

2014-2015

Local Control Accountability Plan (LCAP)

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

**LEA: Cutler-Orosi Joint Unified School District      LCAP Year: 2014-2015**  
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Cutler-Orosi Joint Unified School District (COJUSD) is a K-12 district located in the rural farming communities of Cutler and Orosi (combined population 15,000) with a predominately Hispanic population. Demographically in the District, 94% of the student population qualifies for the free and reduced price lunch program; 83% of households speak a language other than English; 63% of persons age 25+ have not graduated from high school, compared to 19.2% statewide; and 3.1% of residents have bachelor's degrees or higher, compared to 30.2% statewide. The median household income is \$33,500, compared to \$61,632 statewide with 38% of the population living below the poverty level compared to 14.4% statewide ([www.quickfacts.census.gov](http://www.quickfacts.census.gov)). The ethnic distribution in the school district is primarily Hispanic at 94.2%, 3% Filipino, 1% Asian, 1.5% White, and .3% other.

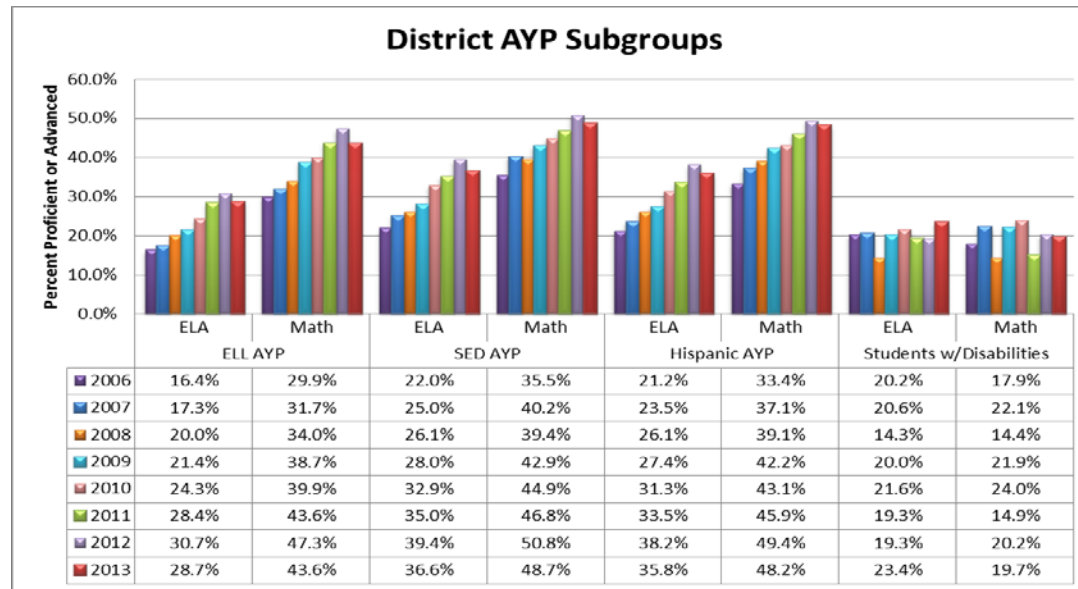
The community is geographically isolated and has low levels of parental education combine with limited services, no public transportation, gang involvement, and teenage pregnancies. Without local government, there is no organized community recreation department; the school district is responsible for providing students with recreational facilities and activities. Cutler-Orosi Joint Unified School District has established a collaborative forum, Cutler-Orosi Network for the Need of Educational and Community Teamwork, C.O.N.N.E.C.T., where various agencies across the county meet to collaborate and share resources and information to support the students and families in the community.

The Cutler-Orosi Community has experienced a downward turn in gang activity and crime, primarily due to the commitment from Tulare County Sheriff Department. The County has funded and established a Cutler-Orosi Sheriff Substation and has provided several deputies that support schools in providing safe and secure campuses. A gang injunction was implemented and the result has been a substantial decrease in gang and crime activity. The District has also had a laser-like focus in providing students a safe and supportive environment and as a result, discipline and violent incidents at school sites have decreased by over 65%. A district-wide Positive Behavioral Intervention Support (PBIS) program has been implemented at all the school sites. A results-based discipline data system has also been implemented which provided site leaders with timely discipline data, allowing for supervision and interventions to take place in key areas and with key students.

Cutler-Orosi JUSD has eight schools; one high school, one continuation school, one community day school for students who have been expelled or are at risk of expulsion, one independent study school, one middle school (grades 6-8) and three elementary schools. The population is 4100 students with the high schools having a total of 1000 and the middle school 950 with the remaining students in elementary schools and community day schools.

Many of the students served in the Cutler-Orosi JUSD come from language deficient environments. The children we serve have grown up with minimal to no print material in their homes as reported by parents during Common Core State Standards (C.C.S.S.) information meetings. Forty-eight percent of the students are English Language Learners (ELLs). About 75% of students entering Kindergarten are ELLs. One-third of the English Language Learners who enter our school system become Long Term English Language Learners (LTEL). District-wide, 462 students are currently LTELLs, who have 5+ more years in our district. About 33% of these students are at the high school level.

Under **No Child Left Behind** (NCLB), all public schools must make their Adequate Yearly Progress (AYP) toward the federal goal that all students perform at the proficient or above level in English-Language Arts (ELA) and mathematics by 2014. COJUSD was identified as a Program Improvement District and has been under State sanction for the past six years. While our district has made tremendous progress over the past few years, the district is still identified as a Program Improvement district.



The District began CCSS transition and implementation in 2011 to provide the COJUSD students with the skills necessary to prepare them for college, career and citizenship. We began this transition by training administrative staff and content coaches. The site and district level administrators developed a five year CCSS Implementation Plan. In the Spring of 2012, staff in Transitional Kindergarten through grade 1 were trained in math and ELA CCSS. Teachers received a total of four full days of CCSS standards training and implemented the CCSS in the 2012-13 school year. Grade level leads worked with county consultants once a month to develop grade level benchmarks and to work through the challenges of the CCSS implementation. Staff received professional development from site content coaches. The district content coaches and county consultants provided CCSS ELA and math training in the fall of 2012 and Spring of 2013. COJUSD gained five professional development days from a reduced instructional school year (175 days) and staff was provided with Phase 2 CCSS training. In the spring of 2013, grade level leads were identified and provided with release time to develop the CCSS aligned units of study. As of 2012-13 the Cutler-Orosi JUSD began the CCSS transition which accounts for the 2012-13 CST test scores across the District.

COJUSD implemented the CCSS in the 2013-14 school year and continues to provide all grade level lead teams with monthly release time to develop and refine the CCSS work. The District implemented a comprehensive professional development plan for the 2013-14 school year that brought all district grade-levels/content area teachers together for collaborations (PLCs) and professional development. The District has also captured the weekly late start time to build teacher capacity for the CCSS. The District recognizes teachers will need ample support, structured professional development, and collaboration time to build their capacity and improve CCSS instruction for students. The District will continue to refine units of study and continue analyzing student subgroup data to improve learning for all students.

### **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?



the committee members charted input and suggestions for improving the educational system for all students. Association representatives, teachers, parents, students, and community members were represented in the input committee meeting. A school messenger call was sent out to all parents and staff informing them of the committee work on January 30<sup>th</sup> and inviting them to participate in the process. In this message stakeholders were also encouraged to fill out the LCAP input survey on the District website.

A Google Docs LCAP input survey was uploaded onto the District website in Spanish and English. Site administration and staff was encouraged to direct parents to provide input for the LCAP on the survey. The survey was printed and given to School Site Councils (SSC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), elementary leadership students, and a heterogeneous grouping of high school students. The survey was also available to community, staff and students on the COJUSD website.

All input data was typed and posted on the District website. All survey results were also posted on the District website.

In mid-February all state priority committee leaders met and reviewed the LCAP template and reviewed all committee meeting input and survey input. The committee leads underwent a process for prioritizing the input provided by all the stakeholders. Top priorities served as a base for writing LCAP goals.

The LCAP was written based on the stakeholder input and in March all committee leads met with their stakeholder committees to review the LCAP and provide further suggestions and modifications. Site leadership reviewed the LCAP with School Site Councils and asked for suggestions, modifications and comments. District leadership reviewed the LCAP with bargaining units, CONNECT, DAC, DELAC, Board of Trustees, and provided a community-wide review of the LCAP to solicit further suggestions and input. The draft plan was also posted on the website for feedback. In addition, a public hearing will be conducted June 19<sup>th</sup> and the LCAP will be approved June 24<sup>th</sup> at the board meeting.

As a result of the wide-spread administration of the LCAP survey, the District received significant feedback. Staff asked that the District continue to support the Common Core State Standards implementation, staff development with fiscal resources, physical activity and facilities in the district. The advisory committees asked that there be support for students to pass the California High School Exit Exam (CAHSEE), hire teachers with experience, and provide support in English and math. The advisory committee members also asked that students be provided with opportunities for courses that will prepare them for college and/or universities. They requested that courses that meet college and university requirements be available to students at the high school level. In addition, advisory committee members requested campus security during and after school.

LCAP goals were developed as a result of the stakeholder Input.

Stakeholders provided the District with additional suggestions, modifications and comments regarding the LCAP.

<b>Local Control Accountability Plan Goals</b>	
<b>Goals</b>	
1	As a result of stakeholder input, highly qualified teachers will provide standards based education and help all students make progress towards meeting local/State benchmarks in a safe and supportive environment. Students will be prepared for college and career.
2	As a result of stakeholder input, students will be prepared to be contributing citizens of a global society.
3	As a result of stakeholder input parent/guardian will be prepared to support students.
4	As a result of stakeholder input, effective and efficient systems will be implemented to prepare students for the 21st Century.



## **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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
State testing show students need academic support. Building Teacher Capacity to instruct Students in the Common Core Standards,	<b>Goal 1</b> As a result of stakeholder input, highly qualified teachers will provide standards based education and help all students make progress towards	All students and Subgroups <ul style="list-style-type: none"> <li>• ELL</li> <li>• SED</li> <li>• SWD</li> <li>• Foster Students</li> </ul>	All Schools	Quarterly Benchmarks CAASPP Baseline data CELDT Assessments CAHSEE AP Exams Williams Report	The following will show a positive growth as compared to 2013-14: <ul style="list-style-type: none"> <li>• ELA/Math Benchmark</li> <li>• CELDT Proficiency Levels</li> <li>• Number of English Learners being</li> </ul>	The following will show a positive growth as compared to 2014-15: <ul style="list-style-type: none"> <li>• ELA/Math Benchmark</li> <li>• CELDT Proficiency Levels</li> <li>• Number of English Learners being</li> </ul>	The following will show a positive growth as compared to 2015-16: <ul style="list-style-type: none"> <li>• ELA/Math Benchmark</li> <li>• CELDT Proficiency Levels</li> <li>• Number of English Learners being</li> </ul>	<u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access  <u>B. Pupil Outcomes</u> Priorities:

<p><i>ELD Standards, Broad Curriculum, and Advanced Placement is necessary.</i></p> <p><i>District benchmarks CELDT, CAHSEE Advanced Placement tests results, CASPP, Williams Report</i></p>	<p><i>meeting local/state benchmarks in a safe and supportive environment. Students will be prepared for college and career. (District Goal 1, 2)</i></p> <p><i>Stakeholders indicated:</i></p> <ul style="list-style-type: none"> <li>• <i>Students and staff be supported in the implementation and mastery of the Common Core State Standards. Stakeholders indicated</i></li> <li>• <i>students not meeting reading and academic benchmarks be provided with interventions</i></li> <li>• <i>Facilities cleanliness and good</i></li> </ul>				<p>Reclassified</p> <ul style="list-style-type: none"> <li>• Number of student passing overall and in significant subgroup on CAHSEE Census</li> <li>• Number of students passing the AP exam with 3 or better</li> <li>• EAP college Readiness results</li> <li>• Graduation Rate</li> <li>• Naviance 4 Year Plan at the Secondary levels</li> </ul> <p>CAASPP baseline will be determined after the first administration.</p> <ul style="list-style-type: none"> <li>• Facilities will pass Williams inspection with “Good” or better.</li> </ul>	<p>Reclassified</p> <ul style="list-style-type: none"> <li>• Number of student passing overall and in significant subgroup on CAHSEE Census</li> <li>• Number of students passing the AP exam with 3 or better</li> <li>• EAP college Readiness results</li> <li>• Graduation Rate</li> <li>• CASSP</li> </ul> <ul style="list-style-type: none"> <li>• Facilities will pass Williams inspection with “Good” or better.</li> </ul>	<p>Reclassified</p> <ul style="list-style-type: none"> <li>• Number of student passing overall and in significant subgroup on CAHSEE Census</li> <li>• Number of students passing the AP exam with 3 or better</li> <li>• EAP college Readiness results</li> <li>• Graduation Rate</li> <li>• CASSP</li> </ul> <ul style="list-style-type: none"> <li>• Facilities will pass Williams inspection with “Good” or better.</li> </ul>	<p><i>4 – Pupil Achievement 8 – Other Pupil Outcomes</i></p>
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	<i>repair</i>							
<p><i>It is necessary to address the needs of the "whole child" to achieve academic excellence.</i></p> <p><i>Student surveys, academic achievement, athletic competitions, physical fitness tests, and counseling entries</i></p>	<p><b>Goal 2</b> As a result of stakeholder input, students will be prepared to be contributing citizens of a global society. (District Goal 3)</p> <p>Stakeholder input indicated students be supported in becoming healthy individuals by maintaining physically active and eating healthy. Additionally, stakeholders indicated additional resources and support for secondary pathways, school safety and the arts.</p>	<p><i>All students and Subgroups</i></p> <ul style="list-style-type: none"> <li>• <i>ELL</i></li> <li>• <i>SED</i></li> <li>• <i>SWD</i></li> <li>• <i>Foster Students</i></li> </ul>	All Schools	<p><i>Healthy Kids Surveys, Quarterly Benchmarks CAASPP Baseline data CELDT Assessments CAHSEE Fitness Testing Results</i></p>	<p>The following will show a positive improvement from previous year:</p> <ul style="list-style-type: none"> <li>• End of Year Reading Benchmark for K-5</li> <li>• End of Year STAR Reading level for grades 6-8</li> <li>• Number of students passing CAHSEE Census overall</li> <li>• Number of students in significant subgroups passing CAHSEE Census</li> <li>• Number of students participating in clubs, arts, and athletics will</li> </ul>	<p>The following will show a positive improvement from previous year:</p> <ul style="list-style-type: none"> <li>• End of Year Reading Benchmark for K-5</li> <li>• End of Year STAR Reading level for grades 6-8</li> <li>• Number of students passing CAHSEE Census overall</li> <li>• Number of students in significant subgroups passing CAHSEE Census</li> <li>• Number of students participating in clubs, arts, and athletics</li> </ul>	<p>The following will show a positive improvement from previous year:</p> <ul style="list-style-type: none"> <li>• End of Year Reading Benchmark for K-5</li> <li>• End of Year STAR Reading level for grades 6-8</li> <li>• Number of students passing CAHSEE Census overall</li> <li>• Number of students in significant subgroups passing CAHSEE Census</li> <li>• Number of students participating in clubs, arts, and athletics</li> </ul>	<p><u><i>A. Conditions of Learning</i></u> <i>Priorities:</i> 1 – <i>Basic</i> 2 – <i>Implementation of State Standards</i> 7 – <i>Course Access</i></p> <p><u><i>B. Pupil Outcomes</i></u> <i>Priorities:</i> 4 – <i>Pupil Achievement</i> 8 – <i>Other Pupil Outcomes</i></p> <p><u><i>C. Engagement</i></u> 6-<i>School Climate</i> 5 – <i>Pupil Engagement</i></p>

					<ul style="list-style-type: none"> <li>• be used as baseline data.</li> <li>• Number of students completing A-G coursework</li> <li>• Number of students showing college readiness in the EAP - college readiness exam will be used as baseline data.</li> <li>• Number of suspensions and expulsions will be used as baseline data.</li> <li>• Number of students labeled as chronically absent will be used as baseline data.</li> <li>• Number of students</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing A-G coursework</li> <li>• Number of students showing college readiness in the EAP</li> <li>• Number of suspensions and expulsions will decrease</li> <li>• Number of Students labeled as chronically absent will decrease</li> <li>• Number of students</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students completing A-G coursework</li> <li>• Number of students showing college readiness in the EAP</li> <li>• Number of suspensions and expulsions will decrease</li> <li>• Number of Students labeled as chronically absent will decrease</li> <li>• Number of students</li> </ul>	
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					<p>completing pathways will be used as a baseline.</p>	<p>completing pathways will increase from prior year.</p> <ul style="list-style-type: none"> <li>• Healthy Kids Survey results on student engagement will improve as compared to 2013-14 (survey given bi-yearly).</li> </ul>	<p>completing pathways will increase from prior year.</p>	
<p>Parents need to be supported and provided with tools and strategies to support reading in the home and assist students in school work.</p>	<p><b>Goal 3</b> As a result of stakeholder input parent/guardian will be prepared to support students. (District Goal 2)</p> <p>Parent stakeholders</p>	<p>All students and subgroups</p> <ul style="list-style-type: none"> <li>• ELL</li> <li>• SED</li> <li>• SWD</li> <li>• Foster</li> </ul>	<p>All Schools</p>	<p>Parent education survey</p> <p>Meeting sign-in sheets</p> <p>Parent-Teacher Conferences sign-in sheets</p>	<ul style="list-style-type: none"> <li>• Annual parent survey will be given. This year will be used as the baseline data.</li> <li>• Number of parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey will show more parents reporting opportunities for supporting their child in their education.</li> <li>• Number of parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey will show more parents reporting opportunities for supporting their child in their education.</li> <li>• Number of parents</li> </ul>	<p><i>A. Conditions of Learning</i> <i>Priorities:</i> <i>2 – Implementation of State Standards</i></p> <p><i>B. Pupil Outcomes</i> <i>Priorities:</i> <i>4 – Pupil Achievement</i></p>

<p>Parent Surveys</p> <p>Meeting sign-in sheets</p>	<p>indicated:</p> <ul style="list-style-type: none"> <li>• More support was needed in literacy and understanding the Common Core State Standards</li> <li>• Translators at Parent-Teacher conferences</li> <li>• Frequent communication through various methods (calls, mailings, and flyers)</li> </ul>			<p>Number of All Calls</p>	<p>attending parent and teacher conferences will serve as baseline for the following year.</p> <ul style="list-style-type: none"> <li>• Number of parents attending parent education sessions will serve as a baseline for the following year.</li> </ul>	<p>attending parent and teacher conferences will show positive increase from prior year.</p> <ul style="list-style-type: none"> <li>• Number of parents attending parent education sessions will show positive increase from prior year.</li> </ul>	<p>attending parent and teacher conferences will show positive increase from prior year.</p> <ul style="list-style-type: none"> <li>• Number of parents attending parent education sessions will show positive increase from prior year.</li> </ul>	<p>8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u></p> <p>3-Parent Involvement</p> <p>5 – Pupil Engagement</p>
<p>Provide technology to prepare students for 21<sup>st</sup> Century skills and learning</p> <p>District benchmarks, CAASPP, CELDT,</p>	<p><b>Goal 4</b></p> <p>As a result of stakeholder input effective and efficient systems will be implemented to prepare students for the 21<sup>st</sup> Century.</p> <p>Stakeholder</p>	<p>All students and subgroups</p>	<p>All Schools</p>	<p>District benchmarks , CAASPP, CELDT, CAHSEE</p>	<ul style="list-style-type: none"> <li>• The District will improve the capacity of infrastructure as compared to previous year.</li> <li>• Students in grades 3-5 will be given a typing test to be used as a</li> </ul>	<ul style="list-style-type: none"> <li>• The District infrastructure will be improved.</li> <li>• Students in grade 4-5 typing skills will show positive growth from</li> </ul>	<ul style="list-style-type: none"> <li>• The District infrastructure will be improved.</li> <li>• Students in grade 4-5 typing skills will show positive growth from</li> </ul>	<p><u>A. Conditions of Learning</u></p> <p>Priorities:</p> <p>1 – Basic</p> <p>2 – Implementation of State Standards</p> <p>7 – Course Access</p> <p><u>B. Pupil Outcomes</u></p>

<p>CAHSEE</p>	<p>input indicated:</p> <ul style="list-style-type: none"> <li>• More resources were needed for pathways</li> <li>• Increased campus safety</li> <li>• Coordinated technology plan</li> </ul>				<p>baseline for future goals.</p> <ul style="list-style-type: none"> <li>• The number of students having access to electronic benchmarks will serve as baseline.</li> <li>• All core academic classes will have electronic benchmarks.</li> </ul>	<p>prior year in typing skills.</p> <ul style="list-style-type: none"> <li>• The number of students having access to electronic benchmarks will increase.</li> <li>• All core and Career Technical Education (CTE) classes will have electronic benchmarks.</li> </ul>	<p>prior year in typing skills.</p> <ul style="list-style-type: none"> <li>• The number of students having access to electronic benchmarks will increase.</li> <li>• All classes will have electronic benchmarks.</li> </ul>	<p><i>Priorities:</i>  <i>4 – Pupil Achievement</i>  <i>8 – Other Pupil Outcomes</i>  <u><i>C. Engagement</i></u>  <i>5 – Pupil Engagement</i></p>
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### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1</b> As a result of stakeholder input, highly qualified teachers will provide standards based education and help all students make progress towards meeting local/state benchmarks in a safe and supportive environment. Students will be prepared for college and career. (District</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 5 – Pupil Engagement 3-Parent Involvement 6-School</p>	<ul style="list-style-type: none"> <li>Highly Qualified Teachers</li> <li>Standards-based education in the CCSS and ELD</li> <li>Common Core State Standards training</li> <li>English Language Development Standards Training</li> <li>Advanced Placement training and students prep sessions</li> <li>Data analysis training</li> <li>Refinement of benchmarks and units of study</li> <li>Instructional Rounds training and teacher</li> </ul>	District wide	<p>May of 2015 the LCAP committee will convene to evaluate the effectiveness and implementation of said programs</p>	<p>1. Conditions of Learning a. Highly qualified teachers \$50,000 b. Standards based materials \$100,000 c. Adequate facilities as per Williams Settlement \$65,200 <b>(LCFF: Base, Targeted, Special Education, and QEIA)</b></p> <p>2. Staff funded through targeted funds will have competitive salaries \$70,700 <b>(LCFF: Targeted)</b></p> <p>3. Academic coaches to support teachers and build capacity \$426,605 <b>(LCFF: Targeted)</b></p> <p>4. District Learning</p>	<p>Conditions of Learning a. Highly qualified teachers b. Standards based materials c. Adequate facilities as per Williams Settlement <b>(LCFF: Base, Targeted, Special Education, and QEIA)</b></p> <p>Staff funded through targeted funds will have competitive salaries <b>(LCFF: Targeted)</b></p> <p>Academic coaches to support teachers and build capacity <b>(LCFF: Targeted)</b></p> <p>District Learning</p>	<p>Conditions of Learning a. Highly qualified teachers b. Standards based materials c. Adequate facilities as per Williams Settlement <b>(LCFF: Base, Targeted, Special Education, and QEIA)</b></p> <p>Staff funded through targeted funds will have competitive salaries <b>(LCFF: Targeted)</b></p> <p>Academic coaches to support teachers and build capacity <b>(LCFF: Targeted)</b></p> <p>District Learning</p>

<p>Goal 1, 2)</p>	<p>Climate</p>	<ul style="list-style-type: none"> <li>• participation</li> <li>• Professional development for administrative staff</li> <li>• Interventions for students falling behind</li> <li>• CAHSEE interventions</li> <li>• Credit recovery opportunities</li> <li>• Summer School opportunities</li> <li>• Double period math and ELA classes at the middle school</li> <li>• Career pathways opportunities at the secondary level</li> <li>• English Language Development instruction for ELL students, during the school day, after school and Summer School</li> <li>• Beginning Teacher Support and Assessment (BTSA)</li> <li>• Gifted And Talented Education (GATE)</li> </ul>			<p>Directors to coordinate interventions and Student Study Teams \$240,730 <b>(LCFF: Targeted)</b></p> <p>5. Professional development on the following:</p> <ol style="list-style-type: none"> <li>a. Phase 1 of the CCSS</li> <li>b. ELD standards</li> <li>c. AP teachers on content area Advanced Placement training</li> <li>d. Data analysis training</li> <li>e. AVID Summer Institute</li> </ol> <p>\$698,962 <b>(LCFF: Targeted, QEIA, Title II and Title I, EL Grant)</b></p> <p>6. Opportunities for curriculum work (See #5) <b>(LCFF: Targeted, QEIA and Title I)</b></p> <p>7. Participation in Instructional Rounds/AGB (See # 5) <b>(LCFF: Targeted and Title I)</b></p> <p>8. Professional development for</p>	<p>Directors to coordinate timely interventions and Student Study Teams <b>(LCFF: Targeted)</b></p> <p>Professional development on the following:</p> <ol style="list-style-type: none"> <li>a. Phase 2 of the CCSS</li> <li>b. ELD standards</li> <li>c. AP teachers on content area Advanced Placement training</li> <li>d. Data analysis training</li> <li>e. AVID Summer Institute</li> </ol> <p><b>(LCFF: Targeted, Title II and Title I, ELL Grant)</b></p> <p>Opportunities for curriculum work <b>(LCFF: Targeted and Title I)</b></p> <p>Participation in Instructional Rounds/AGB <b>(LCFF: Targeted and Title I)</b></p> <p>Professional development for</p>	<p>Directors to coordinate timely interventions and Student Study Teams <b>(LCFF: Targeted)</b></p> <p>Professional development on the following:</p> <ol style="list-style-type: none"> <li>a. Phase 3 of the CCSS</li> <li>b. ELD standards</li> <li>c. AP teachers on content area Advanced Placement training</li> <li>d. Data analysis training</li> <li>e. AVID Summer Institute</li> </ol> <p><b>(LCFF: Targeted, Title II and Title I, ELL Grant)</b></p> <p>Opportunities for curriculum work <b>(LCFF: Targeted and Title I)</b></p> <p>Participation in Instructional Rounds/AGB <b>(LCFF: Targeted and Title I)</b></p> <p>Professional development for</p>
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		<p>Program Services</p> <ul style="list-style-type: none"> <li>• Additional periods/sections in the master schedule</li> <li>• AVID summer institute</li> <li>• Additional FTE's Certificated &amp; Classified</li> <li>• Support Staff to monitor and review student records</li> <li>• Adult School</li> </ul>			<p>administrators \$50,000 <b>(LCFF: Targeted, Title I and Title II)</b></p> <p>9. Beginning Teacher Support and Assessment (BTSA) \$40,000 <b>(LCFF: Targeted)</b></p> <p>10. Opportunities for intervention:</p> <p>a. Intervention for students not meeting adequate progress in local benchmarks and ACT/SAT/AP prep during school day and after school \$205,292</p> <p>b. CAHSEE preparation for students in grade 9 \$15,000</p> <p>c. Summer school \$110,500</p> <p><b>(LCFF: Targeted, Title I and Title III, Title III LEP and Title III Immigrant)</b></p> <p>11. Lead Teachers coordinate; grade level curriculum, assessments and identify strategies to meet needs of English Learners \$26,000 <b>(Title I)</b></p>	<p>administrators <b>(LCFF: Targeted, Title I and Title II)</b></p> <p>Beginning Teacher Support and Assessment (BTSA) <b>(LCFF: Targeted)</b></p> <p>Opportunities for intervention:</p> <p>a. Intervention for students not meeting adequate progress in local benchmarks during school day and after school</p> <p>b. CAHSEE preparation for students in grade 9</p> <p>c. Summer school</p> <p><b>(LCFF: Targeted, Title I and Title III, Title III LEP and Title III Immigrant)</b></p> <p>Lead Teachers coordinate; grade level curriculum, assessments and identify strategies to meet needs of English Learners <b>(Title I)</b></p>	<p>administrators <b>(LCFF: Targeted, Title I and Title II)</b></p> <p>Beginning Teacher Support and Assessment (BTSA) <b>(LCFF: Targeted)</b></p> <p>Opportunities for intervention:</p> <p>a. Intervention for students not meeting adequate progress in local benchmarks during school day and after school</p> <p>b. CAHSEE preparation for students in grade 9</p> <p>c. Summer school</p> <p><b>(LCFF: Targeted, Title I and Title III, Title III LEP and Title III Immigrant)</b></p> <p>Lead Teachers coordinate; grade level curriculum, assessments and identify strategies to meet needs of English Learners <b>(Title I)</b></p>
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					<p>12. Enhance current pathways. \$101,480 <b>(LCFF: Targeted)</b></p> <p>13. Library aides will ensure students have support in the library \$104,594 <b>(LCFF: Targeted and Base)</b></p> <p>14. Libraries open before and after school \$9,000 <b>(LCFF: Targeted)</b></p> <p>15. Instructional aides will support student learning \$154,664 <b>(LCFF: Targeted)</b></p> <p>16. Naviance will support students in college and career readiness \$7,780 <b>(LCFF: Targeted)</b></p> <p>17. Supplemental materials and supplies to enhance the learning of students below grade level \$197,557 <b>(LCFF: Targeted and Lottery)</b></p> <p>18. Categorical Programs Department staff will coordinate the following to improve academic achievement: \$127,271 a. Supplemental</p>	<p>Continue enhancement of pathways <b>(LCFF: Targeted)</b></p> <p>Library aides will ensure students have support in the library <b>(LCFF: Targeted and Base)</b></p> <p>Libraries open before and after school <b>(LCFF: Targeted)</b></p> <p>Instructional aides will support student learning <b>(LCFF: Targeted)</b></p> <p>Naviance will support students in college and career readiness <b>(LCFF: Targeted)</b></p> <p>Supplemental materials and supplies to enhance the learning of students below grade level <b>(LCFF: Targeted and Lottery)</b></p> <p>Categorical Programs Department staff will coordinate the following to improve academic achievement: a. Supplemental</p>	<p>Continue enhancement of pathways <b>(LCFF: Targeted)</b></p> <p>Library aides will ensure students have support in the library <b>(LCFF: Targeted and Base)</b></p> <p>Libraries open before and after school <b>(LCFF: Targeted)</b></p> <p>Instructional aides will support student learning <b>(LCFF: Targeted)</b></p> <p>Naviance will support students in college and career readiness <b>(LCFF: Targeted)</b></p> <p>Supplemental materials and supplies to enhance the learning of students below grade level <b>(LCFF: Targeted and Lottery)</b></p> <p>Categorical Programs Department staff will coordinate the following to improve academic achievement: a. Supplemental</p>
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					<p>Educational Services (SES) \$430,000</p> <p>b. English Language Development after-school \$34,000</p> <p>c. Parent Education Opportunities \$1,077</p> <p><b>(LCFF: Targeted &amp; Title I)</b></p> <p>19. Gifted And Talented Education (GATE) Program Services for students in grades 3-8 \$72,000 <b>(LCFF: Targeted)</b></p> <p>20. Additional Adult School Services to support students and adults attain a high school diploma \$32,000 <b>(LCFF: Targeted)</b></p> <p>21. Additional FTEs to provide students with support classes in English and math \$70,000 <b>(LCFF: Targeted)</b></p> <p>22. Designated ELD materials &amp; supplies \$20,000 <b>(LCFF: Base)</b></p> <p>23. Support staff will</p>	<p>Educational Services (SES)</p> <p>b. English Language Development after-school</p> <p>c. Parent Education Opportunities <b>(LCFF: Targeted)</b></p> <p>Gifted And Talented Education (GATE) Program Services for students in grades 3-8 <b>(LCFF: Targeted)</b></p> <p>Additional Adult School Services to support students and adults attain a high school diploma <b>(LCFF: Targeted)</b></p> <p>Additional FTEs to provide students with support classes in English and math <b>(LCFF: Targeted)</b></p> <p>Designated ELD materials &amp; supplies <b>(LCFF: Base)</b></p> <p>Support staff will monitor</p>	<p>Educational Services (SES)</p> <p>b. English Language Development after-school</p> <p>c. Parent Education Opportunities <b>(LCFF: Targeted)</b></p> <p>Gifted And Talented Education (GATE) Program Services for students in grades 3-8 <b>(LCFF: Targeted)</b></p> <p>Additional Adult School Services to support students and adults attain a high school diploma <b>(LCFF: Targeted)</b></p> <p>Additional FTEs to provide students with support classes in English and math <b>(LCFF: Targeted)</b></p> <p>Designated ELD materials &amp; supplies <b>(LCFF: Base)</b></p> <p>Support staff will monitor</p>
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					<p>monitor low performing Reclassified English Learners' academic progress and ensure student records are current and in compliance <b>(No Fiscal Impact)</b></p> <p>24. Academic support and intervention will be provided for students not passing CAHSEE \$10,000 <b>(LCFF: Targeted)</b></p> <p>25. Cyber High for credit recovery \$5,000 <b>(LCFF: Targeted)</b></p> <p>26. College and Career Readiness Director at the secondary level to provide students with the skills necessary to prepare them for college and career and to enhance pathways \$67,325 <b>(LCFF: Targeted) remaining portion funded CAPP grant &amp; ELL</b></p>	<p>low performing Reclassified English Learners' academic progress and ensure student records are current and in compliance <b>(No Fiscal Impact)</b></p> <p>Academic support and intervention will be provided for students not passing CAHSEE <b>(LCFF: Targeted)</b></p> <p>Cyber High for credit recovery <b>(LCFF: Targeted)</b></p> <p>College and Career Readiness Director at the secondary level to provide students with the skills necessary to prepare them for college and career and to enhance pathways <b>(LCFF: Targeted and CAPP Grant) remaining portion funded CAPP grant &amp; ELL</b></p> <p>To meet the needs of the additional classes additional staff will be added to ensure a clean, healthy and safe learning</p>	<p>low performing Reclassified English Learners' academic progress and ensure student records are current and in compliance <b>(No Fiscal Impact)</b></p> <p>Academic support and intervention will be provided for students not passing CAHSEE <b>(LCFF: Targeted)</b></p> <p>Cyber High for credit recovery <b>(LCFF: Targeted)</b></p> <p>College and Career Readiness Director at the secondary level to provide students with the skills necessary to prepare them for college and career and to enhance pathways <b>(LCFF: Targeted and CAPP Grant) remaining portion funded CAPP grant &amp; ELL</b></p> <p>To meet the needs of the additional classes additional staff will be added to ensure a clean, healthy and safe learning</p>
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						environment <b>(LCFF: Targeted)</b>	environment <b>(LCFF: Targeted)</b>
						Double blocked math at the middle school. <b>(LCFF: Targeted)</b>	Double blocked math at the middle school. <b>(LCFF: Targeted)</b>
							Add a Middle School Academic Counselor <b>(LCFF: Targeted)</b>
<b>Goal 2</b> As a result of stakeholder input Students will be prepared to be contributing citizens of a global society.	<u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access  <u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes  <u>C. Engagement</u> 5 – Pupil Engagement 3-Parent	<ul style="list-style-type: none"> <li>• Additional Special Ed Services</li> <li>• Mental/emotional/social services</li> <li>• Additional Special education services</li> <li>• Health, nutrition and physical education opportunities</li> <li>• Establish inter-mural sport activities</li> <li>• Opportunities to learn the Arts</li> <li>• Campus security</li> <li>• College and career pathways</li> <li>• Clubs and activities</li> </ul>	<i>District wide</i>	<i>May of 2015 the LCAP Committee will convene to evaluate the effectiveness and implementation of said programs</i>	<p>27. A full-time Special Education Director will be provided \$146,792 <b>(Special Education)</b></p> <p>28. A full-time Psychologist will be provided for Special Education \$124,579 <b>(LCFF: Targeted)</b></p> <p>29. Mental/ emotional/ social counseling services will be provided \$325,119 <b>(LCFF: Targeted and Counseling Grant)</b></p> <p>30. Supplemental Contracts \$50,000</p>	<p>Continue providing a Special Education Director to provide services to parents and students <b>(Special Education)</b></p> <p>Continue providing a full-time Psychologist to provide services to students in need <b>(LCFF: Targeted)</b></p> <p>Mental/emotional/social counseling services will be provided. <b>(LCFF: Targeted and Counseling Grant)</b></p> <p>Supplemental Contracts <b>(LCFF: Targeted)</b></p>	<p>Continue providing a Special Education Director to provide services to parents and students <b>(Special Education)</b></p> <p>Continue providing a full-time Psychologist to provide services to students in need <b>(LCFF: Targeted)</b></p> <p>Mental/emotional/social counseling services will be provided. <b>(LCFF: Targeted and Counseling Grant)</b></p> <p>Supplemental Contracts <b>(LCFF: Targeted)</b></p>



	<p><i>Involvement 6-School Climate</i></p>	<ul style="list-style-type: none"> <li>Improve athletic and recreational facilities</li> </ul>		<p><b>(LCFF: Targeted)</b></p> <p>31. Opportunities for students to participate in physical fitness activities:</p> <ul style="list-style-type: none"> <li>a. Athletics \$48,523</li> <li>b. Inter-murals at elementary level \$11,500</li> <li>c. Physical education \$9,000</li> <li>d. Healthy nutrition awareness \$5,000</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>32. Improve athletic and recreational facilities \$32,000 <b>(LCFF: Targeted)</b></p> <p>33. Opportunities for academic competition:</p> <ul style="list-style-type: none"> <li>• Science Olympiad \$6,000</li> <li>• Mock Trial \$6,000</li> <li>• Academic Decathlon \$6,000</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>34. Maintain and increase campus safety measures at school sites \$300,752 <b>(LCFF: Targeted)</b></p> <p>35. To provide secondary sites with an “on campus</p>	<p>Opportunities for students to participate in physical fitness activities:</p> <ul style="list-style-type: none"> <li>a. Athletics</li> <li>b. Inter-murals at elementary level</li> <li>c. Physical education</li> <li>d. Healthy nutrition awareness</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>Improve athletic and recreational facilities <b>(LCFF: Targeted)</b></p> <p>Opportunities for academic competition:</p> <ul style="list-style-type: none"> <li>• Science Olympiad</li> <li>• Mock Trial</li> <li>• Academic Decathlon</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>Maintain and increase campus safety measures at school sites <b>(LCFF: Targeted)</b></p> <p>To provide secondary sites with an “on campus</p>	<p>Opportunities for students to participate in physical fitness activities:</p> <ul style="list-style-type: none"> <li>a. Athletics</li> <li>b. Inter-murals at elementary level</li> <li>c. Physical education</li> <li>d. Healthy nutrition awareness</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>Improve athletic and recreational facilities <b>(LCFF: Targeted)</b></p> <p>Opportunities for academic competition:</p> <ul style="list-style-type: none"> <li>• Science Olympiad</li> <li>• Mock Trial</li> <li>• Academic Decathlon</li> </ul> <p><b>(LCFF: Targeted)</b></p> <p>Maintain and increase campus safety measures at school sites <b>(LCFF: Targeted)</b></p> <p>To provide secondary sites with an “on campus</p>
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				<p>suspension” room to keep students in school and increase attendance \$104,424 <b>(LCFF: Targeted)</b></p> <p>36. To improve campus safety, achievement and attendance:  a. SARB \$55,000  b. Campus security \$75,112  c. District Attendance \$54,800  d. School Resource Officer \$83,901  e. Early Alert System (Illuminate) \$65,000  <b>(LCFF: Targeted)</b></p> <p>37. Conduct screening:  a. Nurse \$25,000  b. LVN \$ 26,125  c. Health aides \$54,000  <b>(LCFF: Base, Targeted, Special Education, and Medical Billing)</b></p> <p>38. Increased opportunities for college, career pathways and link learning \$50,000  <b>(LCFF: Targeted)</b></p> <p>39. Data Specialists for CALPADS and LCFF</p>	<p>suspension” room to keep students in school and increase attendance <b>(LCFF: Targeted)</b></p> <p>To improve campus safety, achievement and attendance:  a. SARB clerk  b. Campus security  c. District Attendance  d. School Resource Officer  e. Early Alert System  <b>(LCFF: Targeted)</b></p> <p>Conduct screening:  a. Nurse  b. LVN  c. Health aides  <b>(LCFF: Base, Targeted, Special Education, and Medical Billing)</b></p> <p>Increased opportunities for college, career pathways and link learning  <b>(LCFF: Targeted)</b></p> <p>Data Specialists for CALPADS and LCFF.</p>	<p>suspension” room to keep students in school and increase attendance <b>(LCFF: Targeted)</b></p> <p>To improve campus, safety, achievement and attendance:  a. SARB clerk  b. Campus security  c. School Resource Officer  d. Early Alert System  <b>(LCFF: Targeted)</b></p> <p>Conduct screening:  a. Nurse  b. LVN  c. Health aides  <b>(LCFF: Base, Targeted, Special Education, and Medical Billing)</b></p> <p>Increased opportunities for college, career pathways and link learning  <b>(LCFF: Targeted)</b></p> <p>Data Specialists for CALPADS and LCFF.</p>
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				<p>\$69,725 <b>(LCFF: Targeted)</b></p> <p>40. Implement the AVID program and provide AVID Coordination \$117,000 <b>(Title I)</b></p> <p>41. Identify and support foster youth by providing materials and supplies (See #29) <b>(LCFF: Targeted &amp; Counseling Grant)</b></p> <p>42. Provide foster youth coordinator for support (See #29) <b>(LCFF: Targeted)</b></p> <p>43. Provide referral and resources for families in need. <b>(Family Ed Grant)</b></p> <p>44. Identify and provide resources to homeless students \$10,000 <b>(Title I)</b></p> <p>45. Community Services Department staff will coordinate wrap around student services <b>(LCFF: Base and Grants)</b></p>	<p><b>(LCFF: Targeted)</b></p> <p>Implement the AVID program and provide AVID Coordination <b>(Title I)</b></p> <p>Identify and support foster youth by providing materials and supplies <b>(LCFF: Targeted &amp; Counseling Grant)</b></p> <p>Provide foster youth coordinator for support <b>(LCFF: Targeted)</b></p> <p>Provide referral and resources for families in need. <b>(Family Ed Grant)</b></p> <p>Identify and provide resources to homeless students <b>(Title I)</b></p> <p>Community Services Department staff will coordinate wrap around student services <b>(LCFF: Base and Grants)</b></p>	<p><b>(LCFF: Targeted)</b></p> <p>Implement the AVID program and provide AVID Coordination <b>(Title I)</b></p> <p>Identify and support foster youth by providing materials and supplies <b>(LCFF: Targeted &amp; Counseling Grant)</b></p> <p>Provide foster youth coordinator for support <b>(LCFF: Targeted)</b></p> <p>Provide referral and resources for families in need. <b>(Family Ed Grant)</b></p> <p>Identify and provide resources to homeless students <b>(Title I)</b></p> <p>Community Services Department staff will coordinate wrap around student services <b>(LCFF: Base and Grants)</b></p>
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					<p>46. Infant and toddler teachers support teen parents in earning a diploma <b>(Comm. Serv Grants)</b></p>	<p>Infant and toddler teachers support teen parents in earning a diploma <b>(Comm. Serv Grants)</b></p> <p>An additional Speech Pathologist will provide services to students in need <b>(LCFF: Targeted and Special Education)</b></p> <p>An Arts teacher will be provided <b>(LCFF: Targeted)</b></p>	<p>Infant and toddler teachers support teen parents in earning a diploma <b>(Comm. Serv Grants)</b></p> <p>Continue with the increased Speech Pathologist to ensure services are provided to students in need <b>(LCFF: Targeted and Special Education)</b></p> <p>Continue providing Arts teacher <b>(LCFF: Targeted)</b></p>
<p><b>Goal 3</b> As a result of stakeholder input parent/guardian will be prepared to support students. (District Goal 2)</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil</p>	<ul style="list-style-type: none"> <li>• Provide parent education classes</li> <li>• Parent-Teacher Conferences</li> <li>• Parent Notifications</li> <li>• Parent and Student Handbook</li> <li>• Parent Advisory Committees</li> <li>• Day Care</li> <li>• Translators</li> </ul>	<p><i>Districtwide</i></p>	<p><i>May of 2015 the LCAP Committee will convene to review number of classes offered and number of participants.</i></p>	<p>47. Parent Education will be offered</p> <ul style="list-style-type: none"> <li>a. Literacy</li> <li>b. College/University Requirements</li> <li>c. ELA/Math CCSS</li> <li>d. ESL Classes</li> <li>e. Awareness of community and social issues</li> <li>f. Parent Recognition \$45,000 <b>(LCFF: Targeted)</b></li> </ul> <p>48. Parent Advisory</p>	<p>Parent Education will be offered</p> <ul style="list-style-type: none"> <li>a. Literacy</li> <li>b. College/University Requirements</li> <li>c. ELA/Math CCSS</li> <li>d. ESL Classes</li> <li>e. Awareness of community and social issues</li> <li>f. Parent Recognition <b>(LCFF: Targeted)</b></li> </ul> <p>Parent Advisory</p>	<p>Parent Education will be offered</p> <ul style="list-style-type: none"> <li>a. Literacy</li> <li>b. College/University Requirements</li> <li>c. ELA/Math CCSS</li> <li>d. ESL Classes</li> <li>e. Awareness of community and social issues</li> <li>f. Parent Recognition <b>(LCFF: Targeted)</b></li> </ul> <p>Parent Advisory</p>

	<p><i>Achievement 8 – Other Pupil Outcomes</i></p> <p><u>C. Engagement</u> <i>5 – Pupil Engagement 3-Parent Involvement 6-School Climate</i></p>				<p>Committees meetings \$5,000 <b>(Title I)</b></p> <p>49. Parent Notifications (All-calls, mailings and Parent-Student Handbook) in home language \$15,000 <b>(LCFF: Targeted)</b></p> <p>50. Parent-teacher conference translators \$2,700 <b>(LCFF: Targeted)</b></p> <p>51. Parent Training Materials and Supplies \$5,000 <b>(LCFF: Targeted and Title I)</b></p> <p>52. Daycare for parent meetings \$5,000 <b>(LCFF: Targeted)</b></p> <p>53. Translators for parent education meetings \$900 <b>(LCFF: Targeted)</b></p>	<p>Committees meetings <b>(Title I)</b></p> <p>Parent Notifications (All-calls, mailings and Parent-Student Handbook) in home language <b>(LCFF: Targeted)</b></p> <p>Parent-teacher conference translators <b>(LCFF: Targeted)</b></p> <p>Parent Training Materials and Supplies <b>(LCFF: Targeted and Title I)</b></p> <p>Daycare for parent meetings <b>(LCFF: Targeted)</b></p> <p>Translators for parent education meetings <b>(LCFF: Targeted)</b></p>	<p>Committees meetings <b>(Title I)</b></p> <p>Parent Notifications (All-calls, mailings and Parent-Student Handbook) in home language <b>(LCFF: Targeted)</b></p> <p>Parent-teacher conference translators <b>(LCFF: Targeted)</b></p> <p>Parent Training Materials and Supplies <b>(LCFF: Targeted and Title I)</b></p> <p>Daycare for parent meetings <b>(LCFF: Targeted)</b></p> <p>Translators for parent education meetings <b>(LCFF: Targeted)</b></p>
<p><b>Goal 4</b> As a result of stakeholder input effective and efficient systems will</p>	<p><u>A. Conditions of Learning</u> <i>Priorities: 1 – Basic 2 – Implementation of State Standards</i></p>	<ul style="list-style-type: none"> <li>The District will improve the capacity of technology infrastructure</li> <li>New technology will be purchased</li> </ul>	<p><i>Districtwide</i></p>	<p><i>May of 2015 the LCAP Committee will convene to review the effectiveness of the programs</i></p>	<p>54. The District will apply for ERATE funds to update infrastructure, support technology needs and set aside funds to match \$120,000 <b>(LCFF: Targeted &amp; ERate)</b></p>	<p>The District will apply for ERATE funds to update infrastructure, support technology needs and set aside funds to match <b>(LCFF: Targeted &amp; ERate)</b></p>	<p>The District will apply for ERATE funds to update infrastructure, support technology needs and set aside funds to match <b>(LCFF: Targeted &amp; ERate)</b></p>

<p>be implemented to prepare students for the 21st Century.</p>	<p>7 – <i>Course Access</i>   <i>B. Pupil Outcomes</i>  <i>Priorities:</i>  4 – <i>Pupil Achievement</i>  8 – <i>Other Pupil Outcomes</i>  <i>C. Engagement</i>  5 – <i>Pupil Engagement</i>  3-<i>Parent Involvement</i>  6-<i>School Climate</i></p>	<ul style="list-style-type: none"> <li>Replacement of outdated technology</li> </ul>			<p>55. Replacement of Outdated Technology \$281,130 / \$296,000 <b>(LCFF: Targeted &amp; QEIA)</b></p> <p>56. Support staff will install, maintain and monitor the implementation of technology in the instructional program \$189,162 <b>(LCFF: Targeted)</b></p> <p>57. Illuminate will provide info on subgroup data \$23,000 <b>(LCFF: Targeted)</b></p> <p>58. Programs for improved access to curriculum and assessments \$9,500 <b>(LCFF: Targeted)</b></p>	<p>Replacement of Outdated Technology <b>(LCFF: Targeted)</b></p> <p>Support staff will install, maintain and monitor the implementation of technology in the instructional program <b>(LCFF: Targeted)</b></p> <p>Illuminate will provide info on subgroup data <b>(LCFF: Targeted)</b></p> <p>Programs for improved access to curriculum and assessments <b>(LCFF: Targeted)</b></p>	<p>Replacement of Outdated Technology <b>(LCFF: Targeted)</b></p> <p>Support staff will install, maintain and monitor the implementation of technology in the instructional program <b>(LCFF: Targeted)</b></p> <p>Illuminate will provide info on subgroup data <b>(LCFF: Targeted)</b></p> <p>Programs for improved access to curriculum an assessments <b>(LCFF: Targeted)</b></p>
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- 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 re-designated 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 re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

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

(SECTION N/A ALL ACTIONS AND/OR SERVICES ARE LISTED IN SECTION 3A, AS WE ARE PROVIDING SERVICES FOR ALL STUDENTS DISTRICTWIDE)

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

In 2014-15 \$ 4,347,114 and in 2015-16 \$6,889,225 in targeted funds will be used district-wide as the unduplicated count is 95.96%. With the input of stakeholders, the District has determined the needs, goals and actions that will change the academic outcome of the students. The funds will improve and increase services in the areas of student achievement, Special Education, technology, parent education, and staff development or instruction. Students will be provided with additional academic support through interventions in school, after school and during the summer. The services and interventions that will be provided for SED, ELL's, SWD and foster youth will have an emphasis on reading and periodic data will be used to monitor the progress. The most effective use of these funds will be to provide services that will meet the districts goals for the unduplicated pupils in the state priority areas while adding additional services as requested by stakeholders.



## LCAP Funding Allocation Plan

Action and/or Service	Service Level	Funding Source	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	LCAP Reference Number(s)
Maintain Highly Qualified Teachers (HQT) and salaries	LEA-Wide	07200	\$120,700	\$126,735	\$133,072	1, 2
Supplement standards based materials and supplies for enhanced learning	LEA-Wide	07200	\$171,557	\$180,135	\$189,142	1A, 17
		00000	\$126,000	\$132,300	\$138,915	17
Insure adequate facilities as per Williams Act	LEA-Wide	07200	\$65,200	\$68,460	\$71,883	1B
Maintain Academic Coaches, Learning Directors,	LEA-Wide	07200	\$667,335	\$700,702	\$735,737	3, 4
Maintain Lead Teachers	LEA-Wide	30100	\$26,000	\$27,300	\$28,665	11
Provide professional development for teachers and administrators	LEA-Wide	30100/40350	\$683,962	\$718,160	\$754,068	5, 5A, 5B, 5D, 6, 7
Provide professional development for teachers and administrators	LEA-Wide	07200	\$65,000	\$68,250	\$71,663	5C, 5E, 8
Support for new teachers	LEA-Wide	07200	\$40,000	\$42,000	\$44,100	9
Provide interventions and support for students	LEA-Wide	07200	\$325,792	\$342,082	\$359,186	10A, 10C, 24
CAHSEE Support	LEA-Wide	00000	\$15,000	\$15,750	\$16,538	10B
Enhance learning pathways, add software and college readiness support	LEA-Wide	07200	\$226,588	\$237,917	\$249,813	12, 16, 26, 38
Provide greater access to school libraries	LEA-Wide	07200	\$113,594	\$119,274	\$125,237	13, 14
Maintain staff to support student learning	LEA-Wide	07200	\$154,664	\$162,397	\$170,517	15
Staff for coordinating improvement in academic achievement	LEA-Wide	07200	\$127,271	\$133,635	\$140,316	18, 23
Provide Supplemental Services (SES) and parent education opportunities	LEA-Wide	30100	\$431,077	\$452,631	\$475,262	18A, 18C
Provide ELD after school	LEA-Wide	42030	\$34,000	\$35,700	\$37,485	18B
Provide a GATE program and transportation	LEA-Wide	07200	\$72,000	\$75,600	\$79,380	19
Provide additional Adult Education services	LEA-Wide	07200	\$32,000	\$33,600	\$35,280	20
Hire additional staff for support in Math or English	LEA-Wide	07200	\$70,000	\$73,500	\$77,175	21
Designated ELD	LEA-Wide	00000	\$20,000	\$21,000	\$22,050	22
Provide Cyber High for credit recovery	LEA-Wide	07200	\$5,000	\$5,250	\$5,513	25
Provide a full time special education director	LEA-Wide	65000	\$146,792	\$154,132	\$161,838	27
Add a full time psychologist	LEA-Wide	07200	\$124,579	\$130,808	\$137,348	28

LCAP Funding Allocation Plan

	Maintain support for student mental/emotional/social/physical health, Foster student support, student wrap around services	LEA-Wide	07200	\$351,244	\$368,806	\$387,247	29, 37B, 41, 42, 45
	Conduct health screenings	LEA-Wide	65000/ 56400	\$79,000	\$82,950	\$87,098	37A, 37C
	Provide for supplemental contracts for services	LEA-Wide	07200	\$50,000	\$52,500	\$55,125	30
	Provide additional and/or enhanced physical fitness activities and athletics	LEA-Wide	07200	\$75,023	\$78,774	\$82,713	31A, 31B, 31D, 32
	Provide additional physical education	LEA-Wide	00000	\$9,000	\$9,450	\$9,923	31C
	Maintain and enhance opportunities for academic competition	LEA-Wide	07200	\$18,000	\$18,900	\$19,845	33(A-C)
	Maintain, improve and increase campus security	LEA-Wide	07200	\$579,565	\$608,543	\$638,970	34, 36(B-E)
	Monitor student attendance with a SARB clerk	LEA-Wide	00000	\$55,000	\$57,750	\$60,638	36A
	Provide an "on campus" suspension room	LEA-Wide	07200	\$104,424	\$109,645	\$115,127	35
	Data specialists to analyze student improvement and data tracking	LEA-Wide	07200	\$69,725	\$73,211	\$76,872	39
	AVID program implementation and coordination	LEA-Wide	30100	\$117,000	\$122,850	\$128,993	40
	Provide referral services for students/families in need and for homeless students	LEA-Wide	30100	\$10,000	\$10,500	\$11,025	43, 44
	Provide support for teen parents	LEA-Wide	00000	\$133,381	\$140,050	\$147,053	46
3	Provide for parent ed. in academics and school/community issues, parent recognition, notifications, supplies/materials, translators, etc.	LEA-Wide	07200	\$73,600	\$77,280	\$81,144	47(A-F), 49, 50, 51, 52, 53
	Provide for parent advisory meetings	LEA-Wide	30100	\$5,000	\$5,250	\$5,513	48
4	Support upgraded technology access (e-rate match)	LEA-Wide	07200	\$120,000	\$126,000	\$132,300	54
	Update and/or replace outdated technology	LEA-Wide	07200	\$281,130	\$295,187	\$309,946	55
	Update and/or replace outdated technology	LEA-Wide	74000	\$461,115	\$484,171	\$508,379	55
	Maintain staff to install, maintain and implement tech in the instructional program	LEA-Wide	07200	\$189,162	\$198,620	\$208,551	56
	Purchase/update software and Illuminate for data analysis for subgroup data	LEA-Wide	07200	\$32,500	\$34,125	\$35,831	57, 58

- 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 District is projected to receive \$28,528,538 in base and \$4,347,114 in targeted LCFF funds for the LCAP approval fiscal year of 2014/2015. The additional funds received for this year will be approximately 15.53% of the base LCFF. Areas of special needs have been determined by the district and stakeholders. The District is demonstrating proportional use of the targeted grant funding by actions listed in section 3. The District will make progress in supporting the child in all mental, physical and emotional needs.

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.