§ 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, <u>dmoirao@smcjuhsd.org</u>, 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, 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:

- How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
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 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 flushed out and became more specific. Timelines and the direction of multiple stakeholder groups and the ongoing and frequent LCAP changes 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 changes were flushed out and became more specific. Timelines and the supports improved outcomes for pupils related to the state prioriti	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?)	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	<u> </u>	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

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will show a steady increase of 25% annually. Special Ed. Special Ed. Special Ed. Special Ed. administration will show an increase in passing on both math and special ed. Spec								
steady increase of 25% annually. becommic, Special Ed. becommic, Special Ed. becomic, Special Ed. becommic, Special Ed. becommic, Sp			All					-
of 25% annually. Special Ed. increase in passing on both math and master schedule.								
passing on both schedule. schedule.		,						Special Ed.
math and	of 25% annually.	Special Ed.				master	master	
						schedule.	schedule.	
Language Arts								
				Language Arts				

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	A 11	A 11			A :	a :	1015070
Master schedules	All	All	Master	Remedial support	An increase of	An increase of	1,2,4,5,6,7,8
will reflect an	EL Students,		Schedules will	courses for second	two core	two core	
increase in core	Low Socio-		demonstrate	language learners	content course	content course	
content courses	Economic and		greater need for	and	sections will be	sections will be	
and fewer	SPED		core content	underperforming	offered and	offered and	
remediation	students		courses and	students will be	filled based on	filled based on	
courses			fewer remedial	offered.	class size	class size	
compared to			support courses	\$250,000	reduction and	reduction and	
2014-2015				01-0940-0-1110-	student ability to	student ability to	
				1000-1100	perform.	perform.	
Advance				Summer boot			
placement				camps for second	The need for	The need for	
course offerings				language learner's	remediation	remediation	
will increase.				and	courses will	courses will	
				underperforming	drop by 1/3	drop by 1/3	
				student's will be	-	-	
				offered			
				\$40,000			
				01-0940-0-1110-			
				1000-1100			
Board adoption	All	All	College and	District staff will	Students will be	Students will be	1,2,4, 5,7, 8
of participation in			career pathway	work with the	enrolled in a	enrolled in a	
the County			courses will be	consortium to	pathway of	pathway of	
consortium for			implemented in	develop courses	choice. All	choice. All	
the Career			the areas of	and recruit students	three pathways	three pathways	
pathways grant.			Agriculture,	into career	will be	will be	
			Media Design,	pathways	implemented	implemented	
Budget			and Engineering	\$0 additional cost	and near	and at capacity.	
allocations from					capacity.		
the grant will							
reflect							
implementation							
strategies.							
Professional							
Development							
agendas will							
reflect							
preparation and							
implementation							
of a career							
readiness							
program.							
piogram.							

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

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Master schedules	English	All	There will be a	An increase in the	Offerings of	Offerings of	2,4, 5, 8
will reflect a	Language		reduction of	offerings of English	English	English	
reduction of	Learners		English	Language Support	Language	Language	
support classes			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	master schedule.	by 15% in the	by 15% in the	
schedules.			from 2014 -		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				0.00000 2011	English	English	
the 2014-2015				English Language	Language	Language	
academic year.				Learner classes for	Learners will be	Learners will be	
academic year.				ELD 1 and 2 will be	not exceed 25:1	not exceed 25:1	
Class rosters will					101 670660 20.1	101 EXCEEU 20.1	
show that EL				separated.	English	English	
				Incontinuos for	English	English	
classes are staff				Incentives for	Language	Language	
accordingly				students are	Learner classes	Learner classes	
				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.	separated.	
proficiency level							
per year as				\$150,000	Incentives for	Incentives for	
measured by the				01-0940-0-1110-	students are	students are	
CELDT (ELPAC,				1000-1100	reclassified will	reclassified will	
2016)					be	be	
					implemented.	implemented.	
Reclassification	English	All	Students	A certified ELD	A certified ELD	A certified ELD	2,4,5, 7,8
rates will increase	Language		enrolled as	(ELPAC) teacher	(ELPAC)	(ELPAC)	
by 30-40% from	Learners		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%	interinterinty	and student	reclassification	
academic year			annually	An increase in the	progress	and student	
The district will			annuany	offerings of English	monitoring	progress	
meet its AMAO			CAHSEE	Language Support	monitoring	monitoring	
targets.				classes will be	An ingrassa in	monitoring	
			passing scores		An increase in	An ingraago in	
Regular logs for			will increase by	evident in the	the offerings of	An increase in	
monitoring			25%.	master schedule.	English	the offerings of	
reclassified			FL 004		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	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	
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	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	 will be separated. 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

programs will be a offered. p Si Parent in attendance e	School faculty and staff, parents and students will ncrease engagement n learning.	All	All	There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year	PIQE I & 2 will be offered to parents. \$20,000 01-0940-0-1110- 1000-5800 A parent liaison will be employed to coordinate parent involvement in schools \$140,000 01-0940-0-0000- 3130-2200 Schools will create 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 Spring Showcase Parents will be sent to CABE conference with teachers and administrators. \$15,000 01-0940-0-1110- 1000-5200	PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create 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 Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create 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 Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	3,5,6
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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.	All	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. <i>(in</i> <i>school</i> <i>suspension)</i> 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	All	All	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 1 & 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	All				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

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The California Healthy Kids report will be used to monitor	All	All	Students and staff will report that they feel safe and	A further analysis of the 2012- 2013 survey will be made.	Plans developed in 2014-2015 will begin to be	A new California Healthy Kids Survey (CHKS) will be	1,5,6
improved in attitude.			connected to the school environment as	A similar parent/community	implemented	conducted. Further plans	
A parent survey will be conducted to determine safe school perceptions from the parents.			measured on the bi- annual California Healthy Kids Survey (CHKS).	survey will be conducted to determine community perceptions		from the CHKS will be implemented.	
the parents.				Program plans will be made based on the results of this analysis.			
				\$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 Actions and Priorities Services (from Section 2)		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)?		
	(nom 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 standards- aligned 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. Year III of the

comprehensive		Development	Professional
school sites	By June, 2014 a	plan will be	Development
	review of the LEA	modified as	plan will be
Actual	Plan, School Site	needed and	modified as
schedules and	Plans and WASC	implemented.	needed and
sign-in sheets	recommendations		implemented.
will reflect over	will be conducted	-Certified	
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
	employees will be	-Lesson	inform and
Professional	developed which	observations	support
Development	reflects the	will be	instruction.
evaluations will	adopted	systematically	
reflect the	performance	implemented.	-Student data
quality of the	standards. An	1	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	F.09.000
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	phonico.	staff
fewer remedial	implemented.	-Expectations	otan
support courses	Instructional	will be set for	-Support
	coaches will be	staff	structures will
College and	hired.	accountability.	be implemented
career pathway	Administrative	accountability.	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.
		Administrative	uevelopment.
and Engineering	implementation.	staff will have a	Instructional
	Remedial support		
	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

					offered.	Instructional	two core
					Summer boot	Coaches will continue to	content course sections will be
					camps for second	support	offered and
					language	teachers.	filled based on
					learners and underperforming	An increase of	class size reduction and
					students will be	two core	student ability
					offered	content course sections will be	to perform.
					District staff will	offered and	The need for
					work with the	filled based on	remediation
					consortium to	class size	courses will
					develop courses and recruit	reduction and student ability to	drop by 1/3
					students into career pathways	perform.	Students will be enrolled in a
					ouroor pairmayo	The need for	pathway of
						remediation	choice. All
						courses will	three pathways will be
						drop by 1/3	implemented
						Students will be	and at capacity.
						enrolled in a	
						pathway of choice. All	
						three pathways	
						will be	
						implemented	
						and near	
Pupil	Appropriate	75% increase in	ELL learners	There will be a	Remediation	capacity. There will be a	765% of
outcomes on	Credentials and	EL and low Socio-		75% increase in	classes will be	35% increase in	entering English
standardized	Instructional	economic students		Second	included in the	the number of	Learners will be
test and in	Materials (1)	completing A-G		Language	Master Schedule	SDAIE	reclassified as
core content areas will	Implementation of State	courses Decrease class		Learners and students from	for students falling short of	(Specially Designed	English Proficient
increase.	Standards (2)	sizes for ELL		low socio-	their A-G	Academic	
There will be	Pupil			economic	requirements (off	Instruction in	The number of
a decrease	Achievement (4)	Increase in re-		homes	track for	English)	remediation
in the achievement	Pupil engagement (5)	designation of EL students		completing A-G course	graduation)	courses offered.	classes will be reduced in the
gap among	School Climate	310001113		requirements	Summer boot	Remediation	Master
students.	(6)	Increase in		with a grade "C"	camps for low	classes will be	Schedule by
	Course Access	CAHSEE scores		or better.	performing or	included in the	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	g ,
	students passing	implementation	support groups	graduation)	Summer boot
	AP test	and	(tutoring) will be	graduationiy	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
		arouo.	will be	learners will be	onorod
		There will be a	implemented to	offered	After and/or
		reduction of	track student		before school
		English	progress.	After and/or	support groups
		Language	F. 59, 666.	before school	(tutoring) will be
		support classes	A determination	support groups	offered.
		by one-third	will be made to	(tutoring) will be	onoroa
		over from 2014 -	increase math	offered.	Academic
		2017.	graduation	onorou.	advisors and/or
		20111	requirements to	Academic	advisory
			three year	advisors and/or	periods will be
		Students	requirement	advisory	implemented to
		enrolled as	roquitornoint	periods will be	track student
		English	An increase in	implemented to	progress
		Language	the offerings of	track student	progrooo
		Learners will be	English	progress.	Offerings of
		reclassified as	Language	progroco.	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
		~		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	on noou.
		25%.	Learners will be	need.	Class sizes for
		2070.	not exceed 25:1	1000.	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	101 GAUGGU 2J. I
		increase by 40%	for ELD 1 and 2	not exceed 25:1	English
		1101ease by 40%		HOLEXCEEU 20.1	LIGUEI

will be separated.	
CASSP scores English Learners	
will show a Incentives for Language classes for EL	.D
steady rise while students are Learner classes 1 and 2 will be	÷
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. students are	
A certified ELD Incentives for reclassified wi	ill
20% more (ELPAC) teacher students are be implemented	ed
students than in will be assigned reclassified will	
the 2013-2014 to oversee be A certified ELI	D
academic year CELDT testing, implemented. (ELPAC)	_
will pass the reclassification specialist	
Advance and student A certified ELD teacher will be	ڊ
Placement progress (ELPAC) assigned to	-
Exam with a monitoring teacher will be oversee CELE	דר
score of 3 or assigned to (ELLPAC)	<i>,</i>
higher. An increase in oversee CELDT testing,	
the offerings of (ELPAC) reclassification	n
English testing, and student	
o	
the Master monitoring An increase in Schedule the offerings of	
	л
An increase in English Class sizes for the offerings of Language	
English English support classe	
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 fo	r
Language	
Learners classes Class sizes for Language	
for ELD 1 and 2 English Learners will b	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 classe	
provided Language for ELD 1 and	2
appropriate Learners will be	
professional classes for ELD separated.	

					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
Co	ourse Access	from the 2013-	maintenance		associations	associations
(7)		2014 year	program will be	-there will be an		
	pil Outcomes		written and	increase of	-there will be an	-there will be an
(8)		Pupil suspension	implemented.	parent	increase of	increase of
(-)		and expulsion		attendance at	parent	parent
		rates decreased.	Dropout rates	events by 30% at	attendance at	attendance of
			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,
			academic year.	ELAC	CCSS	CCSS
				participation	information	information
			Pupil	Spring Showcase	nights ELAC	nights ELAC
			suspension and		participation	participation
			expulsion rates	Parents will be	Spring	Spring
			will decrease by	sent to CABE	Showcase	Showcase
			30% from the	conference with		
			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. <i>(in</i>	programs will	programs will
				school	be implemented	be implemented
				suspension)	as a precursor	as a precursor
					to expulsion. (in	to expulsion. (in
					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

		maintenance		
		program will be		
		written and	PIQE 1 & 2 will	PIAE 1 & 2 will
		implemented.	be offered to	be offered to
			parents.	parents.
		Budget	parento.	parento.
			A Parent	A Parent
		allocations will be		
		made to meet the	Liaison will be	Liaison will be
		maintenance	employed to	employed to
		needs of the	coordinate	coordinate
		plan.	parent	parent
		•	involvement in	involvement in
		An aggressive	schools	schools
		plan for support		
		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	dome venient.	achievement.
		towards their	Schools will	acinevenient.
				O I I III
		academic	create parent	Schools will
		achievement.	teacher student	create parent
			associations	teacher student
		A comprehensive		associations
		review and	-there will be an	
			-there will be an increase of	-there will be an
		analysis of the	increase of	-there will be an increase of
		analysis of the 2012-2013	increase of parent	increase of
		analysis of the 2012-2013 survey will be	increase of parent attendance at	increase of parent
		analysis of the 2012-2013	increase of parent attendance at events by 30%	increase of parent attendance at
		analysis of the 2012-2013 survey will be conducted.	increase of parent attendance at events by 30% at back to	increase of parent attendance at events by 30%
		analysis of the 2012-2013 survey will be conducted. A similar	increase of parent attendance at events by 30% at back to school nights,	increase of parent attendance at events by 30% at back to
		analysis of the 2012-2013 survey will be conducted. A similar parent/community	increase of parent attendance at events by 30% at back to school nights, CCSS	increase of parent attendance at events by 30% at back to school nights,
		analysis of the 2012-2013 survey will be conducted. A similar parent/community survey will be	increase of parent attendance at events by 30% at back to school nights, CCSS information	increase of parent attendance at events by 30% at back to school nights, CCSS
		analysis of the 2012-2013 survey will be conducted. A similar parent/community	increase of parent attendance at events by 30% at back to school nights, CCSS	increase of parent attendance at events by 30% at back to school nights,
		analysis of the 2012-2013 survey will be conducted. A similar parent/community survey will be	increase of parent attendance at events by 30% at back to school nights, CCSS information	increase of parent attendance at events by 30% at back to school nights, CCSS
		analysis of the 2012-2013 survey will be conducted. A similar parent/community survey will be conducted to	increase of parent attendance at events by 30% at back to school nights, CCSS information	increase of parent attendance at events by 30% at back to school nights, CCSS information
		analysis of the 2012-2013 survey will be conducted. A similar parent/community survey will be conducted to determine community	increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC	increase of parent attendance at events by 30% at back to school nights, CCSS information
		analysis of the 2012-2013 survey will be conducted. A similar parent/community survey will be conducted to determine	increase of parent attendance at events by 30% at back to school nights, CCSS information nights	increase of parent attendance at events by 30% at back to school nights, CCSS information nights

		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	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
			developed in	-
				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 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 provide in each year (and are projected to be provided years 2 and 3)? What are the anticipated expenditures for each action (including fundin source)?LCAP YEARYear 2: 2014-Year 3: 2014-		
					Year 1: 2014-15	15	15
The Conditions for learning will be	1,2,4,5, 6, 7, 8	For low income pupils: For English learners:	LEA-wide 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	34:1 to 33:1 District and site	33:1 to 32:1	
		For designated fluent English proficient pupils:	LEA-wide	reduced. 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 Annual budget	promoting the district will be developed By September	Incentives for teachers to obtain HQT status will be implemented	Incentives for teachers to obtain HQT status will be implemented
				expenditures will demonstrate purchase of standards- aligned materials	2014 a plan will be developed for needed materials by department. Year one of the plan will be	Year II of the plan will be implemented Master	Year III of the plan will be implemented Master
				At least two sections of AVID	developed. Staff will	Schedules will reflect one section of AVID	Schedules will reflect two sections of

will be instituted	participate in	per site	AVID per site.
at each of the	training and		
comprehensive	membership into	Year II of the	Year III of the
school sites	AVID will be done	Professional	Professional
		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
3.011.	classified		which will
Drefeesienel		current staff.	
Professional	employees will be	lassas	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	aboundomy	support
the areas of	staff will be	Support	Sapport
Agriculture,	instructed on how	providers will	Collaboration
	to hold staff	be available to	and follow
Media Design,			
and Engineering	accountable for	Implement new	through with
	program	practice.	professional
	implementation	Administrative	development.
		staff will have a	
	CASHEE prep	deeper	Instructional
	classes will be	understanding	Coaches will

					added into the master schedule. Remedial Support courses for second language learners and underperforming students will be offered. Summer boot camps for second language learner's and underperforming students will be offered District staff will work with the	of expectations and accountability CASHEE prep classes will be added into the master schedule. Instructional Coaches will continue support teachers An increase of two core content course sections will be offered and	continue to support teachers CASHEE prep classes will be added into the master schedule. An increase of two core content course sections will be offered and filled based on class size reduction and ability to perform
						classes will be	classes will be
						schedule.	schedule.
						Instructional	An increase of
					offered		
					District staff will		
					work with the		
					consortium to	filled based on	The need for
					develop courses and recruit	class size reduction and	remediation courses will
					students into	student ability	drop by 1/3
					career pathways	to perform	
						- 1 14	Students will be
						The need to remediation	enrolled in a pathway of
						courses will	choice. All
						drop by 1/3	three pathways
							will be
						Students will be enrolled in a	implemented and at capacity.
						pathway of	and at capacity.
						choice. All	
						three pathways	
						will be implemented	
						and near	
		_				capacity.	750/ /
Pupil outcomes on	1,2,4,5,6,7, 8	For low income pupils:	LEA-wide	There will be a 75% increase in	Remediation classes will be	There will be a 35% increase	75% of entering English
standardized		For English	LEA-wide	Second	included in the	in the number	Learners will be
test and in		learners:		Language	Master Schedule	of SDAIE	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	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	onorou	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	3.222.2011
			implementation	(tutoring) will be	(off track for	Summer boot
			and	offered.	graduation)	camps for low
			development of		g	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	
			Learners will be	Support classes	track student	Offerings of
			reclassified as	will be evident in	progress.	English
			English	the Master		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
				exceed 25:1	by 15% in the	based on need.
			passing scores will increase by	exceed 25.1	Master	based on need.
				English Longuage		Class sizes for
			25%.	English Language	Schedule	Class sizes for
			FL 00 A	Learner classes	based on need.	English
			ELSSA scores	for ELD 1 and 2	<u> </u>	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	
			decrease among	will be assigned to	classes for ELD	Incentives for
			sub groups.	oversee CELDT	1 and 2 will be	students are
				testing,	separated.	reclassified will
			20% more	reclassification		be
			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	J
				held to 25:1	and student	An increase in
					progress	offering of
				English Language	monitoring	English
				Learners classes		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	Conedule.
				courses will be	will be evident	Class sizes for
				COULSES WIILDE		UIASS SIZES IUI

					provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	in the Master Schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learners classes for ELD 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	English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated. 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
					preparation for the	provided appropriate	support in teaching such
						development in teaching such	content area.
							provided
							development in
						rigorous course of study.	Support study sessions will be provided to
						Support study sessions will be provided to	students in preparation for the AP
						students in preparation for AP examination	examination
School faculty and	1,2,3,4,5,6,7, 8	For low income pupils:	LEA-wide	There will be an increase of	PIQE 1 & 2 will be offered to parents.	PIQE 1 & 2 will be offered to	PIQE 1 & 2 will be offered to
staff, parents		For English	LEA-wide	parent education		parents.	parents.

	1.					1
and students	learners:		and participation	A Parent Liaison	A Doront	A Derent
will increase	For foster youth:	LEA-wide	by 50% as	will be employed	A Parent	A Parent Liaison will be
engagement in learning.	For designated	LEA-wide	compared to the 2013-2014	to coordinate parent	Liaison will be employed to	employed to
in leanning.	fluent English		academic year	involvement in	coordinate	coordinate
	proficient pupils:		academic year	schools	parent	parent
	proncient pupils.		School	5010015	involvement in	involvement in
			attendance rates	Behavioral and	schools	schools
			will be at 97%	intervention	3010013	3010013
				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	accontantion
			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	teachers and	information	nights ELAC
			tri-annual	administrators.	nights ELAC	participation
			California		participation	Spring
			Healthy Kids	Intervention	Spring Show	Showcase
			Survey (CHKS)	programs will be	case	
				implemented as a		Parents will be
				precursor to	Parents will be	sent to CABE
				expulsion <i>(in</i>	sent to CABE	conference with

		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
		otadonito.	implemented as	to expulsion.
		Saturday School	a precursor to	. (in school
		will be provided	expulsion (in	suspension)
			school	suspension
		to improve		
		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	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	
		acilieveilleill.	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
			Ingino	Spring
			ELAC	Showcase
			participation	2
			Spring	Parents will be
			Showcase	sent to CABE
				conference with
			Parents will be	teachers and
			sent to CABE	administrators.
			conference with	
			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
			D	truant students.
			Parent Liaison	•
			will conduct	Anew
			home visits to	California
			truant students.	Healthy Kids
			Plans	Survey (CHKS) will be
				conducted.
			developed in 2014-2015 will	conducted.
			be	Data from the
			implemented	CHKS will be
				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 socioeconomic 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)(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; 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.