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

Introduction:

LEA: South Monterey County Joint Union High School District Contact (Name, Title, Email, Phone Number): Daniel R. Moirao Ed.D. State Administrator, dmoirao@smcjuhsd.org, 831-385-0606 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, 47605.5, 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

Since March 2014, SMCJUHSD has engaged and involved parents. community members, local bargaining units and other stakeholders in developing, reviewing and supporting implementation of LCAP. Initially, the State Administrator and Director of Business Services met with a committee comprised of stakeholder representatives to review a "straw man" draft of the LCAP. Goals were outlined. The LCAP Committee addressed the needs of each site and the district as a whole. Quantitative and qualitative data was reviewed including STAR results, CAHSEE results, graduation rates, dropout rates, CHKS results and AMAOs. The LCAP Committee created an LCAP action plan. They furthered the plan development and included subgroups to be addressed, methods of analyzing and measuring outcomes, and determined a three year achievement plan for each action. Having met with stakeholder representatives, the next step was to meet with stakeholder groups. The State Administrator and/or Director of Business Services then met with the following stakeholder groups:, CSEA, CTA, school site staffs at staff meetings, ADCO, Cabinet, ELACs of both high schools, DELAC, Rotary Clubs of King City and Greenfield, and the SSCs and the King City Chamber of Commerce. During the meetings with each group, a foundational understanding of the LCAP process was presented with the draft design. Participants were encouraged to consider student needs as a site as a district. Participants asked questions, contributed to discussion and made suggestions which were noted and incorporated into comprehensive planning and revision of the plan. Prior to the adoption of the LCAP changes were made as a result of written comments and feedback received through the engagement process. Goals broadened and action steps were flushed out and became more specific. Timelines and the metrics for measuring achievement became more concrete. The inclusion of multiple stakeholder groups and the ongoing and frequent LCAP committee meetings have resulted in the development of an LCAP which supports improved outcomes for pupils related to the state priorities

Impact on LCAP

As a result of consulting with these various stakeholder groups, the original straw man proposal was changed to better address the desires of the stakeholder groups. Some information remained the same as data analysis demonstrated the need to address specific needs of students that wasn't identified or mentioned by various groups.

The current LCAP reflects the perceived and real priorities of the students served by the South Monterey County Joint Union High School District. As a result of this process the Board of Education of the school district identified the need to have a more comprehensive strategic plan that has more of a long term set of goals with a better defined vision for the future. It is the board's belief that such a plan will better reflect multiple year desires for spending its finite monetary resources in alignment with student needs and community desires.

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?

		Goals				ferent/improved on identified me		Related State and Local
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) Class size	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	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.)
Class size averages in core content will reflect the reduction. Staffing will reflect accommodation of reduced class sizes	The conditions for learning will be improved for students	ALL	All	Class size in core content areas (English, Math, Social Studies and Science) will be reduced.	Class size in the core content will be reduced from 35:1 to 34:1 \$200,000 01-0940-0-1110- 1000-1100	Class size in the core content will be reduced from 34:1 to 33:1	Class size in the core content will be reduced from 33:1 to 32:1	2, 4, 7, 8
Annual Cal Pros		All	All	Annual credential audits	District and site staff will attend	District and site staff will attend	District and site staff will attend	1, 2, 4, 5, 6, 8,

reporting will show equitable distribution of highly qualified and effective teachers.			will reflect a full staff of Highly Qualified Teachers	recruitment fairs Appropriate materials promoting the district will be developed \$5,000 01-0940-0-0000- 7400-5200	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	
Purchase orders and account codes will reflect materials purchased accordingly Williams/ Valenzuela reports will reflect adequacy of materials	All	All	Annual budget expenditures will demonstrate purchase of standards- aligned materials	By September 2014 a plan will be developed for needed materials by department. Year one of the plan will be developed. \$0 cost	Year II of the plan will be implemented	Year III of the plan will be implemented	1, 2, 5, 7
Conference registration forms will reflect training for staff Master schedules will incorporate additional courses.	English Language Learners and Low Socio- economic students	All	At least two sections of AVID will be instituted at each of the comprehensive school sites	Staff will participate in training and membership into AVID will be done \$15,000 01-0940-0-1110- 1000-5200	Master schedules will reflect one section of AVID per site	Master schedules will reflect two sections of AVID per site.	4, 6, 7, 8
Sign-in sheets will reflect staff participation Professional development evaluations will reflect adequacy and usefulness of professional development	All	All	Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff. Professional Development	By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which	Year II of the Professional Development plan will be modified as needed and implemented Certified presenters will be identified from within current staff.	Year III of the Professional Development plan will be modified as needed and implemented Instructional practice will be evaluated from data collected which will inform	1, 2, 4, 6, 7, 8

Handouts will be kept Instructional coaches and administrative walk-thorough records will reflect implementation	ELL, Low	All	evaluations will reflect the quality of the program as well as future needs.	reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired Administrative staff will be instructed on how to hold staff accountable for program implementation Existing Title II	-lesson observations will be systematically implemented -Roles, expectations of leadership and instructional coaches will be aligned to identify district prioritiesexpectations will be set for staff accountability Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability Instructional Coaches will continue to support teachers	and support instructionstudent data will be used to evaluate student progress -leadership capacity will be built with skilled teacher from staff -support structures will be implemented to sustain support collaboration and follow through with professional development. Instructional Coaches will continue to support teachers	ELL, Low Socio-
will show a steady increase of 25% annually.	Socio- economic, Special Ed.	,	administration will show an increase in passing on both math and Language Arts		classes will be added into the master schedule.	classes will be added into the master schedule.	economic, Special Ed.

Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015 Advance placement course offerings will increase.	All EL Students, Low Socio- Economic and SPED students	All	Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses	Remedial support courses for second language learners and underperforming students will be offered. \$250,000 01-0940-0-1110- 1000-1100 Summer boot camps for second language learner's and underperforming student's will be offered \$40,000 01-0940-0-1110- 1000-1100	An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3	An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3	1,2,4,5,6,7,8
Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.	All	All	College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering	District staff will work with the consortium to develop courses and recruit students into career pathways \$0 additional cost	Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.	Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.	1,2,4, 5,7, 8

Master schedules	Pupil	English	All	There will be a	Remediation classes	There will be a	75% of entering	2, 4, 5, 8
will reflect an	Outcomes on	Language		75% increase in	will be included in	35% increase in	English	, , ,
increase in A-G	standardized	Learners		Second	the master schedule	the number of	Learners will be	
course	test and in			Language	for students falling	SDAIE	reclassified as	
enrollments.	core content	Students of		Learners and	short of their A-G	(Specially	English	
	areas will	Low socio-		students from	requirements (off	Designed	Proficient	
Summer Boot	increase.	economic		low socio-	track for graduation)	Academic	1 1011010111	
Camps will be	There will be	backgrounds		economic		Instruction in	The number of	
instituted to	a decrease in	backgrounds		homes	\$ 200,000	English)	remediation	
assist students	the	Students with		completing A-G	01-0940-0-1110-	courses offered.	classes will be	
off track for	achievement	a 2.0 or less		course	1000-1100	courses offered.	reduced in the	
		grade point		requirements		Remediation	master	
graduation.	gap among	•			Summer boot camps			
OEL DT	students	average.		with a grade "C"	for low performing or	classes will be	schedule by	
CELDT scores				or better.	second	included in the	35% for	
will reflect a					Language learners	master	students falling	
higher passage				ELL students will	will be offered.	schedule for	short of	
rate of EL				have access to	Cost included in	students	their A-G	
students.				CCSS by	previous item.	falling short of	requirements	
				building staff		their A-G	(off track for	
Before and after				capacity for	After and/or before	requirements	graduation)	
school support				implementation	school support	(off track for		
programs will be				and	groups (tutoring) will	graduation)	Summer boot	
offered.				development of	be offered.		camps for low	
				the new ELD	A	Summer boot	performing or	
Meeting Federal				standards with	Academic advisors	camps for low	second	
AMAO's will be				the core content	and/or advisory periods will be	performing or	language	
realized.				areas.	implemented to track	second	learners will be	
					•	language	offered.	
The new ELD					student progress.	learners will be		
standards will be					\$50,000	offered.	After and/or	
taught, an					01-0940-0-1110-		before school	
implementation					1000-1100	After and/or	support groups	
plan developed					1000-1100	before school	(tutoring) will be	
and new					A determination will	support groups	offered.	
benchmarks and					be made to increase	(tutoring) will be	oncica.	
regular review of					math graduation	offered.	Academic	
data will be					requirements to	onereu.	advisors and/or	
conducted.					three year	Acadomio		
conducted.					requirement	Academic	advisory periods	
CACCD					Toganomont	advisors and/or	will be	
CASSP						advisory periods	implemented to	
achievement						will be	track student	
level descriptors						implemented to	progress.	
will show growth						track student		
for all subgroups.						progress.		
-								

Master schedules	Engli	lich	All	There will be a	An increase in the	Offerings of	Offerings of	2,4, 5, 8
will reflect a		guage	All	reduction of	offerings of English	English	English	2,4, 3, 0
reduction of	Lear			English	Language Support	Language	Language	
support classes	Lean	111013		Language	classes will be	Support classes	Support classes	
based on the				support classes	evident in the	will be reduced	will be reduced	
2014-2015				by one-third over from 2014 -	master schedule.	by 15% in the	by 15% in the	
schedules.					O	master	master	
				2017.	Class sizes for	schedule based	schedule based	
Reclassification					English Language	on need.	on need.	
rates will					Learners will be not			
increase by at					exceed 25:1	Class sizes for	Class sizes for	
least 30% from						English	English	
the 2014-2015					English Language	Language	Language	
academic year.					Learner classes for	Learners will be	Learners will be	
					ELD 1 and 2 will be	not exceed 25:1	not exceed 25:1	
Class rosters will					separated.			
show that EL					p	English	English	
classes are staff					Incentives for	Language	Language	
accordingly					students are	Learner classes	Learner classes	
accordingly					reclassified will be	for ELD 1 and 2	for ELD 1 and 2	
Students will					developed and	will be	will be	
move one					implemented.		separated.	
					implemented.	separated.	separateu.	
proficiency level					¢450,000	Incentives for	Incentives for	
per year as					\$150,000 01-0940-0-1110-			
measured by the					1000-1100	students are	students are	
CELDT (ELPAC,					1000-1100	reclassified will	reclassified will	
2016)						be	be	
						implemented.	implemented.	
Reclassification	Engli		All	Students	A certified ELD	A certified ELD	A certified ELD	2,4,5, 7,8
rates will increase		guage		enrolled as	(ELPAC) teacher	(ELPAC)	(ELPAC)	
by 30-40% from	Lear	rners		English	will be assigned to	teacher will be	specialist	
the 2014-2015				Language	oversee CELDT	assigned to	teacher will be	
academic year.				Learners will be	testing,	oversee CELDT	assigned to	
				reclassified as	reclassification and	(ELPAC)	oversee CELDT	
CELDT scores will				English	student progress	testing,	(ELPAC)	
improve from the				Proficient at a	monitoring	reclassification	testing,	
2014-2015				rate of 75%	3	and student	reclassification	
academic year				annually	An increase in the	progress	and student	
The district will				,	offerings of English	monitoring	progress	
meet its AMAO				CAHSEE	Language Support	ormornig	monitoring	
targets.				passing scores	classes will be	An increase in	monitoring	
Decision (will increase by	evident in the	the offerings of	An increase in	
Regular logs for								
monitoring				25%.	master schedule.	English	the offerings of	
reclassified				EL CCA	Olana aimar for	Language	English	
learners will				ELSSA scores	Class sizes for	Support classes	Language	

demonstrate continuous progress in student performance.			showing language proficiency will increase by 40% CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.	English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated. \$90,000 01-0940-0-1110- 3900-1200	will be evident in the master schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	Support classes will be evident in the master schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	
AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science Students taking the AP exams will increase by 8% Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.	All	All	20% more students than in the 2013-2014 academic year will pass the Advanced Placement Exam with a score of 3 or higher	All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination Title II	All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	1,2,4,5,7

administrators. \$15,000 01-0940-0-1110- 1000-5200	evidence of the intent to hire a parent liaison. Comprehensive school sites will have Parent-Faculty-Student type associations formed.				parent teacher student associations - there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation	- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase	- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase	
---	---	--	--	--	---	--	--	--

Monthly attendance and report logs will demonstrate an increase in student attendance. Defined programs for promoting attendance will be identified. Logs for parent contacts will demonstrate outreach to improve student attendance.	Al	I All	School attendance rates will be at 97%	Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension) \$40,000 01-0940-0-0000-3130-2200 Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance \$26,000 01-0940-0-1110-1000-11000	Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension) Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension) Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	1,2,4,5,6,7,8
A three year plan will be developed with a timeline for implementation. Student progress will be monitored and program evaluation will be conducted, The program will be revised collaboratively for the benefit of all participating students	A		A three year deferred maintenance program will be written and implemented	A three year deferred maintenance program will be written and implemented. Budget allocations will be made to meet the maintenance needs of the plan. Funding in unrestricted GF	PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent-student- teacher associations	PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent-student-teacher associations	3,5,6
Cal Pad reports will reflect a regular decrease	Al				There will be an increase of parent	There will be an increase of parent	5,6

of dropouts in the program.				attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	
Monthly AERIES reports will demonstrate a decrease in suspensions and expulsions. Independent study contracts will demonstrate district alternatives to expulsions. Defined programs for promoting attendance will be identified. Logs for parent contacts will demonstrate outreach to improve student attendance.	All	Dropout rates will decrease by 30% from the 2013-2014 academic year	An aggressive plan for supporting students attendance will be developed and implemented Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement. Funded from resource 6512 for first year.	Intervention programs will be implemented as a pre-cursor to expulsion. Parent Liaison will conduct home visits to truant students. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.	Intervention programs will be implemented as a pre-cursor to expulsion. Parent Liaison will conduct home visits to truant students. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.	5,6

The California Healthy Kids report will be used to monitor improved in attitude.	All	All	Students and staff will report that they feel safe and connected to the school	A further analysis of the 2012-2013 survey will be made. A similar	Plans developed in 2014-2015 will begin to be implemented	A new California Healthy Kids Survey (CHKS) will be conducted.	1,5,6
A parent survey will be conducted to determine safe school perceptions from the parents.			environment as measured on the bi- annual California Healthy Kids Survey (CHKS).	parent/community survey will be conducted to determine community perceptions Program plans will be made based on the results of this analysis.		Further plans from the CHKS will be implemented.	
				\$10,000 01-0940-0-0000- 7200-5800			

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/	provided in eac provided in y anticipated o	is are performed h year (and are p rears 2 and 3)? Wexpenditures for ding funding sou	rojected to be /hat are the each action
,	(Irom section 2)			services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The Conditions for learning will be improved for students	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access (7) Pupil Outcomes (8)	Class size reduction Purchase of standards-aligned materials Add AVID courses 90% participation in professional development Increase in core content classes College and career pathway courses implemented	All	Class size in core content areas (English, Math, Social Studies and Science) will be reduced. Annual credential audits will reflect a full staff of Highly Qualified Teachers Annual budget expenditures will demonstrate purchase of standardsaligned materials At least two sections of AVID will be instituted at each of the	Class size in the core content will be reduced from 35:1 to 34:1 District and site staff will attend recruitment fairs Appropriate materials promoting the district will be developed By September 2014 a plan will be developed for needed materials by department. Staff will participate in training and membership into AVID will be made.	Class size in the core content will be reduced from 34:1 to 33:1 District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented Year II of the plan will be implemented. Master schedules will reflect one section of AVID per site. Year II of the Professional	Class size in the core content will be reduced from 33:1 to 32:1 District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented Year III of the plan will be implemented Master Schedules will reflect two sections of AVID per site.

			comprehensive		Development	Professional
			school sites	By June, 2014 a	plan will be	Development
			3011001 31103	review of the LEA	modified as	plan will be
			Actual	Plan, School Site	needed and	modified as
			schedules and	Plans and WASC		needed and
					implemented.	
			sign-in sheets	recommendations	-Certified	implemented.
			will reflect over	will be conducted		la atmination al
			90%	and a	presenters will	-Instructional
			participation in	professional	be identified	practice will be
			professional	development plan	from within	evaluated from
			development by	for certificated	current staff.	data collected
			staff.	and classified		which will
			D () 1	employees will be	-Lesson	inform and
			Professional	developed which	observations	support
			Development	reflects the	will be	instruction.
			evaluations will	adopted	systematically	0
			reflect the	performance	implemented.	-Student data
			quality of the	standards. An	Б.	will be used to
			program as well	extensive needs	-Roles,	evaluate
			as future needs.	assessment will	expectations of	student
				be conducted	leadership and	progress
			Master	after a	instructional	
			Schedules will	comprehensive	coaches will be	-Leadership
			demonstrate	data analysis has	aligned to	capacity will be
			greater need for	been completed.	identify district	built with skilled
			core content	Year one of the	priorities.	teacher from
			courses and	plan will be		staff
			fewer remedial	implemented.	-Expectations	_
			support courses	Instructional	will be set for	-Support
				coaches will be	staff	structures will
			College and	hired.	accountability.	be implemented
			career pathway	Administrative		to sustain
			courses will be	staff will be	Support	collaboration
			implemented in	instructed on how	providers will be	and follow
			the areas of	to hold staff	available to	through with
			Agriculture,	accountable for	implement new	professional
			Media Design,	program	practice.	development.
			and Engineering	implementation.	Administrative	
					staff will have a	Instructional
				Remedial support	deeper	Coaches will
				courses for	understanding	continue to
				second language	of expectations	support
				learners and	and	teachers
				underperforming	accountability	
				students will be		An increase of
li .	•			•		•

					offered. Summer boot camps for second language learners and underperforming students will be offered District staff will work with the consortium to develop courses and recruit students into career pathways	Instructional Coaches will continue to support teachers. An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3 Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.	two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3 Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.
Pupil outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students.	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access	75% increase in EL and low Socio-economic students completing A-G courses Decrease class sizes for ELL Increase in redesignation of EL students Increase in CAHSEE scores	ELL learners	There will be a 75% increase in Second Language Learners and students from low socioeconomic homes completing A-G course requirements with a grade "C" or better.	Remediation classes will be included in the Master Schedule for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or	There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered. Remediation classes will be included in the	765% of entering English Learners will be reclassified as English Proficient The number of remediation classes will be reduced in the Master Schedule by 35% for

(7)				second language	Master	students falling
Pupil Outcomes	ELSSA and		ELL students	learners will be	Schedule for	short of their A-
(8)	completion of		will have access	offered.	students falling	G requirements
	AMAO's		to CCSS by		short of their A-	(off track for
			building staff	After and /or	G requirements	graduation)
	Increase in		capacity for	before school	(off track for	
	students passing		implementation	support groups	graduation)	Summer boot
	AP test		and	(tutoring) will be		camps for low
			development of	offered.	Summer boot	performing or
			the new ELD		camps for low	second
			standards with	Academic	performing or	language
			the core content	advisors and/or	second	learners will be
			areas.	advisory periods	language	offered
				will be	learners will be	
			There will be a	implemented to	offered	After and/or
			reduction of	track student		before school
			English	progress.	After and/or	support groups
			Language		before school	(tutoring) will be
			support classes	A determination	support groups	offered.
			by one-third	will be made to	(tutoring) will be	
			over from 2014 -	increase math	offered.	Academic
			2017.	graduation		advisors and/or
				requirements to	Academic	advisory
			Otro de la la	three year	advisors and/or	periods will be
			Students	requirement	advisory	implemented to
			enrolled as	An increase in	periods will be	track student
			English	An increase in	implemented to	progress
			Language Learners will be	the offerings of English	track student	Offerings of
			reclassified as	Language	progress.	English
			English	Support classes	Offerings of	Language
			Proficient at a	will be evident in	English	support classes
			rate of 75%	the Master	Language	will be reduced
			annually	Schedule.	Support classes	by 15% in the
			armaany	Corrodato.	will be reduced	Master
			CAHSEE	Class sizes for	by 15% in the	Schedule based
			passing scores	English	Master	on need.
			will increase by	Language	Schedule based	
			25%.	Learners will be	need.	Class sizes for
				not exceed 25:1		English
			ELSSA scores		Class sizes for	Language
			showing	English	English	Learners will
			language	Language	Language	not exceed 25:1
			proficiency will	Learners classes	Learners will	
			increase by 40%	for ELD 1 and 2	not exceed 25:1	English
I	I	1			0,,000 4 20.1	

	will be separated.		Language
CASSP scores	mii bo soparated.	English	Learners
will show a	Incentives for	Language	classes for ELD
	students are	Learner classes	1 and 2 will be
steady rise while			
the achievement	reclassified will	for ELD 1 and 2	separated.
gap will	be developed	will be	
decrease among	and implemented.	separated.	Incentives for
sub groups.	A ('C LELE		students are
000/	A certified ELD	Incentives for	reclassified will
20% more	(ELPAC) teacher	students are	be implemented
students than in	will be assigned	reclassified will	
the 2013-2014	to oversee	be	A certified ELD
academic year	CELDT testing,	implemented.	(ELPAC)
will pass the	reclassification		specialist
Advance	and student	A certified ELD	teacher will be
Placement	progress	(ELPAC)	assigned to
Exam with a	monitoring	teacher will be	oversee CELDT
score of 3 or		assigned to	(ELLPAC)
higher.	An increase in	oversee CELDT	testing,
	the offerings of	(ELPAC)	reclassification
	English	testing,	and student
	Language	reclassification	progress
	Support classes	and student	monitoring
	will be evident in	progress	-
	the Master	monitoring	An increase in
	Schedule	-	the offerings of
		An increase in	English
	Class sizes for	the offerings of	Language
	English	English	support classes
	Language	Language	will be evident
	Learners will be	support classes	in the Master
	held to 25:1	will be evident	Schedule
		in the Master	
	English	Schedule	Class sizes for
	Language		English
	Learners classes	Class sizes for	Language
	for ELD 1 and 2	English	Learners will be
	will be separated.	Language	held to 25:1
		Learners will be	
	All teachers	held to 25:1	English
	instructing AP		Language
	courses will be	English	Learner classes
	provided	Language	for ELD 1 and 2
	appropriate	Learners	will be
	professional	classes for ELD	separated.
	protocoloriui	SIGOGOO TOT EED	coparatou.

					development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination.	1 and 2 will be separated All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination
School faculty and staff, parents and students will increase engagement in learning	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Parental Involvement (3) Pupil Achievement (4) Pupil engagement (5) School Climate	Increase in parent education. Student attendance rates up to 97% Three year deferred maintenance program written and implemented. Dropout rates	ELL, Low-socio- economic families, Foster youth providers	There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year School attendance rates will be at 97% A three year	PIQE 1 & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent teacher student	PIQE 1 & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent	PIZE 1 & 2 will be offered to parents. A Parent Liaison will be employed to coordinate parent involvement in schools Schools will create parent

(6)	decrease by 30%	deferred	associations	teacher student	teacher student
Course Access	from the 2013-	maintenance	acconditions	associations	associations
(7)	2014 year	program will be	-there will be an	docociations	dococidiono
Pupil Outcomes	2011 your	written and	increase of	-there will be an	-there will be an
(8)	Pupil suspension	implemented.	parent	increase of	increase of
(6)	and expulsion	implemented.	attendance at	parent	parent
	rates decreased.	Dropout rates	events by 30% at	attendance at	attendance of
	Tales decreased.	will decrease by	back to school	events by 30%	events by 30%
	Students and staff	30% from the	nights, CCSS	at back to	at back to
	will report that	2013-2014	information nights	school nights,	school nights,
	will report that		ELAC	CCSS	CCSS
		academic year.	participation	information	information
		Dunil	Spring Showcase	nights ELAC	nights ELAC
		Pupil suspension and	Spring Showcase		•
			Parents will be	participation	participation
		expulsion rates		Spring	Spring
		will decrease by	sent to CABE	Showcase	Showcase
		30% from the	conference with	Doronto will be	Doronto will be
		2013-2014	teachers and	Parents will be	Parents will be
		academic year	administrators.	sent to CABE	sent to CABE
				conference with	conference with
			Intervention	teachers and	teachers and
			programs will be	administrators.	administrators.
			implemented as a		
			pre-cursor to	Intervention	Intervention
			expulsion. (in	programs will	programs will
			school	be implemented	be implemented
			suspension)	as a precursor	as a precursor
				to expulsion. (in	to expulsion. (in
			5	school	school
			Parent Liaison	suspension)	suspension)
			will conduct home		
			visits to truant		
			students.	Parent Liaison	Parent Liaison
				will conduct	will conduct
			Saturday School	home visits to	home visits to
			will be provided	truant students.	truant students.
			to improve		
			attendance and	Saturday	Saturday
			support	School will be	School will be
			academic	provided to	provided to
			performance	improve	improve
				attendance	attendance
				and support	and support
			A three year	academic	academic
			deferred	performance	performance

1	I			
		maintenance		
		program will be		
		written and	PIQE 1 & 2 will	PIAE 1 & 2 will
		implemented.	be offered to	be offered to
			parents.	parents.
		Budget		
		allocations will be	A Parent	A Parent
		made to meet the	Liaison will be	Liaison will be
		maintenance	employed to	employed to
		needs of the	coordinate	coordinate
		plan.	parent	parent
		pian.	involvement in	involvement in
		An aggressive		
		An aggressive	schools	schools
		plan for support	Datasianata	Datassianatassi
		student	Behavioral and	Behavioral and
		attendance will	intervention	intervention
		be developed	counselors will	counselors
		and implemented.	be employed	will be
			to support the	employed to
		Behavioral and	emotional	support the
		intervention	needs of	emotional
		counselors will	students	needs of
		be employed to	towards their	students
		support the	academic	towards their
		emotional needs	achievement.	academic
		of students		achievement.
		towards their	Schools will	
		academic	create parent	Schools will
		achievement.	teacher student	create parent
		acine venient.	associations	teacher student
		A comprehensive	associations	
		A comprehensive	41a a na 1111 la	associations
		review and	-there will be an	
		analysis of the	increase of	-there will be an
		2012-2013	parent	increase of
		survey will be	attendance at	parent
		conducted.	events by 30%	attendance at
			at back to	events by 30%
		A similar	school nights,	at back to
		parent/community	CCSS	school nights,
		survey will be	information	ccss
		conducted to	nights	information
		determine	g.110	nights
		community	ELAC	g.110
		perceptions	participation	ELAC
		hercehmons		
			Spring	participation

		Program plans will be made based on the results of this analysis	Showcase Parents will be sent to CABE conference with teachers and administrators. Intervention programs will be implemented as a precursor to expulsion. Parent Liaison will conduct home visits to truant students Plans developed in 2014-2015 will be implemented	Spring Showcase Parents will be sent to CABE conference with teachers and administrators. Intervention programs will be implemented as a precursor to expulsion. Parent Liaison will conduct home visits to truant students. A new California Healthy Kids Survey (CHKS)
			be implemented	Survey (CHKS) will be conducted. Data from the CHKS will be analyzed, plans
				developed and implemented.

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 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 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	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 years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
applicable)	Section 2)			services	LCAP YEAR Year 1: 2014-15	Year 2: 2014- 15	Year 3: 2014- 15
The Conditions for learning will be	1,2,4,5, 6, 7, 8	For low income pupils: For English	LEA-wide	Class size in core content areas (English, Math, Social	Class size in the core content will be reduced from 35:1 to 34:1	Class size in the core content will be reduced from	Class size in the core content will be reduced from
improved for students		For foster youth:	LEA-wide	Studies and Science) will be	District and site	34:1 to 33:1	33:1 to 32:1
		For designated fluent English proficient pupils:	LEA-wide	Annual credential audits will reflect a full	staff will attend recruitment fairs Appropriate materials	District and site staff will attend recruitment fairs	District and site staff will attend recruitment fairs
				staff of Highly Qualified Teachers	promoting the district will be developed	Incentives for teachers to obtain HQT status will be	Incentives for teachers to obtain HQT status will be
				Annual budget expenditures will demonstrate	By September 2014 a plan will	implemented Year II of the	implemented Year III of the
				purchase of standards- aligned	be developed for needed materials by department. Year one of the	plan will be implemented	plan will be implemented
				materials	plan will be developed.	Master Schedules will	Master Schedules will
				At least two sections of AVID	Staff will	reflect one section of AVID	reflect two sections of

will be in extended.	nautiainat - !		A)/ID = -: -!4-
will be instituted	participate in	per site	AVID per site.
at each of the	training and	Veer II of the	V = = 111 - f +1
comprehensive	membership into	Year II of the	Year III of the
school sites	AVID will be done	Professional	Professional
	D	Development	Development
Actual	By June, 2014 a	plan will be	plan will be
schedules and	review of the LEA	modified as	modified as
sign-in sheets	Plan, School Site	needed and	needed and
will reflect over	Plans and WASC	implemented.	implemented.
90%	recommendations		
participation in	will be conducted	-Certified	-Instructional
professional	and a professional	presenters will	practice will be
development by	development plan	be identified	evaluated from
staff.	for certificated and	from within	data collected
	classified	current staff.	which will
Professional	employees will be		inform and
Development	developed which	-lesson	support
evaluations will	reflects the	observations	instruction.
reflect the	adopted	will be	
quality of the	performance	systematically	-student data
program as well	standards. An	implemented	will be used to
as future needs.	extensive needs		evaluate
	assessment will	-Roles,	student
Master	be conducted	expectations of	progress
Schedules will	after a	leadership and	
demonstrate	comprehensive	Instructional	-leadership
greater need for	data analysis has	Coaches will be	capacity will be
core content	been completed.	aligned to	built with skilled
courses and	Year one of the	identify district	teacher from
fewer remedial	plan will be	priorities.	staff
support courses	implemented.		
	Instructional	-expectations	-support
College and	Coaches will be	will be sent for	structures will
career pathway	hired	staff	be implemented
courses will be		accountability	to sustain
implemented in	Administrative		support
the areas of	staff will be	Support	
Agriculture,	instructed on how	providers will	Collaboration
Media Design,	to hold staff	be available to	and follow
and Engineering	accountable for	Implement new	through with
	program	practice.	professional
	implementation	Administrative	development.
		staff will have a	
	0.4.01.155	4	lander rational
	CASHEE prep classes will be	deeper understanding	Instructional Coaches will

outcomes on	,4,5,6,7, 8 For low income pupils:	LEA-wide	There will be a 75% increase in	District staff will work with the consortium to develop courses and recruit students into career pathways	content course sections will be offered and filled based on class size reduction and student ability to perform The need to remediation courses will drop by 1/3 Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity. There will be a 35% increase	ability to perform The need for remediation courses will drop by 1/3 Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity. 75% of entering English
standardized test and in	For English learners:	LEA-wide	Second Language	included in the Master Schedule	in the number of SDAIE	Learners will be reclassified as

core content	For foster youth:	LEA-wide	Learners and	for students falling	(Specially	English
areas will	For designated	LEA-wide	students from	short of their A-G	Designed	Proficient
increase.	fluent English		low socio-	requirements (off	Academic	
There will be	proficient pupils:		economic	track for	Instruction in	The number of
a decrease			homes	graduation)	English)	remediation
in the			completing A-G		courses	classes will be
achievement			course	Summer boot	offered.	reduced in the
gap among			requirements	camps for low		Master
students.			with a grade "C"	performing or	Remediation	Schedule by
			or better.	second language	classes will be	35% for
				learners will be	included in the	students falling
			ELL students will	offered.	Master	short of their A-
			have access to		Schedule or	G requirements
			CCSS by	After and/or	students falling	(off track for
			building staff	before school	short of their A-	graduation)
			capacity for	support groups	G requirements	
			implementation	(tutoring) will be	(off track for	Summer boot
			and	offered.	graduation)	camps for low
			development of			performing or
			the new ELD	Academic	Summer boot	second
			standards with	advisors and/or	camps for low	language
			the core content	advisory periods	performing or	learners will be
			areas.	will be	second	offered.
				implemented to	language	
			There will be a	track student	learners will be	After and/or
			reduction of	progress.	offered.	before school
			English			support groups
			Language	A determination	After and/or	(tutoring) will be
			support classes	will be made to	before school	offered.
			by one-third over	increase math	support groups	
			from 2014 -	graduation	(tutoring) will be	Academic
			2017.	requirements to	offered.	advisors and/or
				three year		advisory
				requirement	Academic	periods will be
			Students		advisors and/or	implemented to
			enrolled as	An increase in the	advisory	track student
			English	offerings of	periods will be	progress.
			Language	English Language	implemented to	0" . ,
			Learners will be	Support classes	track student	Offerings of
			reclassified as	will be evident in	progress.	English
			English	the Master	0"	Language
			Proficient at a	Schedule.	Offerings of	support classes
			rate of 75%		English	will be reduced
			annually	Class sizes for	Language	by 15% in the
				English Language	support classes	Master

CAHSEE	Learners will not	will be reduced	Schedule
passing scores	exceed 25:1	by 15% in the	based on need.
will increase by	CX00000 20.1	Master	basea on neca.
25%.	English Language	Schedule	Class sizes for
25%.			
E1 00 4	Learner classes	based on need.	English
ELSSA scores	for ELD 1 and 2		Language
showing	will be separated.	Class sizes for	Learners will
language		English	not exceed 25:1
proficiency will	Incentives for	Language	
increase by 40%	students are	Learners will	English
	reclassified will be	not exceed	Language
CASSP scores	developed and	25:1	Learner classes
will show a	implemented.		for ELD 1 and 2
steady rise while		English	will be
the achievement	A certified ELD	Language	separated.
gap will	(ELPAC) teacher	Learners	2250.000.
decrease among	will be assigned to	classes for ELD	Incentives for
sub groups.	oversee CELDT	1 and 2 will be	students are
Sub groups.	testing,	separated.	reclassified will
20% more	reclassification	Separateu.	be
		la continua for	
students than in	and student	Incentives for	implemented.
the 2013-2014	progress	students are	
academic year	monitoring	reclassified will	A certified ELD
will pass the		be	(ELPAC)
Advance	An increase in the	implemented.	specialist
Placement	offerings of		teacher will be
Exam with a	English Language	A certified ELD	assigned to
score of 3 or	Support classes	(ELPAC)	oversee CELDT
higher	will be evident in	teacher will be	(ELPAC)
	the Master	assigned to	testing,
	Schedule	oversee	reclassification
		CELDT	and student
	Class sizes for	(ELPAC)	progress
	English Language	testing,	monitoring
	Learners will be	reclassification	
	held to 25:1	and student	An increase in
	11610 10 20.1	progress	offering of
	English Language		
	English Language	monitoring	English
	Learners classes	A !	Language
	for ELD 1 and 2	An increase in	support classes
	will be separated.	the offering of	will be evident
		English	in the Master
	All teachers	Language	Schedule.
	instructing AP	support classes will be evident	Class sizes for

School 1,2, faculty and	2,3,4,5,6,7, 8 For low income pupils:	LEA-wide	There will be an increase of	Support study sessions will be provided to students in preparation for the AP examination PIQE 1 & 2 will be offered to parents.	All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for AP examination PIQE 1 & 2 will be offered to	provided appropriate professional development support in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination PIQE 1 & 2 will be offered to
staff, parents	For English	LEA-wide	parent education		parents.	parents.
	 	1 E Ai d a				
		LEA-wide				

and students	learners:		and participation	A Parent Liaison		
will increase	For foster youth:	LEA-wide	by 50% as	will be employed	A Parent	A Parent
engagement	For designated	LEA-wide	compared to the	to coordinate	Liaison will be	Liaison will be
in learning.	fluent English	LLA WIGC	2013-2014	parent	employed to	employed to
	•		academic year	involvement in	coordinate	coordinate
	proficient pupils:			schools	parent	parent
			School	5.4	involvement in	involvement in
			attendance rates	Behavioral and	schools	schools
			will be at 97%	intervention counselors will	Behavioral	Behavioral
			A three year	be employed to	and	and
			deferred	support the	intervention	intervention
			maintenance	emotional needs	counselors	counselors
			program will be	of students	will be	will be
			written and	towards their	employed to	employed to
			implemented	academic	support the	support the
				achievement.	emotional	emotional
			Dropout rates		needs of	needs of
			will decrease by	Schools will	students	students
			30% from the	create parent	towards their	towards their
			2013-2014	teacher student	academic	academic
			academic year	associations	achievement.	achievement.
			Pupil	there will be an		Schools will
			suspension and	increase of parent	Schools will	create parent
			expulsion rates	attendance at	create parent	teacher student
			will decrease by	events by 30% of	teacher student	associations.
			30% from the	back to school	associations	
			2013-2014 rate.	nights, CCSS		-there will be an
				information nights	-there will be an	increase of
			Students and	ELAC	increase of	parent
			staff will report	participation	parent	attendance at
			that they feel	Spring Showcase	attendance at	events by 30%
			safe and		events by 30%	at back to
			connected to the	Parents will be	at back to	school nights,
			school	sent to CABE	school nights,	CCSS
			environment as	conference with	CCSS	information
			measured on the tri-annual	teachers and	information nights ELAC	nights ELAC
			California	administrators.	participation	participation Spring
			Healthy Kids	Intervention	Spring Show	Showcase
			Survey (CHKS)	programs will be	case	GIIOWCase
				implemented as a	0400	Parents will be
				precursor to	Parents will be	sent to CABE
				expulsion (in	sent to CABE	conference with

T T				
		school	conference with	teachers and
		suspension)	teachers and administrators	administrators.
		Parent Liaison will		Intervention
		conduct home	Intervention	programs will
		visits to truant	programs will	be implemented
		students.	be	as a precursor
			implemented as	to expulsion.
		Saturday School	a precursor to	(in school
		will be provided	expulsion (in	suspension)
		to improve	school	•
		attendance and	suspension)	
		support	. ,	
		academic		
		performance	Parent Liaison	Parent Liaison
			will conduct	will conduct
		A three year	home visits to	home visit to
		deferred	truant students.	truant students
		maintenance		
		program will be	Saturday	Saturday
		written and	School will be	School will be
		implemented.	provided to	provided to
			improve	improve
		Budget allocations	attendance	attendance
		will be made to	and support	and support
		meet the	academic	academic
		maintenance	performance	performance
		needs of the plan		
		An aggressive		
		plan for	PIQE 1 & 2 will	PIQE 1 & 2 will
		supporting student	be offered to	be offed to
		attendance will be	parents.	parents. A
		developed and		Parent Liaison
		implemented	A Parent	will be
			Liaison will be	employed to
		Behavioral and	employed to	coordinate
		intervention	coordinate	parent
		counselors will	parent	involvement in
		be employed to	involvement in	schools
		support the	schools	
		emotional needs		Schools will
		of students	Schools will	create parent
		towards their	create parent	teacher student
		academic	teacher student	associations

achievement.	associations	
		-there will be an
	-there will be an	increase of
	increase of	parent
	parent	attendance at
	attendance at	events by 30%
	events by 30%	at back to
	at back to	school nights,
	school nights,	CCSS
	CCSS	information
	information	nights ELAC
	nights	participation
	FI 40	Spring
	ELAC	Showcase
	participation Spring	Parents will be
	Showcase	sent to CABE
	Silowcase	conference with
	Parents will be	teachers and
	sent to CABE	administrators.
	conference with	administrators.
	teachers and	Intervention
	administrators.	programs will
		be implemented
	Intervention	as a precursor
	programs will	to expulsion.
	be	
	implemented as	Parent Liaison
	a precursor to	will conduct
	expulsion.	home visit to
		truant students.
	Parent Liaison	_
	will conduct	A new
	home visits to	California
	truant students.	Healthy Kids
	Plans	Survey (CHKS) will be
	developed in	conducted.
	2014-2015 will	conducted.
	be	Data from the
	implemented	CHKS will be
	Implomonio	analyzed, plans
		developed and
		implemented.

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, school wide, 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 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.)

The LEA's goals to address state priorities related to "Conditions of Learning" include: reduction of core content class sizes; annual credential audits, annual budget expenditures which demonstrate the purchase of standards-aligned materials, inclusion of at least two AVID sections at each comprehensive school site; over 90% participation rate in professional development; development evaluations will reflect the quality of the program as well as future needs; master schedules will demonstrate the need for fewer remedial support courses; college and career pathway courses will be implemented in agriculture, media design and engineering.

The LEA's goals to address state priorities related to "Pupil Outcomes" include: a 75% increase in second language learners and students from low socio-economic homes completing a-g requirements with a grade of "C" or better; there will be a 30% reduction of EL support classes (due to higher reclassification rates); students enrolled as ELs will be reclassified as R-FEP at a rate of 75% annually; The AP exam pass rate with a 3 or higher will increase by 50% more than the 2013-14 level;

The LEA's goals to address state priorities related to "Engagement" include: an increase of parent education and participation by 50% as compared to the 2013-14 academic year; school attendance rates will be at 97%; a three year deferred maintenance program will be written and implemented; dropout rates will decrease by 40% from the 2013-14 academic year; pupil suspension and expulsion rates will decrease by 60% from the 2013-2104 rate; students and staff will report that they feel safe and connected to the school environment as measured on the bi-annual CHKS.

All of the LEA's goals to address state priorities fall inside the designations listed above. Therefore, they are not considered "Locally-identified Priorities". The unique needs of each school site were evaluated to inform the development of meaningful district and individual school site goals. Open, ongoing input from the School Board, SSCs, ELAC and DELAC resulted in adjustments to the LCAP. Recognition of the large EL population at Greenfield HS and the needs of the EL students were addressed in the development of the LCAP.

Goals to address the needs of EL and students of low socio-economic backgrounds, different from the LEA's goals for all pupils include: inclusion of at least two AVID sections at each comprehensive school site and, a 75% increase in second language learners and students from low socio-economic homes completing a-g requirements with a grade of "C" or better.

Specific, predicted outcomes and noticeable changes associated with each of the goals annually and over the three year LCAP include: increase in EL students reclassified as R-FEP; increase in students completing a-g courses; increased AP course participation and AP exam pass rate; CHKS results indicating and increase in student and staff perception of a safe campus environment; parent survey results indicating a higher level of involvement and an increase in parent education participation; greater involvement by the Board of Education in setting goals in the LCAP process; increased engagement as measured by an increase in attendance and graduation rates and a decrease in the dropout rates.

When developing goals to address each state priority qualitative including personal observations and sharing of experiences, and quantitative data including STAR, CAHSEE, CELDT, AMAOs reclassification rates, graduation rates, attendance rates, suspension rates, and dropout rates were considered. The data was examined by district and individual site. Additionally, the LEAP and site SPSAs were also used as references. The data was reviewed for all pupils and for students of subgroups including: ELs, SPED, and students from low socio-economic homes.

Goals to address the needs of EL and students of low socio-economic backgrounds, different from the LEA's goals for all pupils include: inclusion of at least two AVID sections at each comprehensive school site and, a 75% increase in second language learners and students from low socio-economic homes completing a-g

requirements with a grade of "C" or better.		

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.

In the first year of the LCAP implementation the following actions and services will be initiated for the benefit of all students: Instructional coaches will be hired; Administrative staff will be instructed on how to hold staff accountable for program implementation; career pathways will be developed contingent upon award of CCPT consortium grant; remedial support courses, academic summer boot camps, and tutoring outside the school day will be offered to assist students who are low performing and/or off track for graduation; academic advisors and/or advisory periods will be implemented to tract student progress; all teachers of AP courses will be provided appropriate professional development in their content area; All staff will be provided professional development in teaching a rigorous course of study; support study sessions will be provided to students in preparation for the AP examination; PIQE will be offered to parents; a parent liaison will be employed to coordinate parent involvement in schools; schools will create PTSAs; intervention programs will be implemented as a pre-cursor to expulsion; a parent liaison will conduct home visits to truant students; a three year deferred maintenance program will be written and implemented; budget allocations will be made to meet the maintenance needs of the plan; an in-house suspension coordinator will be hired and a program will be implemented; a district run Independent Study Program for expelled students will be designed and implemented; in cooperation with MEE Memorial Hospital, Behavioral Health Intervention Counselors will be hired to assist students with chronic behavioral problems. An anti-gang and anti-bullying program will be implemented. A comprehensive review and analysis of the 2012-2013 CHKS survey will be made; a similar parent/community survey will be conducted to determine community perceptions; program pans will be made based on the results of this analysis.

The following actions/services will be initiated for English learners and underperforming students: remedial support courses and summer academic boot camps will be offered; there will be an increase of support classes for EL students and lower class sizes for EL classes. ELD 1 and 2 students will be separated in order to meet their unique needs, A certified CELDT teacher will be assigned to oversee CELDT testing, reclassification and student monitoring,

The above actions and services link to identified goals and performance indicators as aligned with SPSAs, the LEAP, targeted data including results of the academic and student climate data as outlined in Section 1. The goals are overarching. The actions are specific to each goal. Each action has a timeline and specific method of measurement and analysis to be used in progress monitoring review/revision/ and modification in the forthcoming LCAP annual update. The expenditure to support districtwide changes to actions and services can be found in the LEAP budget appendix. The appendix outlines specific expenditures related to the goals. Additionally, each site's SPSA's identifies expenditures related to actions and services provided through site specific categorical funding.

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.