

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

Introduction:

LEA: Le Grand Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Rosina Hurtado, Superintendent, rhurtado@lgelm.org, 209-389-1000 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parents, community members, pupils, local bargaining unit, and other stakeholders (e.g., LEA personnel, county office of education foster youth services programs, English learner parents) were invited to engage and be involved in developing, reviewing, and supporting the implementation of the LCAP.</p>	<p>The involvement process resulted in stakeholders having greater access to information and metrics. The district informed stakeholders of the district initiatives and state priorities and the metrics that would be used to measure success.</p> <p>Parents who participated in the LCAP input process stated that this was the most meaningful way they have been invited to participate in their child’s education.</p>
<p>The District team attended training meetings and received guidance and resources from Merced County Office of Education, Department of Instructional Services and and Business Services in the Fall of 2013.</p>	
<p>Beginning in January the LCAP Planning Team met to develop the presentations. Information about the State Priority Goals, data on student achievement and the gaps in achievement between the highest performing groups and the lowest three performing sub groups, patterns of school attendance and parent involvement were used by the LEA to inform during the goal setting process.</p> <p>The District involved stakeholders beginning in February. The District used a variety of strategies such as parent/community forums, advisory committee meetings, small group, grade level team, and one on one input sessions.</p> <p>Meetings with parent representative groups began in February. The first community and</p>	<p>The district considered all input provided by stakeholders.</p> <p>The LCAP meetings, surveys, input resulted in the following sub categories with the highest responses listed.</p> <p>How can LGELM improve Pupil Engagement?</p> <ol style="list-style-type: none"> 1. Positive Behavior Support Praise and encouragement, technology education, collaboration projects, recognition 2. Exposure to College and Career

Involvement Process	Impact on LCAP
<p>parent engagement forums were lightly attended but there was representation and engagement from parents representing English Learners, economically disadvantaged groups and Hispanics along with parents whose students did not fall into those sub groups. Valuable input was received from these groups. There was no Foster Youth representation at the meeting due to not having any Foster Youth enrolled at the school at this time. The District will work with MCOE to ensure the needs of future Foster Youth students are met.</p> <p>Parent/community surveys were sent to each family in March to increase input participation. Input increased from 8% to 35% and there was an increase in input from EL, Hispanic, and Low Socioeconomic parents. The additional input received did not vary significantly from the responses gained from the initial parent/community forum.</p> <p>All staff were provided information on the state priorities and were provided opportunities to provide input and identify priorities for the LCAP. Input was gathered from staff meetings, staff survey, grade level team input and individual teacher input. Their input is evident in the services and actions of all four goals.</p> <p>Preliminary drafts were shared with DLAC, Migrant, Parent's Club, Board and staff in April and May to ensure that areas of highest concerns were addressed in the LCAP. Additions to the LCAP were made in the areas of parent participation, professional development, technology integration and support, and the importance of maintaining a highly qualified staff.</p> <p>A DPAC committee with representation from parents, including representatives parents of pupils identified in Education Code section 42238.01, teachers, staff, and administration will meet to review and update the LCAP.</p>	<p>Invite local college graduates as guest speakers, field trips or exposure to colleges, Career Days, workshops and information</p> <p>How can LGELM improve School Climate?</p> <ol style="list-style-type: none"> 1. Provide a Safe Learning Environment <p>Limit and discipline negative behaviors, including bullying, improve relationships between students and staff,</p> <p>How can LGELM increase Parent Involvement?</p> <ol style="list-style-type: none"> 1. Seminars, workshops on topics of interest to parents 2. Positive contacts with parents from teachers, staff, and/or administrators 3. Technology education for parents 4. Family engagement nights, 5. Parent to parent advice, peer training 6. Web page that is kept up to date <p>How can LGELM improve Basic Services?</p> <ol style="list-style-type: none"> 1. Hire highly qualified and credentialed teachers who meet the needs of all students, CCSS instructional materials, less worksheets, upgrade aging technology <p>How can LGELM improve student achievement?</p> <ol style="list-style-type: none"> 1. Great teachers, highly qualified teachers who are successful in meeting the needs of the lowest performing sub groups, professional development for teachers, time for teachers to plan and collaborate, tutorial, summer school, pre-school for all income levels, electives (music, art, drafting) <p>The results of the input are reflected in the four goals and can be found in the actions and services listed in the LCAP.</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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Students need to be successful in ELA, Math, Science, and Informational Literacy. The achievement gap between the three lowest performing subgroups , EL, LI, Hispanic must be closed. Strategies and programs that enhance learning of CCSS through 21st Century skills must be identified. Teaching staff must be able to deliver a rigorous and relevant curriculum aligned to CCCSS and taught through 21st Century Learning Skills.</p> <p>Metrics: CALPADS annual Credential Report, Williams, CCSS Professional Development Attendance, Teacher Survey Literacy -</p>	<p>Students will be successful in ELA, math, science and informational literacy.</p> <p>1.1: Credentialed Teachers All teachers will be appropriately credentialed for their assignments.</p> <p>1.2: Implementation of CCSS All teachers must be supported to be able to deliver a rigorous and relevant curriculum aligned with CCSS and Next Generation Science Standards with technology integration.</p> <p>1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy. Third Grade will serve as district indicator of progress.</p> <p>1.4: Grade Level Math Proficiency Students will demonstrate grade level proficiency in</p>	<p>All English Learners Low Socio-economic students Hispanic Sub-group Foster Youth</p>	<p>K-8 Single School District</p>	<p>Increased percentage of Highly Qualified Staff</p> <p>Deeper and more effective implementation of the CCSS and next Generation Science Standards with technology integration. 80% teachers trained.</p> <p>Progress on completing the SBA, baseline year data. DRA 70% at grade level in 3rd Grade. EL's meet AMAO1 and AMAO2.</p>	<p>Increased percentage of Highly Qualified Staff</p> <p>Deeper and more effective implementation of the CCSS and next Generation Science Standards with technology integration. 90% teachers trained.</p> <p>SBA All+5% EL, Hispanic, Low Socio Econ +7% DRA 80% at grade level in 3rd Grade EL's meet AMAO 1 and AMAO 2.</p> <p>SBA and Eighth</p>	<p>Increased percentage of Highly Qualified Staff</p> <p>Deeper and more effective implementation of the CCSS and next Generation Science Standards with technology integration. 100% teachers trained.</p> <p>SBA All+5% EL, Hispanic, Low Socio Econ +7% DRA 90% at grade level in 3rd Grade. EL's meet AMAO 1 and AMAO 2.</p> <p>SBA and Eighth Grade district</p>	<p>P-1</p> <p>P-2</p> <p>P-2,4,5</p> <p>P-2,4,5</p>	

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DRA, SBAC Math - Unit Assessments, SBAC EL- CELDT AMAO 1 AMAO 2	math. Eighth Grade performance will serve as district indicator of progress.				Progress on completing the SBA, baseline year data. Eighth Grade district assessment, baseline.	Grade district assessment All+5% EL, Hispanic, Low Socio Econ +7	assessment All+5% EL, Hispanic, Low Socio Econ +7	
There is a gap in the knowledge and skills most students learn in school and the demands of college, career, and global competitiveness. We must provide students and staff with instructional technology to successfully implement CCSS, allow for teacher collaboration, enable state and local benchmark assessments, and prepare students with 21st century skills. Metric:	Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career. 2.1: Instructional Technology Training Provide staff development in the use of instructional technology with the CCSS. 2.2: Update Technology Resources Provide teaching staff with updated technology to use as an instructional tool. 2.3 Develop Technology Leads	All English Learners Low Socio-economic students Hispanic Sub-group Foster Youth	LGELM K-8		Increase the % of staff that will use instructional technology as they implement common core instruction. Create baseline survey to measure growth. Teaching staff will use technology as an instructional tools if it is readily available and in working	Increase of 20% from baseline the number of staff that will use instructional technology as they implement common core instruction. 70% of teaching staff will use technology as an instructional tools if it is readily available and in working	Increase of 40% from baseline the number of staff that will use instructional technology as they implement common core instruction. 90% of teaching staff will use technology as an instructional tools if it is readily available and in working condition.	P-1,2 P-1,2 P2,4,6 P2,4,6 P2,4,5,8 P1,2,4,7

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<p>Professional development training and sign in sheets. Technology Inventory and needs list. List of staff receiving Google or other certification. Recruit and hire tech support staff. Inventory of student to device ratio. List of staff and students participating in the Jr. Medical Academy</p>	<p>Provide interested staff with advance training in order to develop on site resources.</p> <p>2.4: Provide On-site Technical Support Hire classified on-site and network support personnel to ensure technology resources are available for instruction and assessment.</p> <p>2.5: Student Access to Technology Supply Mobile Labs so that grade levels can simultaneously launch a digital lesson or assessment.</p> <p>2.6: Create a Jr. Medical Academy Pipeline Develop a cadre of students that are prepared to advance to the High School Medical Academy.</p>				<p>condition. Baseline survey.</p> <p>Technology Leads will encourage and support staff who are reluctant to use technology as an instructional tool and a higher % of students will develop 21st century skills. Baseline survey. Decrease anxiety and frustration by staff and ensure that students have access to the resources they need to be college and career ready.</p> <p>Students will have the tools they need to ensure mastery of skills and be college and</p>	<p>condition.</p> <p>Technology Leads will encourage and support staff who are reluctant to use technology as an instructional tool and a higher % of students will develop 21st century skills. Decrease anxiety and frustration by staff and ensure that students have access to the resources they need to be college and career ready.</p> <p>Students will have the tools they need to ensure mastery of skills and be college and</p>	<p>Technology Leads will encourage and support staff who are reluctant to use technology as an instructional tool and a higher % of students will develop 21st century skills. Decrease anxiety and frustration by staff and ensure that students have access to the resources they need to be college and career ready.</p> <p>Students will have the tools they need to ensure mastery of skills and be college and career ready. Access to one</p>	

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					career ready. Baseline survey. Jr. High students who are interested in pursuing a career in a medical concentration will have increased opportunities and exposure to college and career planning.	career ready. Access to one mobile lab by grade level. Jr. High students who are interested in pursuing a career in a medical concentration will have increased opportunities and exposure to college and career planning.	mobile lab by grade level and 100% access to Internet after school or from home. Jr. High students who are interested in pursuing a career in a medical concentration will have increased opportunities and exposure to college and career planning.	
Students need a safe, secure, and welcoming environment for learning. Students need social and emotional supports in order to learn. Students need to be engaged with school, daily and on time. Students need positive support and discipline that keeps	Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff. 3.1: Social-Emotional Skills and Mental Health Students need social and emotional life skills such as, self-management,	All English Learners Low Socio-economic students Hispanic Sub-group Foster Youth	LGELM K-8		Full time health coordinator hired to conduct small groups sessions to increase student skills in dealing with social emotional issues. Establish	Full time health coordinator hired to conduct small groups sessions to increase student skills in dealing with social emotional issues. Establish a centralized referral system so	Full time health coordinator available to conduct small groups sessions to increase student skills in dealing with social emotional issues. Establish	P-4,5,6 P4,5,6,8

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<p>them in the class learning. Engage parents and families to support student success in school.</p> <p>Metric: California Healthy Schools Survey, PBIS SWIS data, Health Coordinator Log of Services, Mental Health referrals, Daily Attendance Report Power School, List of parent events and numbers in attendance. Williams Report on campus maintenance.</p>	<p>social and self awareness, decision making and relationship skills.</p> <p>3.2: Consistent Attendance The number of students who are chronically absent(18) will be decreased by 7% each year. Increase family contact for habitual tardy students.</p> <p>3.3: Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p> <p>3.4: Increase the Number of Positive Contacts With Families. Develop a system where parents get positive feedback about their student.</p> <p>3.5 Create Training and</p>			<p>a centralized referral system so students are connected with mental health services.</p> <p>Attendance and Student Study Team staff will use data to identify chronic students and work with families to improve attendance.</p> <p>Students will spend less time in the office and more time in class. Baseline data from SWISS and referral logs.</p> <p>Parents will receive positive information about their student. Teacher log.</p>	<p>students are connected with mental health services.</p> <p>Attendance and Student Study Team staff will use data to identify chronic students and work with families to improve attendance. There will be a reduction of 7% from baseline data on the number of students who are chronically absent or tardy.</p> <p>Students will spend less time in the office and more time in class. 10% improvement over baseline data from SWISS and referral logs.</p>	<p>a centralized referral system so students are connected with mental health services.</p> <p>Attendance and Student Study Team staff will use data to identify chronic students and work with families to improve attendance. There will be a reduction of 14% from baseline data on the number of students who are chronically absent or tardy.</p> <p>Students will spend less time in the office and more time in class. 20% improvement over baseline data from SWISS and</p>	<p>P5,6</p> <p>P 3,4,5,6</p> <p>P 2,3,4,5 6</p> <p>P2,3,4,5,6</p>	

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	<p>Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p> <p>3.6 Update surveillance system and make repairs to the facility to ensure a safe secure, welcoming environment for parents, families and staff.</p>				<p>Parents will be surveyed to determine activities they are most interested in. One training and one family activity of their choice will be available.</p> <p>Security cameras and facilities will be repaired.</p>	<p>Parents will receive positive information about their student. Teacher log.</p> <p>Parents will be surveyed to determine activities they are most interested in. Two training workshops and two family activities of their choice will be available.</p> <p>Security cameras and facilities will be in good condition.</p>	<p>referral logs.</p> <p>Parents will receive positive information about their student. Teacher log.</p> <p>Parents will be surveyed to determine activities they are most interested in. Two training workshops and two family activities of their choice will be available. A team of parents will be trained to provide one peer to peer training.</p> <p>Security cameras and facilities will be in good</p>	

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	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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
							condition.	
<p>There is a gap in learning among various pupil sub groups. All students must have increased access and opportunity to quality rigorous instruction. High quality staff who are trained and committed to meeting the needs of all students but are also exemplary at meeting the needs of the three lowest performing sub groups should be recruited and retained. Metric: Instructional Rounds visits and next step feedback. Growth and gap reduction from SBAC baseline data. Formative assessment inventory.</p>	<p>Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students</p> <p>4.1: Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three sub groups that perform the lowest.</p> <p>4.2: Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p>	<p>All English Learners Low Socio-economic students Hispanic Sub-group Foster Youth</p>	<p>LGELM K-8</p>		<p>Use the Instructional Rounds process to measure growth on implementation and fidelity to the agreed upon research based strategies. Identify Problem of Practice.</p> <p>Research and develop formative assessments aligned to CCSS and train staff on their use. A minimum of one per grade level in ELA and Math and one per subject area in Jr. High.</p>	<p>Use the Instructional Rounds process to measure continuous growth on implementation and fidelity to the agreed upon research based strategies. Identify Problem of Practice.</p> <p>Research and develop formative assessments aligned to CCSS and train staff on their use. A minimum of two per grade level in ELA and Math and two per subject area in Jr. High.</p>	<p>Use the Instructional Rounds process to measure continuous growth on implementation and fidelity to the agreed upon research based strategies. Identify Problem of Practice.</p> <p>Research and develop formative assessments aligned to CCSS and train staff on their use. A minimum of four per grade level in ELA and Math and four per subject area in Jr. High.</p>	<p>P-1,2,4,5,6,8</p> <p>P-2,4,5</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Students will be successful in ELA, math, science and informational literacy.</p> <p>1.1: Credentialed Teachers All teachers will be appropriately credentialed for their assignments.</p> <p>1.2: Implementation of CCSS All teachers must be supported to be able to deliver a rigorous and relevant curriculum aligned with CCSS and Next Generation Science Standards with technology integration.</p> <p>1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy. Third Grade will serve as district indicator of progress.</p> <p>1.4: Grade Level Math Proficiency</p>	P-1	Provide high quality classroom instruction.	District Wide		Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 865,532	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 905,200	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 942,300
	P-2	2. Provide High Quality Classroom Instruction 3. Provide High Quality Instruction in the Classroom	2. K-8 Single School District 3. District Wide		BTSA support for 1st and 2nd year teachers. 1000-1999: Certificated Personnel Salaries Base 4,000	BTSA support for 1st and 2nd year teachers. 1000-1999: Certificated Personnel Salaries Base 4,000	BTSA support for 1st and 2nd year teachers 1000-1999: Certificated Personnel Salaries Base 6,000
	P-2,4,5 P-2,4,5	Professional Development to support the implementation of CCSS and Next Generation Science Standards 2. Professional Development to support the implementation of CCSS and Next Generation Science Standards 3. Professional Development to support the implementation of CCSS and Next Generation Science Standards.	2. K-8 Single School District 3. K-8 Single School District		Provide collaboration and planning time on early release days. 1000-1999: Certificated Personnel Salaries Base 0 Provide collaboration and planning time on early release days. 1000-1999: Certificated Personnel Salaries Base 0 Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 20,000 Contract with MCOE for workshops 5800: Professional/Consulting Services And Operating Expenditures Concentration 12,000	Provide collaboration and planning time on early release days. 1000-1999: Certificated Personnel Salaries Base 0 Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 35,000 Contract with MCOE and other professional development providers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 14,000	Provide collaboration and planning time on early release days. 1000-1999: Certificated Personnel Salaries Base 0 Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 40,000 Contract with MCOE for workshops. 5800: Professional/Consulting Services And Operating Expenditures Concentration 16,000

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
serve as district indicator of progress.		Provide extra support to students in ELA and ELD 2. Provide extra support to students in ELA and ELD 3. Provide extra support to students in ELA and ELD	District Wide 2. K-8 Single School District 3. K-8 Single School District		Support teacher for small group intensive intervention. Contracted 183 days. 1000-1999: Certificated Personnel Salaries Supplemental 61,500 Support clinician/teacher for small group intensive intervention. Contracted 183 days. 1000-1999: Certificated Personnel Salaries Supplemental 21,000 Provide addition intervention services after school and Saturday School. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 20,000 Provide addition intervention services during summer break. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 25,000 Reading Lab Instructional Assistant 2000-2999: Classified Personnel Salaries Concentration 8,000	Support teacher for small group intervention 183 days. 1000-1999: Certificated Personnel Salaries Supplemental 61,500 Provide additional intervention services after school and Saturday sessions. 1000-1999: Certificated Personnel Salaries Concentration 22,000 Provide additional intervention services during summer break. 1000-1999: Certificated Personnel Salaries Supplemental 60,000 Reading Lab Instructional Assistant 2000-2999: Classified Personnel Salaries Concentration 8,000 Reading Specialist/Coach 50% 1000-1999: Certificated Personnel Salaries Supplemental 57,000	Reading teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental 65,000 Provide additional intervention services after school and Saturday school. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 24,000 Provide additional intervention services during summer break. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 65,000 Reading Lab Instructional Assistant 2000-2999: Classified Personnel Salaries Concentration 9,000 Reading Specialist/Coach 50% 1000-1999: Certificated Personnel Salaries Supplemental 59,000

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Reading Specialist/Coach 50% 1000-1999: Certificated Personnel Salaries Supplemental 55,000		
		Provide extra support to students in Math 2. Provide extra support to students in Math 3. Provide extra support to students in Math	District Wide 2. K-8 Single School District 3. K-8 Single School District		Support clinician/teacher for small group intensive intervention. 1000-1999: Certificated Personnel Salaries Supplemental 10,000	Support clinician/teacher for small group intervention 183 days. 1000-1999: Certificated Personnel Salaries Other 11,000 Provide additional intervention services after school and Saturday sessions. 1000-1999: Certificated Personnel Salaries Other 11,000	Support clinician/teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental 45,000 Provide additional intervention services after school and Saturday school. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 12,000 Provide additional intervention services during summer break. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 25,000
					Provide addition intervention services after school. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 10,000	Provide additional intervention services during summer break. 1000-1999: Certificated Personnel Salaries Other 25,000	
					Provide addition intervention services during summer break. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 20,000		

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career.</p> <p>2.1: Instructional Technology Training Provide staff development in the use of instructional technology with the CCSS.</p> <p>2.2: Update Technology Resources Provide teaching staff with updated technology to use as an instructional tool.</p> <p>2.3 Develop Technology Leads Provide interested staff with advance training in order to develop on site resources.</p> <p>2.4: Provide On-site Technical Support Hire classified on-site and network support personnel to ensure technology resources are</p>	P-1,2	<p>Train staff to integrate technology with CCSS instruction.</p> <p>2. Train staff to integrate technology with CCSS instruction.</p> <p>3. Train staff to integrate technology with CCSS instruction.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Staff development MCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000</p>	<p>Staff development MCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000</p>	<p>Staff development MCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000</p>
	P-1,2						
	P2,4,6	<p>Provide teachers with current working technology in the classrooms.</p> <p>2. Provide teachers with current working technology in the classroom.</p> <p>3. Provide teachers with working technology in the classrooms.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Upgrade teacher computers and projectors. 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>Upgrade teacher computers and projectors. 4000-4999: Books And Supplies Supplemental 8,000</p>	<p>Upgrade teacher computers and projectors. 4000-4999: Books And Supplies Supplemental 6,000</p>
	P2,4,6						
P2,4,5,8	<p>Develop Technology Leads</p> <p>2. Develop Technology Leads</p> <p>3. Develop Technology Leads</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Training and release days to develop 4 tech trainer of trainers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000</p>	<p>Training and release days to develop 4 trainer of trainers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000</p>	<p>Training and release days to develop 4 tech trainer of trainers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000</p>	
P1,2,4,7							
		<p>On-Site Technology Support</p> <p>2. On-Site Technology Support</p> <p>3. On-Site Tech Support</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>50% FTE network support 2000-2999: Classified Personnel Salaries Supplemental 45,000</p> <p>50% on-site tech support 2000-2999: Classified Personnel Salaries Concentration 15,000</p>	<p>50%FTE network support 2000-2999: Classified Personnel Salaries Supplemental 45,000</p> <p>50% on-site tech support 2000-2999: Classified Personnel Salaries Concentration 15,000</p>	<p>50% FTE network support 2000-2999: Classified Personnel Salaries Supplemental 45,000</p> <p>50% FTE on-site tech support 2000-2999: Classified Personnel Salaries Concentration 15,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
assessment. 2.5: Student Access to Technology Supply Mobile Labs so that grade levels can simultaneously launch a digital lesson or assessment. 2.6: Create a Jr. Medical Academy Pipeline Develop a cadre of students that are prepared to advance to the High School Medical Academy.		Student Access to Mobil Labs 2. Student Access to Mobile Labs 3. Student Access to Mobile Labs	District Wide 2. District Wide 3. District Wide		3-25 station mobile Chrome Book carts 4000-4999: Books And Supplies Supplemental 38,500	3-25 station mobile Chome Book carts. 4000-4999: Books And Supplies Supplemental 59,000	3-30 station mobile Chrome Book Labs w/carts 4000-4999: Books And Supplies Supplemental 59,000
		Support Creation of Jr. Medical Academy Pipeline 2. Support Creation of Jr. Medical Academy Pipeline 3. Support Creation of Jr. Medical Academy Pipeline	District Wide 2. District Wide 3. District Wide		Extended teaching time and support 1000-1999: Certificated Personnel Salaries Supplemental 3,000 Field trips and supplies 4000-4999: Books And Supplies Supplemental 2,000	Extended teaching time and support 1000-1999: Certificated Personnel Salaries Supplemental 3,000 Field trips and supplies 4000-4999: Books And Supplies Supplemental 2,000	Extended teaching time and support 1000-1999: Certificated Personnel Salaries Supplemental 3,000 Field trips and supplies 4000-4999: Books And Supplies Supplemental 2,000
Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff. 3.1: Social-Emotional Skills and Mental Health Students need social and emotional life skills such as, self-management, social and self	P-4,5,6 P4,5,6,8 P5,6	Improve the Social Emotional Skills of Students and Connect to Mental Health Services 2. Improve the Social Emotional Skills of Students and Connect to Mental Health Services 3. Improve the Social Emotional Skills of Students and Connect to Mental Health Services	District Wide 2. District Wide 3. District Wide		Full time Health Coordinator 2000-2999: Classified Personnel Salaries Supplemental 50,000	Full time Health Coordinator 2000-2999: Classified Personnel Salaries Supplemental 52,500	Full Time Health Coordinator 2000-2999: Classified Personnel Salaries Supplemental 55,500
		Improve Attendance and Reduce Lost Academic Time 2. Improve Attendance and Reduce Lost Academic Time	District Wide 2. District Wide 3. District Wide			SST Members and Attendance Clerk 1000-1999: Certificated Personnel Salaries Base 4,000	SST Members and Attendance Clerck 0001-0999: Unrestricted: Locally Defined Base 4,000

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>making and relationship skills.</p> <p>3.2: Consistent Attendance The number of students who are chronically absent(18) will be decreased by 7% each year. Increase family contact for habitual tardy students.</p> <p>3.3: Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p> <p>3.4: Increase the Number of Positive Contacts With Families. Develop a system where parents get positive feedback about their student.</p> <p>3.5 Create Training and Networking Opportunities For Parents and</p>	<p>P 3,4,5,6</p> <p>P 2,3,4,5 6</p> <p>P2,3,4,5,6</p>	3. Improve Attendance and Reduce Lost Academic Time			SST Members and Attendance Clerk 1000-1999: Certificated Personnel Salaries Base 4,000		
		<p>Positive Support, Effective Discipline to Reduce Lost Instructional Time</p> <p>2. Positive Support, Effective Discipline to Reduce Lost Instructional Time</p> <p>3. Positive Support, Effective Discipline to Reduce Lost Instructional Time</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Incentives 4000-4999: Books And Supplies Other 1,000</p>	<p>Incentives 4000-4999: Books And Supplies Other 1,000</p>	<p>Incentives 4000-4999: Books And Supplies Other 1,000</p>
		<p>Increase of Positive Contacts With Families</p> <p>2. Increase of Positive Contacts With Families</p> <p>3. Increase of Positive Contact with Families</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Auto dial phone/message system 4000-4999: Books And Supplies Base 750</p>	<p>Auto dial phone/message system 4000-4999: Books And Supplies Base 750</p>	<p>Auto dial phone/message system 4000-4999: Books And Supplies Base 750</p>
		<p>Training, Networking, Engagement Activities to Increase Family Participation and Support for Education</p> <p>2. Training, Networking, Engagement Activities to Increase Family Participation and Support for Education</p> <p>3. Training, Networking, Engagement Activities to Increase Family Participation and Support for Education</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Support Staff 1000-1999: Certificated Personnel Salaries Base no additional cost</p> <p>Supplies and materials 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>Support Staff 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Supplies and materials 4000-4999: Books And Supplies Supplemental 6,000</p>	<p>Support Staff 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Supplies and materials 4000-4999: Books And Supplies Supplemental 7,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p> <p>3.6 Update surveillance system and make repairs to the facility to ensure a safe secure, welcoming environment for parents, families and staff.</p>		<p>Upgrade security and facilities.</p> <p>2. Security Cameras and facilities in good repair</p> <p>3. Facility Repair</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Upgrade security cameras 4000-4999: Books And Supplies Supplemental 30,000</p>	<p>Repair cracks and replace sub standard blacktops. 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>	<p>Repair and upgrade facilities as needed under Williams Report. 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>
<p>Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students</p> <p>4.1: Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three</p>	<p>P-1,2,4,5,6,8</p> <p>P-2,4,5</p>	<p>Increase the Rigor of Instruction Through the Instructional Rounds Process</p> <p>3. Increase the Rigor of Instruction Through the Instructional Rounds Process</p>	<p>District Wide</p> <p>3. District Wide</p>		<p>Teacher release days 1000-1999: Certificated Personnel Salaries Supplemental 3,000</p> <p>Materials and supplies 4000-4999: Books And Supplies Concentration 2,000</p> <p>Extended days for staff development 1000-1999: Certificated Personnel Salaries Concentration 4,500</p>	<p>Teacher release days 1000-1999: Certificated Personnel Salaries Supplemental 4,000</p> <p>Materials and supplies 4000-4999: Books And Supplies Concentration 3,000</p> <p>Extended days for staff development 1000-1999: Certificated Personnel Salaries Concentration 15,000</p>	
		<p>Develop Formative Assessments</p>	<p>District Wide</p> <p>3. District Wide</p>		<p>Teacher release days 1000-1999: Certificated Personnel Salaries Concentration 1,500</p>	<p>Teacher release days 1000-1999: Certificated Personnel Salaries Concentration 1,500</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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
sub groups that perform the lowest. 4.2: Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.		3. Develop Formative Assessments			Supplies 4000-4999: Books And Supplies Concentration 500		Supplies 4000-4999: Books And Supplies Concentration 500

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)	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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Students will be successful in ELA, math, science and informational literacy.</p> <p>1.1: Credentialed Teachers All teachers will be appropriately credentialed for their assignments.</p> <p>1.2: Implementation of CCSS All teachers must be supported to be able to deliver a rigorous and relevant curriculum aligned with CCSS and Next Generation Science Standards with technology integration.</p> <p>1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy. Third Grade will serve as district</p>	<p>P-1</p> <p>P-2</p> <p>P-2,4,5</p> <p>P-2,4,5</p>	<p>Provide high quality classroom instruction to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>2. Provide high quality classroom instruction to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>3. Provide high quality classroom instruction to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Highly Qualified Teacher with authorization to teach EL students. 1000-1999: Certificated Personnel Salaries Base 0</p> <p>BTSA support for 1st and 2nd year teachers on meeting the needs of EL's and students needing intervention. 5800: Professional/Consulting Services And Operating Expenditures Base 4000</p>	<p>Highly Qualified Teacher with authorization to teach EL students. 1000-1999: Certificated Personnel Salaries Base 0</p> <p>BTSA support for 1st and 2nd year teachers on meeting the needs of EL's and students needing intervention. 5800: Professional/Consulting Services And Operating Expenditures Base 4,000</p>	<p>Highly Qualified Teacher with authorization to teach EL students. 1000-1999: Certificated Personnel Salaries Base 0</p> <p>BTSA support for 1st and 2nd year teachers on meeting the needs of EL's and students needing intervention. 5800: Professional/Consulting Services And Operating Expenditures Base 6,000</p>
		<p>Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p>			<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>	<p>Professional development on integrating California English Development Standards with CCSS. 5800: Professional/Consulting Services And Operating Expenditures Concentration 12,000</p>	<p>Professional development on integrating California English Development Standards with CCSS. 5800: Professional/Consulting Services And Operating Expenditures Concentration 12,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.4: Grade Level Math Proficiency Students will demonstrate grade level proficiency in math. Eighth Grade performance will serve as district indicator of progress.		<p>2. Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>3. Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p>			<p>Professional Development in the areas of academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs. 5800: Professional/Consulting Services And Operating Expenditures Other 6,000</p> <p>Supplemental Instructional Material to enhance CCSS learning. 4000-4999: Books And Supplies Supplemental 20,000</p>	<p>Professional Development in the areas of academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs. 5800: Professional/Consulting Services And Operating Expenditures Other 6,000</p> <p>Supplemental Instructional Materials to enhance CCSS learning. 4000-4999: Books And Supplies Supplemental 50,000</p>	<p>Professional Development in the areas of academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs. 5800: Professional/Consulting Services And Operating Expenditures Other 6,000</p> <p>Supplemental Instructional Materials to enhance CCSS learning. 4000-4999: Books And Supplies Supplemental 50,000</p>
		<p>Provide extra support to students in ELA and ELD</p> <p>2. Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>3. Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>	<p>Reading Specialist to help meet grade level standards in ELA by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>	<p>Reading Specialist to help meet grade level standards in ELA by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>	<p>Reading Specialist to help meet grade level standards in ELA by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 7,000</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Provide intensive intervention and extended learning opportunities for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 5,000	Provide intensive intervention and extended learning opportunities for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 6,000	Provide intensive intervention and extended learning opportunities for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 7,000
		Provide extra math support 2. Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards. 3. Provide Math support for English Learners, students affected by low socioeconomics, and foster youth.	District Wide 2. District Wide 3. District Wide		Intervention lab to help meet grade level standards in Math by providing intensive intervention for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 5,000	Intervention lab to help meet grade level standards in Math by providing intensive intervention for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 6,000	Intervention lab to help meet grade level standards in Math by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 7,000

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Provide intensive intervention in math for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 5,000	Provide intensive intervention in math for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 6,000	Provide intensive intervention in math for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school. 1000-1999: Certificated Personnel Salaries Concentration 7,000
<p>Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career.</p> <p>2.1: Instructional Technology Training Provide staff development in the use of instructional technology with the CCSS.</p> <p>2.2: Update Technology Resources Provide teaching staff with updated technology to use as an instructional tool.</p>	<p>P-1,2</p> <p>P-1,2</p> <p>P2,4,6</p> <p>P2,4,6</p> <p>P2,4,5,8</p> <p>P1,2,4,7</p>	<p>Instructional Technology Training</p> <p>2. Instructional Technology Training</p> <p>3. Instructional Technology Training</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Staff development on the use of supplemental apps and software to improve the instruction and learning for English Learners, students affected by low socioeconomics, and foster youth. 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000</p>	<p>Staff development on the use of supplemental apps and software to improve the instruction and learning for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>5800: Professional/Consulting Services And Operating Expenditures Concentration 3,000</p>	<p>Staff development on the use of supplemental apps and software to improve the instruction and learning for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>2.3 Develop Technology Leads Provide interested staff with advance training in order to develop on site resources.</p> <p>2.4: Provide On-site Technical Support Hire classified on-site and network support personnel to ensure technology resources are available for instruction and assessment.</p> <p>2.5: Student Access to Technology Supply Mobile Labs so that grade levels can simultaneously launch a digital lesson or assessment.</p> <p>2.6: Create a Jr. Medical Academy Pipeline Develop a cadre of students that are prepared to advance to the High School Medical Academy.</p>		<p>Current working technology in classrooms.</p> <p>2. Current Working Technology in Classroom</p> <p>3. Current Working Technology in Classroom</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>English Learners, students affected by low socioeconomics, and foster youth will learn 21st Century skills in a classroom with updated working technology. 4000-4999: Books And Supplies Supplemental 3,000</p>	<p>English Learners, students affected by low socioeconomics, and foster youth will learn 21st Century skills in a classroom with updated working technology. 4000-4999: Books And Supplies Supplemental 4,000</p>	<p>English Learners, students affected by low socioeconomics, and foster youth will learn 21st Century skills in a classroom with updated working technology.</p> <p>4000-4999: Books And Supplies Supplemental 5,000</p>
		<p>On site technical support.</p> <p>2. On Site Technical Support</p> <p>3. On Site Technical Support</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>English Learners, students affected by low socioeconomics, and foster youth will have technology available for instruction and assessment in order to be college and career ready. 2000-2999: Classified Personnel Salaries Supplemental 2,000</p>	<p>English Learners, students affected by low socioeconomics, and foster youth will have technology available for instruction and assessment in order to be college and career ready.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 3,000</p>	<p>English Learners, students affected by low socioeconomics, and foster youth will have technology available for instruction and assessment in order to be college and career ready.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 4,000</p>
		<p>English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>1-25 station Chrome Book cart 4000-4999: Books And Supplies Supplemental 11,000</p>	<p>1-25 station Chrome Book cart 4000-4999: Books And Supplies Supplemental 11,000</p>	<p>1-25 station Chrome Book Cart 4000-4999: Books And Supplies Supplemental 11,000</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.</p> <p>3. English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.</p>					
		<p>Jr. Medical Academy - Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Extended learning and field trips for Jr. High English Learners, students affected by low socioeconomics, and foster youth are interested in careers in medicine.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>	<p>Extended learning and field trips for Jr. High English Learners, students affected by low socioeconomics, and foster youth are interested in careers in medicine. 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>	<p>Extended learning and field trips for Jr. High English Learners, students affected by low socioeconomics, and foster youth are interested in careers in medicine.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 7,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. Jr. Medical Academy - Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.</p> <p>3. Jr. Medical Academy - Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.</p>					
<p>Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff.</p> <p>3.1: Social-Emotional Skills and Mental Health Students need social and emotional life skills such as, self-management, social and self awareness, decision</p>	<p>P-4,5,6</p> <p>P4,5,6,8</p> <p>P5,6</p>	<p>Social Emotional Skills and Mental Health referrals for English Learners, students affected by low socioeconomics, and foster youth who need help with social and emotional life skills such as, self-management, social and self awareness, decision making and relationship skills.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Students and families of English Learners, students affected by low socioeconomics, and foster youth have access to Health Coordinator. 2000-2999: Classified Personnel Salaries Supplemental 3,000</p>	<p>Students and families of English Learners, students affected by low socioeconomics, and foster youth have access to Health Coordinator.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 4,000</p>	<p>Students and families of English Learners, students affected by low socioeconomics, and foster youth have access to Health Coordinator.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 5,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>making and relationship skills.</p> <p>3.2: Consistent Attendance The number of students who are chronically absent(18) will be decreased by 7% each year. Increase family contact for habitual tardy students.</p> <p>3.3: Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p> <p>3.4: Increase the Number of Positive Contacts With Families. Develop a system where parents get positive feedback about their student.</p> <p>3.5 Create Training and Networking Opportunities For Parents and Families.</p>	<p>P 3,4,5,6</p> <p>P 2,3,4,5 6</p> <p>P2,3,4,5,6</p>	<p>2. Social Emotional Skills and Mental Health referrals for English Learners, students affected by low socioeconomics, and foster youth who need help with social and emotional life skills such as, self-management, social and self awareness, decision making and relationship skills.</p> <p>3. Social Emotional Skills and Mental Health referrals for English Learners, students affected by low socioeconomics, and foster youth who need help with social and emotional life skills such as, self-management, social and self awareness, decision making and relationship skills.</p>					

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p> <p>3.6 Update surveillance system and make repairs to the facility to ensure a safe secure, welcoming environment for parents, families and staff.</p>		<p>Improve attendance and reduce lost academic time of English Learners, students affected by low socioeconomics, and foster youth.</p> <p>2. Improve attendance and reduce lost academic time of English Learners, students affected by low socioeconomics, and foster youth.</p> <p>3. Improve attendance and reduce lost academic time of English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>District</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance. 1000-1999: Certificated Personnel Salaries Supplemental 2,500</p> <p>Disaggregate attendance and tardy data and identify any English Learners, students affected by low socioeconomics, and foster youth that lose excessive academic time compared to the average time lost by other students. 2000-2999: Classified Personnel Salaries Supplemental 2,000</p>	<p>SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 3,000</p> <p>Disaggregate attendance and tardy data and identify any English Learners, students affected by low socioeconomics, and foster youth that lose excessive academic time compared to the average time lost by other students. 2000-2999: Classified Personnel Salaries Supplemental 3,000</p>	<p>SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 4,000</p> <p>Disaggregate attendance and tardy data and identify any English Learners, students affected by low socioeconomics, and foster youth that lose excessive academic time compared to the average time lost by other students.</p> <p>2000-2999: Classified Personnel Salaries Supplemental 4,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p> <p>2. Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p> <p>3. Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups. 1000-1999: Certificated Personnel Salaries Other 2,000</p>	<p>Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups. 1000-1999: Certificated Personnel Salaries Other 3,000</p>	<p>Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups. 1000-1999: Certificated Personnel Salaries Other 4,000</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Increase the Number of Positive Contacts With Families. Develop a system where parents of English Learners, students affected by low socioeconomics, and foster youth get positive feedback about their student.</p> <p>2. Increase the Number of Positive Contacts With Families. Develop a system where parents of English Learners, students affected by low socioeconomics, and foster youth get positive feedback about their student.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Auto dial phone/message system with messages delivered in the primary language of the adults. 4000-4999: Books And Supplies Supplemental 750</p> <p>Interpreters available for parents in the school office and at any meeting/event. 2000-2999: Classified Personnel Salaries Base 3,000</p>	<p>Auto dial phone/message system with messages delivered in the primary language of the adults. 4000-4999: Books And Supplies Supplemental 750</p> <p>Interpreters available for parents in the school office and at any meeting/event. 2000-2999: Classified Personnel Salaries Base 3,000</p>	<p>Auto dial phone/message system with messages delivered in the primary language of the adults. 4000-4999: Books And Supplies Supplemental 750</p> <p>Interpreters available for parents in the school office and at any meeting/event. 2000-2999: Classified Personnel Salaries Base 3,000</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>3. Increase the Number of Positive Contacts With Families. Develop a system where parents of English Learners, students affected by low socioeconomics, and foster youth get positive feedback about their student.</p>					
		<p>Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p>	<p>District Wide 2. District Wide 3. District Wide</p>		<p>Bilingual staff at parent/family events. 2000-2999: Classified Personnel Salaries Supplemental 1,000 CCSS and SBAC training for parents in primary language. 5800: Professional/Consulting Services And Operating Expenditures Concentration 750</p>	<p>Bilingual staff available at parent/family events. 2000-2999: Classified Personnel Salaries Supplemental 2,000 CCSS and SBAC training for parents in primary language. 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000</p>	<p>Bilingual staff available at parent/family events. 2000-2999: Classified Personnel Salaries Supplemental 3,000 CCSS and SBAC training for parents in primary language. 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p> <p>3. Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p>					

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students</p> <p>4.1: Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three sub groups that perform the lowest.</p> <p>4.2: Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p>	<p>P-1,2,4,5,6,8</p> <p>P-2,4,5</p>	<p>Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three sub groups that perform the lowest.</p> <p>2. Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three sub groups that perform the lowest.</p> <p>3. Increase Rigor of Instructional Program Train teachers on research based strategies that are effective for students in the three sub groups that perform the lowest.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Use Instructional Rounds process to refine strategies that are effective for EL's and underperforming students. 1000-1999: Certificated Personnel Salaries Supplemental 2,000</p> <p>Release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three sub groups that perform the lowest. Increase Rigor of Instructional Program. 1000-1999: Certificated Personnel Salaries Concentration 10,000</p>	<p>Use Instructional Rounds process to refine strategies that are effective for EL's and underperforming students. 1000-1999: Certificated Personnel Salaries Supplemental 3,000</p> <p>Release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three sub groups that perform the lowest. Increase Rigor of Instructional Program.</p> <p>1000-1999: Certificated Personnel Salaries Concentration 11,000</p>	<p>Use Instructional Rounds process to refine strategies that are effective for EL's and underperforming students.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 4,000</p> <p>Release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three sub groups that perform the lowest. Increase Rigor of Instructional Program. 1000-1999: Certificated Personnel Salaries Concentration 12,000</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p> <p>2. Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p> <p>3. Develop Formative Assessments Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p>	<p>District Wide</p> <p>2. District Wide</p> <p>3. District Wide</p>		<p>Develop formative assessments to identify students needing extra learning time or intensive intervention. 1000-1999: Certificated Personnel Salaries Concentration 3,000</p>	<p>Develop formative assessments to identify students needing extra learning time or intensive intervention.</p> <p>1000-1999: Certificated Personnel Salaries Concentration 4,000</p>	<p>Develop formative assessments to identify students needing extra learning time or intensive intervention.</p> <p>1000-1999: Certificated Personnel Salaries Concentration 5,000</p>

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

The increase in funds in the 2014-2015 LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils was determined to be 368,139. The number of low income, foster youth, and English learner pupils was determined to be 86.54. The funds will be used to increase and improve services for English learners, students affected by low socioeconomic conditions, and foster youth. The services include: Providing targeted professional development for teachers in the areas of English language development, best instructional practices, and 21st Century skills with technology integration. Purchasing and upgrading technology to enhance instruction and improve the conditions of learning for English Learners, students affected by low socioeconomic conditions, and foster youth district wide and hiring tech support to ensure that resources are available when needed by staff and students. Hiring extra staff and compensating current staff to provide extended learning/intervention for English Learners, students affected by low socioeconomic conditions, and foster youth district wide. Repair facilities and make security upgrades to maintain a school climate that is welcoming for staff, families, community, and maintains student engagement of English Learners, students affected by low socioeconomic conditions, and foster youth district wide. Provide social-emotional support for English Learners, students affected by low socioeconomic conditions, and foster youth district wide and connect students and families with mental health assistance to improve attendance and readiness to learn. Promote family engagement in the educational process and encourage learning partnerships with the families/care givers of English Learners, students affected by low socioeconomic conditions, and foster youth district wide. These services were determined to have the greatest academic impact for English Learners, students affected by low socioeconomic conditions, and foster youth district wide.

- 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.

The services provided in the LCAP year for unduplicated English Learners, students affected by low socioeconomic conditions, and foster youth include targeted interventions and programs that focus on improving student achievement and closing the achievement gap, an improvement in the conditions of learning and extra focus on student engagement. The proportion of services provided to unduplicated English Learners, students affected by low socioeconomic conditions, and foster youth is 13.66% greater and in addition to services provided to all pupils.

The services include: Providing targeted professional development for teachers in the areas of English language development, best instructional practices, and 21st Century skills with technology integration. Purchasing and upgrading technology to enhance instruction and improve the conditions of learning for English Learners, students affected by low socioeconomic conditions, and foster youth district wide and hiring tech support to ensure that resources are available when needed by staff and students. Hiring extra staff and compensating current staff to provide extended learning/intervention for English Learners, students affected by low socioeconomic conditions, and foster youth district wide. Repair facilities and make security upgrades to maintain a school climate that is welcoming for staff, families, community, and maintains student engagement of English Learners, students affected by low socioeconomic conditions, and foster youth district wide. Provide social-emotional support for English Learners, students affected by low socioeconomic conditions, and foster youth district wide and connect students and families with mental health assistance to improve attendance and readiness to learn. Promote family engagement in the educational process and encourage learning partnerships with the families/care givers of English Learners, students affected by low socioeconomic conditions, and foster youth district wide. These services were determined to have the greatest academic impact for English Learners, students affected by low socioeconomic conditions, and foster youth district wide.

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.