Percent of students referred for Special Education assessment will decrease by 3% from 2014-15 to 2015-16. The number of students exiting Special Education programs will increase by 1% from 2014-2015 to 2015-2016.	The Percent of students referred for Special Education assessment will decrease by 3% from 2015-16 to 2016-17. . The number of students exiting Special Education programs will increase by 1% from 2015-2016 to 2016-2017.	Basic, Academic Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
site-based and district supports to maintain Least Restrictive placements for students. At-risk students identified through SST will be served through enhanced RTI programs with valid progress monitoring and General Ed intervention prior to formal referral for Special Education assessment. More students will exit Special Education and								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Every child by end of grade 3 will read and comprehend at proficient level</p> <p>Every student identified as English Learner will increase one proficiency level on CELDT</p>	<p>Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes</p>	<p>A) Provide increased access to Language Arts curriculum, evaluation and intervention through enhanced supplemental academic and counseling services in school programs</p> <p>B) Establish school-site family literacy nights to engage students and parents and foster their awareness of reading and writing’s essential role in academic success.</p> <p>C) Provide comprehensive</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>\$647,498 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX & 5XXX See Action A</p> <p>\$42,341 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action B</p> <p>\$2,082,354 ALL FUNDS –</p>	<p>\$650,802 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX & 5XXX See Action A</p> <p>\$43,601 FUND 01 – LCFF OBJ 2XXX, 3XXX & 5XXX See Action B</p> <p>\$2,131,901 ALL FUNDS -</p>	<p>\$654,270 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX & 5XXX See Action A</p> <p>\$44,925 FUND 01 - LCFF OBJ 2XXX,3XXX & 5XXX See Action B</p> <p>\$2,183,927 ALL FUNDS -</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>professional development in Common Core Language Arts standards and lesson design.</p> <p>D) Establish more challenging Language Arts coursework by completing the Rigorous Curriculum Design process and providing professional development in Units of Study and new assessment systems</p> <p>E) Establish a Language Arts resource by identifying teacher-leaders and creating a professional development format where they can pass on best classroom practices to colleagues.</p>			<p>ALL RESOURCES OBJ 1XXX-4XXX See Action C</p> <p>\$2,064,797 ALL FUNDS – ALL RESOURCES OBJ 1XXX-4XXX See Action D</p> <p>\$2,275,912 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX See Action E</p> <p>\$1,323,969</p>	<p>ALL RESOURCES OBJ 1XXX-4XXX See Action C</p> <p>\$2,114,353 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action D</p> <p>\$2,389,707 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX See Action E</p> <p>\$155,558</p>	<p>ALL RESOURCES OBJ 1XXX-4XXX See Action C</p> <p>\$2,166,390 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action D</p> <p>\$2,509,193 FUND 01 – LCFF & TITLE ONE OBJ 1XXX-3XXX See Action E</p> <p>\$163,336</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
		F) Review and incorporate latest technology into Language Arts curriculum to facilitate student success.			FUND 01 – LCFF, TITLE ONE & TITLE II OBJ 1XXX-3XXX & 4XXX See Action F	FUND 01 – LCFF & TITLE ii OBJ 1XXX-3XXX See Action F	FUND 01 – LCFF & TITLE II OBJ 1XXX-3XXX See Action F
Every child by the end of grade 8 will demonstrate mastery of Algebra concepts and application	Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes	G) Provide increased access to Math curriculum, evaluation and intervention through enhanced tutoring services in before-, after- and summer-school programs H) Establish school-site family Math literacy nights to engage students and parents and foster their awareness of Math and Algebra’s essential role in academic success. I) Provide comprehensive professional	LEA-wide	N/A	\$1,019,732 LOTTERY AND TITLE ONE OBJ 1XXX,3XXX 4XXX & 5XXX See Action G \$42,341 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action H \$2,064,797 ALL FUNDS ALL	\$1,019,732 LOTTERY AND TITLE ONE OBJ 1XXX,3XXX 4XXX & 5XXX See Action G \$43,601 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action H \$2,114,353 ALL FUNDS ALL	\$1,019,732 LOTTERY AND TITLE ONE OBJ 1XXX,3XXX 4XXX & 5XXX See Action G \$44,925 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action H \$2,166,390 ALL FUNDS ALL

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>development in Common Core Math standards and lesson design.</p> <p>J) Establish more challenging Math coursework by completing the Rigorous Curriculum Design process and providing professional development in Units of Study and new assessment systems</p> <p>K) Establish a Math resource by identifying teacher-leaders and creating a professional development format where they can pass on best classroom practices to colleagues.</p> <p>L) Review and incorporate latest technology into Math curriculum to</p>			<p>RESOURCES OBJ 1XXX-4XXX See Action I</p> <p>\$2,064,797 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action J</p> <p>\$1,638,044 FUND 01 – LCFF & TITLE ONE OBJ1XXX&3XXX See Action K</p> <p>\$1,323,969 FUND 01 – LCFF , TITLE I & TITLE</p>	<p>RESOURCES OBJ 1XXX-4XXX See Action I</p> <p>\$2,114,353 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action J</p> <p>\$1,719,946 FUND 01 – LCFF & TITLE ONE OBJ1XXX&3XXX See Action K</p> <p>\$155,558 FUND 01 – LCFF , TITLE I & TITLE</p>	<p>RESOURCES OBJ 1XXX-4XXX See Action I</p> <p>\$2,166,390 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action J</p> <p>\$1,805,944 FUND 01 – LCFF & TITLE ONE OBJ1XXX&3XXX See Action K</p> <p>\$163,336 FUND 01 – LCFF , TITLE I & TITLE</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
		facilitate student success			II OBJ 1XXX-3XXX & 4XXX See Action L	II OBJ 1XXX-3XXX See Action L	II OBJ 1XXX-3XXX See Action L
Every child by end of grade 12 will graduate college- or career-ready	Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes	<p>Improve student outcomes by:</p> <p>M)</p> <ol style="list-style-type: none"> Identifying high-need subject areas, <p>N)</p> <ol style="list-style-type: none"> Recruiting teachers with appropriate credentials and providing incentives to retain them. <p>O)</p> <ol style="list-style-type: none"> Recruiting Special Education-certified teachers <p>P)</p> <ol style="list-style-type: none"> Establishing programs to support teachers working toward 	LEA-wide	N/A	<p>\$458,924 FUND 01 – LCFF & TITLE II OBJ 5XXX See Action M</p> <p>\$ N/A</p> <p>\$ N/A</p> <p>\$ N/A</p>	<p>\$462,700 FUND 01 – LCFF & TITLE II OBJ 5XXX See Action M</p> <p>\$ N/A</p> <p>\$ N/A</p> <p>\$ N/A</p>	<p>\$466,664 FUND 01 – LCFF & TITLE II OBJ 5XXX See Action M</p> <p>\$ N/A</p> <p>\$ N/A</p> <p>\$ N/A</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>attain Special Education certification and retain them afterward</p> <p>Q) 5. Enhancing Special Education professional development opportunities.</p> <p>R) 6. Increase number of counselors to enhance student engagement and outcomes by providing more guidance on navigating high school courses, graduation requirements, college and career resources, mentoring and</p>			<p>\$920,346 FUND 01 – SPEC ED CEIS RESOURCES 3318-3312-3332 OBJ 1XXX-4XXX See Action Q</p> <p>\$1,699,020 FUND 01 – LCFF OBJ1XXX&3XXX See Action R</p>	<p>\$920,346 FUND 01 – SPEC ED CEIS RESOURCES 3318-3312-3332 OBJ 1XXX-4XXX See Action Q</p> <p>\$1,783,971 FUND 01 – LCFF OBJ1XXX&3XXX See Action R</p>	<p>\$920,346 FUND 01 – SPEC ED CEIS RESOURCES 3318-3312-3332 OBJ 1XXX-4XXX See Action Q</p> <p>\$1,873,170 FUND 01 – LCFF OBJ1XXX&3XXX See Action R</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
		internships. S) 7. Provide increased access to differentiated instruction through enhanced evaluation, intervention and credit-recovery programs in before-, after- and summer-school programs T) 8. Establish partnerships with the business community and professionals to speak to students and parents to promote college- and career-readiness and provide real-world job experience through internships. U)			\$1,728,640 FUND 01 – LCFF OBJ 5XXX See Action S	\$1,728,640 FUND 01 – LCFF OBJ 5XXX See Action S	\$1,728,640 FUND 01 – LCFF OBJ5XXX See Action S
					\$N/A	\$N/A	\$N/A

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>9. Expand access to rigorous academic curriculum including GATE, STEM and AVID.</p> <p>U1)</p> <p>10. Expand access to PLUS, PBIS, anti-bullying, restorative justice, Response to Intervention programs to enhance school climate, student engagement and student outcomes.</p> <p>V)</p> <p>11. Facilitate parent involvement by articulating graduation requirements; and establishing school-site family Math/Science/Literacy nights to engage students and parents and</p>			<p>\$537,398 FUND 01 – TITLE I OBJ 5XXX See Action U</p> <p>\$339,804 FUND 01 – LCFF OBJ 5XXX See Action U1</p> <p>\$42,341 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action V</p>	<p>\$411,708 FUND 01 – TITLE I OBJ 5XXX See Action U</p> <p>\$339,804 FUND 01 – LCFF OBJ 5XXX See Action U1</p> <p>\$43,601 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action V</p>	<p>\$797,640 FUND 01 – TITLE I OBJ 5XXX See Action U</p> <p>\$339,804 FUND 01 – LCFF OBJ 5XXX See Action U1</p> <p>\$44,925 FUND 01 – LCFF OBJ 2XXX,3XXX & 5XXX See Action V</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>foster their awareness of subjects' essential roles in academic success.</p> <p>W) 12. Provide comprehensive professional development in Common Core standards and lesson design.</p> <p>X) 13. Establish more challenging coursework by completing the Rigorous Curriculum Design process and providing professional development in Units of Study and new assessment systems</p> <p>Y) 14. Review and incorporate latest</p>			<p>\$2,088,395 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action W</p> <p>\$2,347,777 FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-4XXX See Action X</p> <p>\$1,939,959</p>	<p>\$2,139,130 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action W</p> <p>\$2,402,043 FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-4XXX See Action X</p> <p>\$394,138</p>	<p>\$2,192,406 ALL FUNDS ALL RESOURCES OBJ 1XXX-4XXX See Action W</p> <p>\$2,459,025 FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-4XXX See Action X</p> <p>\$412,634</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>technology into curriculum to facilitate student success.</p> <p>Z96) 15. Implement enhanced behavioral evaluation systems to more effectively identify and serve at-risk students and provide the support programs needed to keep at-risk students in school and on the path toward graduation.</p> <p>Z97)Increase the implementation of a multi-tiered intervention support (Response To Intervention - RTI model)-universal, strategic and targeted by developing</p>			<p>FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-3XXX & 4XXX See Action Y</p> <p>\$N/A</p> <p>See Action Z96</p> <p>\$N/A</p> <p>See Action Z97</p>	<p>FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-3XXX See Action Y</p> <p>\$96,609 FUND 01 – LCFF OBJ 1XXX-3XXX & 4XXX See Action Z96</p> <p>\$96,724 FUND 01 – LCFF OBJ 1XXX-3XXX & 5XXX See Action Z97</p>	<p>FUND 01 – LCFF, TITLE I & TITLE II OBJ 1XXX-3XXX See Action Y</p> <p>\$101,440 FUND 01 – LCFF OBJ 1XXX-3XXX & 4XXX See Action Z96</p> <p>\$101,560 FUND 01 – LCFF OBJ 1XXX-3XXX & 5XXX See Action Z97</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>common procedures and plans for all areas of the school campus and which apply to the entire school community. All stakeholders are taught and understand the appropriate behaviors to use in the cafeteria, the hallways, the playground, and the classrooms. Early implementation includes correction and reteaching rather than punitive measures. Stakeholders hold each other accountable and when necessary, using mediation or similar restorative justice strategies such as class meetings to restore faithful implementation.</p> <p>Training for District</p>					

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>Every child by end of grade 3 will read and comprehend at proficient level or above</p> <p>Every child by the end of grade 8 will demonstrate mastery of Algebra concepts and application</p> <p>Every child by end of</p>	<p>Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes</p>	<p><u>AA) For low income pupils:</u></p> <p>A) Schools were allocated funds based on the number of Free/Reduced students. In addition to the funds noted in the above section 3 for use district-wide or school-wide, schools will use allocations for low income students for the following program options</p> <p>C) Schools will provide students</p>	<p>LEA-wide</p>		<p>Low Income allocation to schools = \$8,516,554 OBJ 1XXX-5XXX See Action A</p> <p>\$98,344 LCFF</p>	<p>Low income allocations to schools = \$8,516,554 OBJ 1XXX-5XXX See Action A</p> <p>\$103,262 LCFF</p>	<p>Low income and alloctions to schools = \$8,516,554 OBJ 1XXX-5XXX See Action A</p> <p>\$108,425 LCFF</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
grade 12 will graduate college- or career-ready		<p>with a safe learning environment</p> <p>D) To increase student engagement in schools by improving student attendance</p> <p>E) Restore site support staff</p> <p>F) Restore site allocations</p>			<p>OBJ 2XXX-3XXX See Action C</p> <p>\$91,703 FUND 01 LCFF OBJ 2XXX-3XXX See Action D</p> <p>\$295,761 FUND 01 LCFF OBJ 2XXX-3XXX See Action E</p> <p>\$29,261 LCFF OBJ 4XXX See Action F</p>	<p>OBJ 2XXX-3XXX See Action C</p> <p>\$96,287 FUND 01 LCFF OBJ 2XXX-3XXX See Action D</p> <p>\$310,551 FUND 01 LCFF OBJ 2XXX-3XXX See Action E</p> <p>\$29,261 LCFF OBJ 4XXX See Action F</p>	<p>OBJ 2XXX-3XXX See Action C</p> <p>\$101,102 FUND 01 LCFF OBJ 2XXX-3XXX See Action D</p> <p>\$326,078 FUND 01 LCFF OBJ 2XXX-3XXX See Action E</p> <p>\$29,261 LCFF OBJ 4XXX See Action F</p>
Every child by end of grade 3 will read and comprehend at proficient level or above Every child	Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access,	<u>AB) For English learners:</u> L) Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for	LEA-wide		<p>Allocations to schools for English learner students = \$1,464,248 OBJ 1XXX-5XXX See Action L</p>	<p>Allocations to schools for English learner students = \$1,464,248 OBJ 1XXX-5XXX See Action L</p>	<p>Allocations to schools for English learner students = \$1,464,248 OBJ 1XXX-5XXX See Action L</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>with a safe learning environment</p> <p>N) To increase student engagement in schools by improving student attendance</p> <p>O) Restore site support staff</p> <p>P) Restore site allocations</p>			<p>OBJ 2XXX-3XXX See Action M</p> <p>\$91,703 FUND 01 LCFF OBJ 2XXX-3XXX See Action N</p> <p>\$295,761 FUND 01 LCFF OBJ 2XXX-3XXX See Action O</p> <p>\$29,261 LCFF OBJ 4XXX See Action P</p>	<p>OBJ 2XXX-3XXX See Action M</p> <p>\$96,287 FUND 01 LCFF OBJ 2XXX-3XXX See Action N</p> <p>\$310,551 FUND 01 LCFF OBJ 2XXX-3XXX See Action O</p> <p>\$29,261 LCFF OBJ 4XXX See Action P</p>	<p>OBJ 2XXX-3XXX See Action M</p> <p>\$101,102 FUND 01 LCFF OBJ 2XXX-3XXX See Action N</p> <p>\$326,078 FUND 01 LCFF OBJ 2XXX-3XXX See Action O</p> <p>\$29,261 LCFF OBJ 4XXX See Action P</p>
<p>Every child by end of grade 3 will read and comprehend at proficient level or above</p> <p>Every child</p>	<p>Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access,</p>	<p><u>AC) For Foster Youth</u> Site based interventions to serve Foster Youth. Program enhancement "PLUS" Counselor Position Parent</p>	<p>LEA-wide</p>		<p>\$946,285 OBJ 1XXX-5XXX See Action AC</p>	<p>\$946,285 OBJ 1XXX-5XXX See Action AC</p>	<p>\$946,285 OBJ 1XXX-5XXX See Action AC</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>by the end of grade 8 will demonstrate mastery of Algebra concepts and application</p> <p>Every child by end of grade 12 will graduate college- or career-ready</p>	Other Pupil Outcomes	Involvement					
<p>Every child by end of grade 3 will read and comprehend at proficient level or above</p> <p>Every child by the end of grade 8 will demonstrate</p>	Basic, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes	<p><u>AD) For redesignated fluent English proficient pupils:</u></p> <p>Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or</p>	LEA-wide				

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
mastery of Algebra concepts and application Every child by end of grade 12 will graduate college- or career-ready		school-wide					
		T) Phonics Program			\$188,780 Title III OBJ 5XXX See Action T	\$188,780 Title III OBJ 5XXX See Action T	\$188,780 Title III OBJ 5XXX See Action T
		U) Additional EL PD			\$77,400 Title III OBJ1XXX-3XXX See Action U	\$77,400 Title III OBJ1XXX-3XXX See Action U	\$77,400 Title III OBJ1XXX-3XXX See Action U
		V) EL Classroom Libraries			\$30,677 Title III OBJ 4XXX See Action V	\$30,677 Title III OBJ 4XXX See Action V	\$30,677 Title III OBJ 4XXX See Action V
		W) Rosetta Stone subscriptions			\$21,710 Title III OBJ 4XXX See Action W	\$21,710 Title III OBJ 4XXX See Action W	\$21,710 Title III OBJ 4XXX See Action W
		S) Imagine Learning (for early reading EL)			\$141,585 Title III OBJ 5XXX See Action S	\$141,585 Title III OBJ 5XXX See Action S	\$141,585 Title III OBJ 5XXX See Action S
		X) CAHSEE Long Term English learners extended			\$113,268 Title III OBJ 1XXX-3XXX	\$113,268 Title III OBJ 1XXX-3XXX	\$113,268 Title III OBJ 1XXX-3XXX

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		year			See Action X	See Action X	See Action X

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.)

Stockton Unified has budgeted \$21,161,195 of the calculated minimum proportionality dollar amount of \$35,142,379. These funds are budgeted for district-wide for expenditures such as counselors, school site support staff, security staff, teacher planning, teacher professional development, technology, technology training, student intervention programs. \$9,333,773 was allocated to school sites based on their unduplicated numbers of EL, Low Income and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups.

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.

Stockton Unified is budgeting an increase of 15.69% in services for low income, English learners and foster youth students. The funds will be used to meet goals through targeted services for unduplicated pupils identified as English learners, low income, or foster youth through the offering of a variety of programs and support functions. These include:

- Targeted instructional support in literacy and mathematics
- Partnerships with Organizations
- Counseling Support
- District AVID (multi-year implementation)
- District Advance Path for grades 7/8 (14-15 expansion) and 11/12
- Peer Leaders Uniting Students (PLUS)
- Teacher Professional Development
- Student Intervention Program
- Technology
- Safety and Security