

§ 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, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<p>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</p>	<p>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.</p> <p>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.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Class size averages in core content will reflect the reduction. Staffing will reflect accommodation of reduced class sizes	<i>The conditions for learning will be improved for students</i>	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	

<p>Handouts will be kept Instructional coaches and administrative walk-through records will reflect implementation</p>				<p>evaluations will reflect the quality of the program as well as future needs.</p>	<p>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</p> <p>Existing Title II</p>	<p>-lesson observations will be systematically implemented -Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities. -expectations 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</p> <p>Instructional Coaches will continue to support teachers</p>	<p>and support instruction. -student 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.</p> <p>Instructional Coaches will continue to support teachers</p>	
<p>CAHSEE results will show a steady increase of 25% annually.</p>		<p>ELL, Low Socio-economic, Special Ed.</p>	<p>All</p>	<p>Each test administration will show an increase in passing on both math and Language Arts</p>		<p>CAHSEE prep classes will be added into the master schedule.</p>	<p>CAHSEE prep classes will be added into the master schedule.</p>	<p>ELL, Low Socio-economic, Special Ed.</p>

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

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

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

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

<p>Specific parent programs will be offered.</p> <p>Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year</p> <p>Contracts with Parent education providers will demonstrate the implementation of this program</p> <p>A job description will provide evidence of the intent to hire a parent liaison.</p> <p>Comprehensive school sites will have Parent-Faculty-Student type associations formed.</p>	<p>School faculty and staff, parents and students will increase engagement in learning.</p>	<p>All</p>	<p>All</p>	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p>	<p>PIQE I & 2 will be offered to parents. \$20,000 01-0940-0-1110-1000-5800</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>\$140,000 01-0940-0-0000-3130-2200</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators. \$15,000 01-0940-0-1110-1000-5200</p>	<p>PIQE I & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p>	<p>PIQE I & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p>	<p>3,5,6</p>
--	---	------------	------------	--	---	--	--	--------------

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

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

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

Section 3: Actions, Services, and Expenditures

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

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

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

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

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

				<p>comprehensive school sites</p> <p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p> <p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p> <p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>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 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.</p> <p>Remedial support courses for second language learners and underperforming students will be</p>	<p>Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> -Certified presenters will be identified from within current staff. -Lesson observations will be systematically implemented. -Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities. -Expectations will be set for staff accountability. <p>Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability</p>	<p>Professional Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> -Instructional practice will be evaluated from data collected which will inform and support instruction. -Student 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 collaboration and follow through with professional development. Instructional Coaches will continue to support teachers <p>An increase of</p>
--	--	--	--	--	---	--	---

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

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

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

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

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

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

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

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils 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 provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
The Conditions for learning will be improved for students	1,2,4,5, 6, 7, 8	For low income pupils:	LEA-wide	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	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. Year one of the plan will be developed. Staff will	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	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
		For English learners:	LEA-wide				
		For foster youth:	LEA-wide				
		For designated fluent English proficient pupils:	LEA-wide				

				<p>will be instituted at each of the comprehensive school sites</p> <p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p> <p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p> <p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>participate in training and membership into AVID will be done</p> <p>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 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</p> <p>Administrative staff will be instructed on how to hold staff accountable for program implementation</p> <p>CASHEE prep classes will be</p>	<p>per site</p> <p>Year II of the Professional Development plan will be modified as needed and implemented.</p> <p>-Certified presenters will be identified from within current staff.</p> <p>-lesson observations will be systematically implemented</p> <p>-Roles, expectations of leadership and Instructional Coaches will be aligned to identify district priorities.</p> <p>-expectations will be sent for staff accountability</p> <p>Support providers will be available to Implement new practice. Administrative staff will have a deeper understanding</p>	<p>AVID per site.</p> <p>Year III of the Professional Development plan will be modified as needed and implemented.</p> <p>-Instructional practice will be evaluated from data collected which will inform and support instruction.</p> <p>-student data will be used to evaluate student progress</p> <p>-leadership capacity will be built with skilled teacher from staff</p> <p>-support structures will be implemented to sustain support</p> <p>Collaboration and follow through with professional development.</p> <p>Instructional Coaches will</p>
--	--	--	--	--	--	---	--

					<p>added into the master schedule.</p> <p>Remedial Support courses for second language learners and underperforming students will be offered.</p> <p>Summer boot camps for second language learner's and underperforming students will be offered</p> <p>District staff will work with the consortium to develop courses and recruit students into career pathways</p>	<p>of expectations and accountability</p> <p>CASHEE prep classes will be added into the master schedule.</p> <p>Instructional Coaches will continue support teachers</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform</p> <p>The need to remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.</p>	<p>continue to support teachers</p> <p>CASHEE prep classes will be added into the master schedule.</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and ability to perform</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.</p>
Pupil outcomes on standardized test and in	1,2,4,5,6,7, 8	For low income pupils: For English learners:	LEA-wide LEA-wide	There will be a 75% increase in Second Language	Remediation classes will be included in the Master Schedule	There will be a 35% increase in the number of SDAIE	75% of entering English Learners will be reclassified as

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

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

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

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

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

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

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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 track 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 plans 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.