

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

LEA: Happy Valley Union Elementary School District    Contact: Janet Tufts/Superintendent jtufts@hvusd.net    LCAP Year: 2014

***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>Stakeholder meetings were held on January 29, 2014, January 30, 2014, February 11, 2014, February 18, 2014, and March 25, 2014 with Foster Families, Social Workers, Grandparents, ELL Families, Bargaining Units, Staff and the Public to seek input for the LCAP. The 8 priorities were described. Areas for improvement were identified and successful areas were celebrated. See attached agendas in <a href="#">Appendix 1</a>, <a href="#">Appendix 2</a>.</p> <p>At each meeting, stakeholders were informed of the 8 priorities. The 8 priorities were evaluated. District Performance Data, the Orange County School Climate Survey and the Comprehensive Safety plan were evaluated at each meeting. The administrative team then involved the groups in an activity to determine areas of focus. The Stakeholders charted what the district is doing well, what the district needs to focus on and what stakeholders would like to see added to the curriculum and or school. This activity was repeated at each stakeholder meeting. The data was compiled and the Single Plan for Student Achievement was referenced to create goals for the LCAP.</p> <p>On December 18, the District Site Council (used as the PAC) discussed student proficiency related to the LCAP development. On February 26, the site council (used as a PAC), certificated staff, and classified staff met to evaluate the comprehensive safety plan and the single plan for student achievement with particular attention to student outcomes. The team drafted action steps for each of the goals that were written and aligned to the 8 priorities. The draft of the LCAP was brought back to the Site Council (used as the PAC) on 5/16/14, where suggestions were noted and the LCAP was revised. On 5/20/14, the Happy Valley Board of Trustees reviewed the LCAP draft. The weekly note home provided information to the public on the opportunity to submit questions and or recommendations in writing to the superintendent. The Public Hearing to be held on June 10, 2014 and the LCAP is scheduled for Board Adoption on June 17, 2017.</p>	<p><i>All stakeholder groups were noticed of LCAP work and given an opportunity to participate. The input was used to develop the supplemental as well as the LCAP goals. <a href="#">Appendix 3</a>, <a href="#">Appendix 4</a></i></p> <p><i>Stakeholders were involved, consulted and informed throughout the process. The input from the involvement process guided the completion of the LCAP.</i></p> <p><i>Follow-up meetings were scheduled to revise and goals and action steps to best meet the needs of the students in the district.</i></p> <p><i>Committee concerns about student proficiency in the area of English Language Arts and Writing lead to:</i></p> <ul style="list-style-type: none"> <li>• <i>commitment to strengthen common core implementation</i></li> <li>• <i>early intervention for students who are not proficient readers by the third grade</i></li> </ul> <p><i>LCAP and EL Advisory Committees identified the following areas as goals to consider in the future: expanded busing for before and after school programs, a Parent Center classroom on each campus, and a Foreign language Program that is designed to support EL students so they do not lose their native language.</i></p>

## **Section 2: Goals and Progress Indicators**

### **Ed Code and Required Metrics**

*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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><i>Goal 1:</i> <i>Metrics:</i> <i>Equitable Access to Technology will be measured by the number of tablets and/or computers that are at each site.</i></p> <p><i>Data from Student technology Surveys will be used to measure technology proficiency.</i></p>	<p><i>Goal 1: By fall of 2017, 100% of all K-8 students will have access to technology to use as a tool for accessing common core state standards.</i></p> <p><i>Facilities will be maintained in good repair</i></p> <p><i>SPSA: Goal #2</i></p>	<i>All</i>	<i>All</i>	<p><i>Students will have access to technology as a means for acquiring information.</i></p> <p><i>Using technology, Students will be given more opportunities, explore solutions and solve real world problems through performance tasks, writing experiences, and research.</i></p> <p><i>Progress Measured:</i> <i>Increase access by purchasing 1 class set of technology devices per grade level.</i></p> <ul style="list-style-type: none"> <li><i>Increase to 9 class sets</i></li> </ul>	<p><i>Students will be able to collaborate, store and edit their documents using cloud technology.</i></p> <p><i>Progress Measured:</i> <i>Increase access by purchasing additional technology devices.</i></p> <ul style="list-style-type: none"> <li><i>Increase to 15 Class sets</i></li> </ul> <p><i>Progress Measured:</i> <i>50% of staff and students will improve Their technology proficiency as measured by district surveys</i></p>	<p><i>Using technology, students will be able to proficiently cross reference assimilate, and cite sources.</i></p> <p><i>Progress Measured:</i> <i>Increase access by purchasing additional technology devices</i></p> <ul style="list-style-type: none"> <li><i>Increase to 20 class sets.</i></li> </ul> <p><i>Progress Measured:</i> <i>70% % of staff and students will improve Their technology proficiency as measured by district surveys</i></p>	<p><i>1: Basic Services</i> <i>2: Implementation of state standards</i> <i>3: Parent Engagement</i> <i>4: Pupil Achievement</i> <i>5: Pupil Engagement</i> <i>7: Course Access</i></p>	

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<p>Data collected from Teacher Technology Proficiency Surveys will be used to Support student learning in the area of technology.</p> <p>Metrics: facilities, technology purchases, API, district benchmark data and SBAC results, School attendance rates, chronic</p>				<p>Baseline data of students' and staff needs will be determined.</p> <p>State Priority 1- Basic Services: Facilities Inspection tool will read: 15/26 areas evaluated will be in excellent condition</p> <p>State Priority 4: Pupil Achievement: District Benchmark data (Illuminate Summative Assessment) will reflect an increase in proficiency by 10%. SBAC results will provide new Baseline</p>	<p>State Priority 1- Basic Services: Facilities Inspection tool will read: 20/26 areas in Excellent condition</p> <p>State Priority 4: Pupil Achievement: District Benchmark data (Illuminate Summative Assessment) will reflect an increase in proficiency by 10%. SBAC results will increase by 10% in LA</p>	<p>State Priority 1- Basic Services: Facilities Inspection tool will read: 23/26 areas in Excellent condition</p> <p>State Priority 4: Pupil Achievement: District Benchmark data (Illuminate Summative Assessment) will reflect an increase in proficiency by 10%. SBAC results will increase by 10% in LA</p>		

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<p><i>absenteeism, middle school dropout rate, suspension rate and expulsion rate</i></p> <p><a href="#">See Appendix 5 for Baseline Data</a></p>				<p><i>data.</i></p> <p><i>Student Achievement: API (2013) 806; SBAC baseline will be established.</i></p> <p><i>State Priority 5: School Attendance Rates Attendance will increase by .5%</i></p> <p><i>Chronic Absenteeism will be reduced by .5%</i></p> <p><i>Middle School dropout Rate is at 0%, with 1 student dropping out in 12/13</i></p>	<p><i>and Math.</i></p> <p><i>Student Achievement: API/SBAC proficiency in the areas of LA and Math will increase by 10%.</i></p> <p><i>State Priority 5: School Attendance Rates Attendance will increase by .5%</i></p> <p><i>Chronic Absenteeism: will be reduced by .5%</i></p> <p><i>Every effort will be made to intervene to keep the dropout rate at 0%</i></p>	<p><i>and Math.</i></p> <p><i>Student Achievement: API/SBAC proficiency in the areas of LA and Math will increase by 10%.</i></p> <p><i>State Priority 5: School Attendance Rates Attendance will increase by .5%</i></p> <p><i>Chronic Absenteeism: will remain at 3% or less. Every effort will be made to intervene to keep the dropout rate at 0%</i></p>		

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					<i>State Priority 6: Suspension rate will be reduced by .5%. Zero Students were expelled in 2013. The district will continue to provide behavioral interventions to maintain this expulsion rate.</i>	<i>State Priority 6: Suspension rate will be reduced by .5%. Zero Students were expelled in 2013. The district will continue to provide behavioral interventions to maintain this expulsion rate.</i>	<i>State Priority 6: Suspension rate will be reduced by .5%. Zero Students were expelled in 2013. The district will continue to provide behavioral interventions to maintain this expulsion rate.</i>	
<i>Goal 2: Metrics: Improvement will be measured by district benchmarks, district writing benchmark, and state assessments</i> <a href="#">See Appendix</a>	<i>Goal 2: By spring of 2017, 80% of K-8 students will meet grade level writing benchmarks.</i> <i>SPSA: Goal #1</i>	<i>All</i>	<i>All</i>		<i>Students will be provided daily opportunities to write in every subject area.</i>  <i>All Students will be exposed to "Being a Writer".</i>  <i>Students will benefit from lower student: teacher ratio for direct</i>	<i>Students will be provided daily opportunities to write in every subject area.</i>  <i>Students will use rubrics to assess K-8 writing progress.</i>  <i>Students will lower student: teacher ratio for direct writing</i>	<i>Students will be provided daily opportunities to write in every subject area.</i>  <i>Students will meet grade level writing benchmarks.</i>  <i>Students will Lower student: teacher ratio for direct writing</i>	<i>1: Basic Services</i> <i>2: Implementation of state standards</i> <i>3: Parent Engagement</i> <i>4: Pupil Achievement</i> <i>5: Pupil Engagement</i> <i>7: Course Access</i>

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<a href="#">5 for Baseline Data</a>					writing instruction.  <i>Progress Measured: 60% of students will meet writing benchmarks</i>	instruction.  <i>Progress Measured: 70% of students will meet writing benchmarks</i>	instruction.  <i>Progress Measured: 80% of students will meet writing benchmarks</i>	
<i>Goal 3: Metrics: DIBELS, Accelerated Reader, Grade 3 Reading Data, BPST, Illuminate Performance Tasks, Smarter Balance Assessments Master</i>	<i>By spring of 2017, 80% of our third grade students will be reading on grade level as identified by DIBELS and SBAC Reading and Comprehension. SPSA: Goal #1</i>	<i>All</i>	<i>All</i>		<i>Students will benefit from Improved literacy instruction in TK– 3<sup>rd</sup> grade.  Kindergarten students will master Phonemic awareness  Students will benefit from reading with cross-age tutors.</i>	<i>Students will benefit from Improved literacy instruction in TK – 3<sup>rd</sup> grade  1<sup>st</sup> Grade students will be able to blend sounds into words-digraphs.  Students will benefit from reading with cross-age tutors.</i>	<i>Students will benefit from Improved literacy instruction in TK – 3<sup>rd</sup> grade  All 3<sup>rd</sup> graders will be reading on or above Grade Level.  Students will benefit from reading with cross-age tutors.</i>	<i>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7:Course Access</i>

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<p><i>Schedule/ Broad Course of study</i></p> <p><i>Goal 3: Continued</i></p> <p><a href="#">See Appendix 5 for Baseline Data</a></p>				<p><i>Students who are not meeting mastery expectations will be participate in prescribed interventions.</i></p> <p><i>Students will benefit from a lower student: teacher ratio for intervention.</i></p>	<p><i>All second graders will know their long vowel/ short vowel combinations as measured by district benchmarks</i></p> <p><i>Students who have not shown growth or who have not met district benchmarks will have access to interventions.</i></p> <p><i>Students will benefit from a lower student: teacher ratio for intervention.</i></p>	<p><i>Students will benefit from a lower student: teacher ratio for intervention.</i></p>		

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					<p><i>Progress Measured: 60% of our 3<sup>rd</sup> graders will be reading on grade level.</i></p> <p><i>State Priority 7: Broad Course of Study- The School Master Calendar will reflect programs and services developed and provided to unduplicated pupils with exceptional needs, and the program services. GATE class will be offered 3 days per week. After school tutoring will be offered 4 days per week. Foreign Language will</i></p>	<p><i>Progress Measured: 70% of our 3<sup>rd</sup> graders will be reading on grade level.</i></p> <p><i>State Priority 7: Broad Course of Study- The School Master Calendar will reflect programs and services developed and provided to unduplicated pupils with exceptional needs, and the program services. GATE class will be offered 3 days per week. After school tutoring will be offered 4 days per week. Foreign Language will</i></p>	<p><i>Progress Measured: 80% of our 3<sup>rd</sup> graders will be reading on grade level.</i></p> <p><i>State Priority 7: Broad Course of Study- The School Master Calendar will reflect programs and services developed and provided to unduplicated pupils with exceptional needs, and the program services. GATE class will be offered 3 days per week. After school tutoring will be offered 4 days per week. Foreign Language will</i></p>	

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					<i>implemented district-wide. There is no base line for the first year.</i>	<i>implemented district-wide. An increase of 10% participation in Foreign Language will be measured.</i>	<i>implemented district-wide. An increase of 10% participation in Foreign Language will be measured.</i>	
<p><i>Goal 4:</i></p> <p><i>Metrics:</i></p> <p><i>District Benchmark Assessments, District Performance tasks, SBAC, Basic: HQT, Basic: Instructional materials</i></p> <p><a href="#">See Appendix 5 for Baseline</a></p>	<p><i>By Spring of 2017, 80% of K-8 students will be proficient in the area of Common Core mathematics as measured by district benchmarks and SBAC assessments.</i></p> <p><i>SPSA Goal #1</i></p>	<i>All</i>	<i>All</i>		<p><i>Students will learn and use Cooperative Group Strategies.</i></p> <p><i>All students will participate in weekly "Number Sense" Lessons.</i></p> <p><i>All students will take district benchmark assessments and performance tasks through Illuminate.</i></p>	<p><i>6-8<sup>th</sup> grade students will have access to Common Core State Adopted Curriculum.</i></p> <p><i>All students will participate in weekly "Number Sense" Lessons.</i></p> <p><i>Students who have not demonstrated mastery of Number Sense concepts will have additional instructional opportunities.</i></p>	<p><i>All K-8 students will have access to Common Core State Adopted Curriculum.</i></p> <p><i>All students will participate in weekly "Number Sense" Lessons.</i></p> <p><i>Students will be provided with additional instructional opportunities to support mathematics proficiency.</i></p>	<p><i>1: Basic Services</i></p> <p><i>2: Implementation of state standards</i></p> <p><i>3: Parent Engagement</i></p> <p><i>4: Pupil Achievement</i></p> <p><i>5: Pupil Engagement</i></p> <p><i>7: Course Access</i></p>

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<a href="#">Data</a>					<p><i>6<sup>th</sup> – 8<sup>th</sup> Grade Students will have access to Honors Math</i></p> <p><i>Progress Measured: SBAC Baseline will be set the first year. of our K-8<sup>th</sup> graders will be proficient in the area of Common Core mathematics</i></p> <p><i>State Priority 1: Basic Services</i></p>	<p><i>Progress Measured: SBAC Metrics will reflect a 10% increase in performance of our K-8<sup>th</sup> graders in the area of Common Core mathematics</i></p> <p><i>Progress Measured: SBAC Metrics will reflect 10% increase in performance of our K-8<sup>th</sup> graders in the area of Common Core</i></p> <p><i>State Priority 1: Basic Services</i></p>	<p><i>Students will be able to monitor progress/growth towards benchmark goals.</i></p> <p><i>Progress Measured: SBAC Metrics will reflect 10% increase in performance of our K-8<sup>th</sup> graders in the area of Common Core mathematics</i></p> <p><i>State Priority 1: Basic Services</i></p>	

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p><i>100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials.</i></p> <p><i>100% of students will have access to CCSS-aligned instructional materials. 7-8<sup>th</sup> Grade Common Core Math Curriculum will be purchased.</i></p>	<p><i>100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials.</i></p> <p><i>100% of students will have access to CCSS-aligned instructional materials. K-6 Grade Common Core Math Curriculum will be purchased</i></p>	<p><i>100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials.</i></p> <p><i>100% of students will have access to CCSS-aligned instructional materials. 100% of instructional materials will be aligned to CCSS.</i></p>	

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 5: Metrics: District and state assessments CELDT, teacher observation tool, EL reclassification rate</p> <p><a href="#">See Appendix 5 for Baseline Data</a></p>	<p>By Spring of 2017, 100% of the ELD Standards will be fully implemented</p> <p>SPSA Goal #1</p>	All	All	<p>EL students will have increased instruction with ELD best practices.</p> <p>Progress Measured: See State Priority 2</p> <p>State Priority 2: A Teacher Observation Tool will be developed to measure accessibility to Common Core</p>	<p>EL students will have increased instruction with ELD best practices.</p> <p>Students will demonstrate improvement in the areas of comprehension and vocabulary as measured by district benchmarks.</p> <p>Progress Measured: See State Priority 2</p> <p>State Priority 2: 75% of staff will employ strategies that will enable ELLs to access common Core Standards.</p>	<p>EL students will have increased instruction with ELD best practices.</p> <p>Students will engage in collaborative conversations using intellectually rich content.</p> <p>Progress Measured: See State Priority 2</p> <p>State Priority 2: 90% of staff will employ strategies that will enable ELLs to access common Core Standards.</p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p><i>Academic Standards. 50% of staff will be trained in new ELD standards</i></p> <p><i>State Priority 4: English Learner Reclassification Rate Overall CELDT Scores will increase from 11% reclassified to 25%</i></p> <p><i>Progress Measured: Students who are writing at a 2 will be able to score a 3 on their CELDT assessment</i></p>	<p><i>75% of staff will be trained in ELD standards</i></p> <p><i>State Priority 4 English Learner CELDT Reclassification Rate Will increase by 10% to 35% reclassified</i></p> <p><i>Progress Measured: Students who are writing at a 3 will be able to score a 4 on their CELDT assessment</i></p>	<p><i>100% of staff will be trained in ELD standards</i></p> <p><i>State Priority 4 English Learner CELDT Reclassification Rate Will increase by 10% to 45% reclassified</i></p> <p><i>Progress Measured: Students who are writing at a 4 will be able to score a 5 on their CELDT assessment</i></p>	
<p><i>Goal 6: Metrics: Homework completion</i></p>	<p><i>By Spring of 2017, 60% of our Parents will become vested</i></p>	<p>All</p>	<p>All</p>		<p><i>Increase in student achievement due to parent participation.</i></p>	<p><i>Increase in student achievement due to parent participation.</i></p>	<p><i>Increase in student achievement due to parent participation</i></p>	<p><i>3: Parent Involvement 4: Student Achievement</i></p>

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><i>rates, attendance and parent sign in sheets at events</i></p> <p><a href="#">See Appendix 5 for Baseline Data</a></p>	<i>partners in their child's education</i>			<p><i>Students and Parents will participate in Community Outreach Opportunities: PIQE Levels I and II - English and Spanish, children's Faire, Literacy Nights, Math Nights, Back to School, Open House.</i></p> <p><i>All 5-8 Students will lead parent conferences</i></p> <p><i>Progress Measured: See State Priority 3</i></p> <p><i>State Priority 3: Data will be collected to determine % of</i></p>	<p><i>Students and Parents will participate in Community Outreach Opportunities: PIQE Levels I and II - English and Spanish, children's Faire, Literacy Nights, Math Nights, Back to School, Open House.</i></p> <p><i>All 5-8 Students will lead parent conferences</i></p> <p><i>Progress Measured: See State Priority 3</i></p> <p><i>State Priority 3: 50% of our parents will attend school events.</i></p>	<p><i>Students and Parents will participate in Community Outreach Opportunities: PIQE Levels I and II - English and Spanish, children's Faire, Literacy Nights, Math Nights, Back to School, Open House.</i></p> <p><i>All 5-8 Students will lead parent conferences</i></p> <p><i>Progress Measured: See State Priority 3</i></p> <p><i>State Priority 3: 60% of our parents will attend school</i></p>	<p><i>5: Pupil Engagement</i></p> <p><i>6: School Climate</i></p> <p><i>8: Other Pupil Outcomes</i></p>	

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.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>parent involvement. 40% of our parents will attend school events.</p> <p>40 Families will participate in PIQE</p> <p>State Priority 6: School Climate- The Orange County School Climate Survey will be given to measure student, parent and teacher connectedness.</p>	<p>46 Families will participate in PIQE</p> <p>State Priority 6: School Climate- The Orange County School Climate Survey will be given to measure student, parent and teacher connectedness. Areas of concern will be addressed in the district Safety Plan</p>	<p>events. 50 Families will participate in PIQE</p> <p>State Priority 6: School Climate- The Orange County School Climate Survey will be given to measure student, parent and teacher connectedness. Areas of concern will be addressed in the district Safety plan</p>	
Goal 7: Science/ Mathematics Proficiency as measured in	By Spring of 2017, Science, Technology, Engineering and	All	All		<p>Students will have access to STEM related courses.</p> <p>Students will benefit</p>	<p>Students will have access to STEM related courses.</p> <p>Students will benefit</p>	<p>Students will have access to STEM related courses.</p> <p>Increase in student</p>	<p>1: Basic Services 2: Implementation of state</p>



### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1. <i>By fall of 2017, 100% of all K-8 students will have access to technology to use as a tool for accessing common core state standards.</i></p> <p><i>Facilities will be maintained in good repair.</i></p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<p>1. <i>Students will understand the expectations of responsible use of technology.</i></p> <p>2. <i>Tablets will be purchased to increase the technology: student ratio.</i></p> <p>3. <i>Professional development will support utilizing technology to meet student technology standards and goals.</i></p> <p>4. <i>Technology applications will be utilized to improve academic performance.</i></p>	LEA		<p><i>Technology:</i> \$117,123.00 <i>LCFF/Microsoft/Lottery</i> <i>Obj. 4000 &amp; 5000</i></p> <p><i>Staffing:</i> <i>Professional development:</i> <i>Sub Costs</i> \$5,023.00 <i>LCFF/EPA</i> <i>Obj. 1000,3000</i></p> <p><i>Custodial/Grounds</i> \$351,391 <i>LCFF</i> <i>Obj. 2000-5000</i></p>	<p><i>Technology:</i> \$117,123.00 <i>LCFF/Lottery</i> <i>Obj. 4000 &amp; 5000</i></p> <p><i>Staffing:</i> <i>Professional development:</i> <i>Sub Costs</i> \$5,023.00 <i>LCFF/EPA</i> <i>Obj. 1000,3000</i></p> <p><i>Intervention</i> <i>Curriculum:</i> \$2,500.00 <i>LCFF/Title I</i> <i>Obj. 4000</i></p> <p><i>State Priority 1:</i> <i>Facilities are maintained and in good repair:</i> <i>Custodial/Grounds</i> \$353,861</p>	<p><i>Technology:</i> \$32,882.00 <i>LCFF</i> <i>Obj. 4000</i></p> <p><i>Staffing:</i> <i>Professional development:</i> <i>Sub Costs</i> \$5,023.00 <i>LCFF/EPA</i> <i>Obj. 1000,3000</i></p> <p><i>Intervention</i> <i>Curriculum:</i> \$2,500.00 <i>LCFF/Title I</i> <i>Obj. 4000</i></p> <p><i>State Priority 1:</i> <i>Facilities are maintained and in good repair:</i> <i>Custodial/Grounds</i> \$356,819</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ol style="list-style-type: none"> <li>5. Maintenance contract with SUHSD</li> <li>6. Community Outreach: Staff will educate parents on cutting edge technology opportunities</li> <li>7. State Priority 1: Facilities are maintained and in good repair:</li> </ol>			<p>Bldg. Maint. \$143,353 LCFF Obj. 2000-6000</p> <p>Technology Services: \$30,971.00 LCFF/Lottery Obj. 5000</p>	<p>LCFF Obj. 2000-5000</p> <p>Bldg. Maint \$134,210.00 LCFF Obj. 2000-5000</p> <p>Technology Services: \$30,971.00 LCFF/Lottery Obj. 5000</p>	<p>LCFF Obj. 2000-5000</p> <p>Bldg. Maint \$135,110.00 LCFF Obj. 2000-5000</p> <p>Technology Services: \$30,971.00 LCFF/Lottery Obj. 5000</p>
<p>2. By spring of 2017, 80% of K-8 students will meet grade level writing benchmarks.</p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<ol style="list-style-type: none"> <li>1. Being a Writer will be purchased.</li> <li>2. Staff development day to introduce the writing program.</li> <li>3. Release time will be provided for lesson study writing lessons, and creating rubrics.</li> <li>4. Students below grade level benchmark or</li> </ol>	LEA		<p>Staff Dev. Days, Release Days &amp; Sub Costs \$8,857.00 LCFF/EPA Obj. 1000, 3000</p> <p>Staffing: Classified \$15,373.00 LCFF/Title I Obj. 2000, 3000</p>	<p>Staff Dev. Days, Release Days &amp; Sub Costs \$9,123.00 LCFF/EPA Obj. 1000,3000</p> <p>Staffing: Classified \$16,141.00 LCFF/Title I Obj. 2000, 3000</p>	<p>Staff Dev. Days, Release Days &amp; Sub Costs \$9,396.00 LCFF/EPA Obj. 1000,3000</p> <p>Staffing: Classified \$16,626.00 LCFF/Title I Obj. 2000, 3000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><i>showing minimal success toward district benchmarks will participate in interventions.</i></p> <p>5. <i>Intervention Curriculum for students who are two grade levels below expectation. (Handwriting without Tears)</i></p>			<p><i>Curriculum: \$1,537.00 LCFF/Title I Obj. 4000</i></p>	<p><i>Curriculum: \$1,583.00 LCFF/Title I Obj. 4000</i></p>	<p><i>Curriculum: \$1,631.00 LCFF/Title I Obj. 4000</i></p>
<p>3. 80% of the 3<sup>rd</sup> grade students will be reading and comprehending at grade level.</p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<p>1. <i>Build teacher understanding of the learning progressions of reading and comprehension</i></p> <p>2. <i>Formative Assessments will be used to support On-going groupings.- 9 week intervals</i></p> <p>3. <i>Provide professional</i></p>	<p>LEA</p>		<p><i>Professional Development: Release time, Sub Costs/Ex Duty \$7,937.00 LCFF/EPA Obj.1000,3000</i></p> <p><i>Professional Dev Services &amp; Training \$7,000.00 Title IIA Obj. 5000</i></p>	<p><i>Professional Development: Release time, Sub Costs/Ex Duty \$2,142.00 LCFF/EPA Obj.1000,3000</i></p> <p><i>Professional Dev Services &amp; Training \$7,000.00 Title IIA Obj. 5000</i></p>	<p><i>Professional Development: Release time, Sub Costs/Ex Duty \$2,142.00 LCFF/EPA Obj. 1000,3000</i></p> <p><i>Professional Dev Services &amp; Training \$7,000.00 Title IIA Obj. 5000</i></p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><i>development for K-1 teachers in early literacy strategies.</i></p> <p>4. <i>All Kindergarten students will have a clear understanding of sound/ letter recognition</i></p> <p>5. <i>Phonemic awareness will be mastered in kindergarten</i></p> <p>6. <i>Release time to design program and interventions, addressing the needs of transitional kindergarteners:</i></p> <p>7. <i>Kindergarten "Boot Camp" to front load incoming Kindergarten students.</i></p>			<p><i>Curriculum and other Instructional Materials: \$5,000.00 LCFF Obj. 4000</i></p> <p><i>Personal Contract Instruction: \$15,452.00 Special Ed Obj. 5000</i></p>	<p><i>Curriculum and other Instructional Materials: \$5,150.00 LCFF Obj. 4000</i></p> <p><i>Personal Contract Instruction: \$15,452.00 . Special Ed Obj. 5000</i></p>	<p><i>Curriculum and other Instructional Materials: \$5,305.00 LCFF Obj. 4000</i></p> <p><i>Personal Contract Instruction: \$15,452.00 Special Ed Obj. 5000</i></p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>8. <i>Select and train staff for leading Parent Education (Triple P)</i></p> <p>9. <i>Renaissance Place licensing:</i></p> <p>10. <i>Purchase Intervention Reading curriculum</i></p> <p>11. <i>Non-medical counseling to support the emotional needs of at risk students:</i></p>					
4. <i>80% of K-8 students will be proficient in the area of Common Core mathematics as measured by district</i>	<p>1: <i>Basic Services</i> 2: <i>Implementation of state standards</i></p>	<p>1. <i>K-5 will pilot common core math curriculum</i></p> <p>2. <i>6-8 will implement CPM Curriculum</i></p>	LEA		<p><i>Curriculum:</i>  <i>\$14,530.00</i> <i>LCFF/Lottery</i> <i>Obj. 4000</i></p>	<p><i>Curriculum:</i>  <i>\$14,442.00</i> <i>LCFF/Lottery</i> <i>Obj. 4000</i></p>	<p><i>Curriculum:</i>  <i>\$13,005.00</i> <i>LCFF/Lottery</i> <i>Obj. 4000</i></p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><i>benchmarks and SBAC assessments.</i></p> <p><i>SPSA Goal #1 Common Core Math Adoption</i></p>	<p><i>3: Parent Engagement</i></p> <p><i>4: Pupil Achievement</i></p> <p><i>5: Pupil Engagement</i></p> <p><i>7: Course Access</i></p>	<p><i>3. District Focus on Cooperative Group strategies.</i></p> <p><i>4. Benchmark Assessments will be scheduled</i></p> <p><i>5. District "Number Sense Lessons" will be developed.</i></p> <p><i>6. Interventions will be developed.</i></p> <p><i>7. Honors Math Program – 6-8 grade to be developed</i></p> <p><i>8. Performance Rubrics will be created to measure student competency and growth.</i></p>			<p><i>Staffing: Professional Development: \$6,754.00 LCFF/EPA Obj. 1000,3000</i></p> <p><i>Curriculum: \$2,328.00 LCFF Obj. 4000</i></p> <p><i>Note: Honors Math included in teachers contracted day from LCFF</i></p>	<p><i>Staffing: Staff Release Sub costs: \$6,957.00 LCFF/EPA Obj. 1000,3000</i></p> <p><i>Curriculum: \$2,400.00 LCFF Obj. 4000</i></p> <p><i>Note: Honors Math included in teachers contracted day from LCFF</i></p>	<p><i>Staffing: Professional Development: Ex Duty &amp; Sub Costs \$7,165.00 LCFF/EPA Obj. 1000,3000</i></p> <p><i>Curriculum: \$2,500.00 LCFF Obj. 4000</i></p> <p><i>Note: Honors Math included in teachers contracted day from LCFF</i></p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5 .By spring of 2017, 100% of the ELD standards will be fully implemented	1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7:Course Access	<ol style="list-style-type: none"> <li>1. Close reading of complex informational and literary texts</li> <li>2. Taking a stand and supporting it with evidence</li> <li>3. Engaging in collaborative conversations about intellectually rich content</li> <li>4. Using academic language and developing language awareness</li> <li>5. Valuing multilingualism and cultural diversity</li> <li>6. Progress Monitoring should be specific to EL Students (fluency &amp; comprehension assessments) Approx every 3-6 weeks, formative assessments will be</li> </ol>	LEA		<p><i>Curriculum:</i> \$2,000.00 LCFF Obj. 4000</p> <p><i>Staff Development Days: (Reference Goal # 2)</i> LCFF Obj. 1000,3000</p> <p><i>Staffing:</i> Community Liaison-Classified See Section B LCFF</p> <p><i>Staffing:</i> Extra Duty \$1,515.00 LCFF Obj. 2000,3000</p>	<p><i>Curriculum:</i> \$2,000.00 LCFF Obj. 4000</p> <p><i>Staff Development Days: (Reference Goal # 2)</i> LCFF Obj. 1000,3000</p> <p><i>Staffing:</i> Community Liaison-Classified See Section B LCFF</p> <p><i>Staffing:</i> Extra Duty \$1,515.00 LCFF Obj. 2000,3000</p>	<p><i>Curriculum:</i> \$2,000.00 LCFF Obj. 4000</p> <p><i>Staff Development Days: (Reference Goal # 2)</i> LCFF Obj. 1000,3000</p> <p><i>Staffing:</i> Community Liaison-Classified See Section B LCFF</p> <p><i>Staffing:</i> Extra Duty \$1,515.00 LCFF Obj. 2000,3000</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
6. By spring of 2017, 60% of our parents will become vested partners in their child's education.	3: Parent Involvement 4: Student Achievement 5: Pupil Engagement 6: School Climate 8: Other Pupil Outcomes	<ol style="list-style-type: none"> <li>1. Community Stakeholder meetings to seek input in annual evaluation of the district LCAP Plan</li> <li>2. Parent Education/ Information nights (PIQE, Back to School Night, Open House, Parent Education Nights, Student Led Conferences (5-8))</li> <li>3. Parents will be encouraged to participate in student academic support for reading.</li> <li>4. Student Led Conferences</li> </ol>	LEA		<i>Instr. Materials &amp; Supplies:</i> \$1,000.00 Title I Obj. 4000  <i>Staffing:</i> Extra Hours \$518.00 LCFF/Title I Obj. 2000, 3000	<i>Instr. Materials &amp; Supplies:</i> \$1,000.00 Title 1 Obj. 4000  <i>Staffing:</i> Extra Hours \$544.00 LCFF/Title I Obj. 2000, 3000	<i>Instr. Materials &amp; Supplies:</i> \$1,000.00 Title 1 Obj. 4000  <i>Staffing:</i> Extra Hours \$571.00 LCFF/Title I Obj. 2000, 3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>7. by spring of 2017, Science, technology, engineering and Mathematics standards will be interwoven into daily curricula.</p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<ol style="list-style-type: none"> <li>STEM Grant Participants will be provided additional release time to develop curriculum, pacing guides and lesson study lesson plans.</li> <li>Next Generation Science Standards will be reviewed, and curriculum explored for adoption.</li> <li>Professional development opportunities will be provided.</li> </ol>	<p>LEA</p>		<p>Staffing: Sub Costs \$714.00 LCFF Obj. 1000, 3000</p> <p>Professional Development: Sub Costs: \$408.00 LCFF Obj. 1000, 3000</p> <p>Extra Duty Stipends \$2,717.00 LCFF Obj. 1000, 3000</p> <p>Curriculum: \$765.00 LCFF Obj. 4000</p>	<p>Staffing: Stipends \$2,465.00 LCFF Obj. 1000, 3000</p> <p>Staffing: Sub Costs \$408.00 LCFF Obj. 1000, 3000</p> <p>Extra Duty Stipends \$2,717.00 LCFF Obj. 1000, 3000</p> <p>Field Trips: \$500.00 LCFF Obj. 5000</p>	<p>Staffing: Stipends \$2,465.00 LCFF Obj. 1000, 3000</p> <p>Staffing: Sub Costs \$408.00 LCFF Obj. 1000, 3000</p> <p>Extra Duty Stipends \$2,717.00 LCFF Obj. 1000, 3000</p> <p>Field Trips: \$500.00 LCFF Obj. 5000</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 redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, 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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>80% students will be proficient in writing.</p> <p><b>Goal: 2</b></p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course access</p>	<p>For low income Pupils, English Learners, R-Redesignated Fluent English Proficient Students and Foster Youth:</p> <ol style="list-style-type: none"> <li>1. Summer school writing academy for students who are at risk:</li> <li>2. After school tutoring will be offered in the areas of writing and reading comprehension:</li> <li>3. Cross- Age tutors from the feeder high school will be recruited and trained as a resource for</li> </ol>	LEA		<p><i>Staffing Cert:</i> <i>Summer Learning</i> \$10,980.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000, 3000</i></p> <p><i>Staffing:</i> <i>After School</i> <i>Tutoring:</i> \$5,023.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000,3000</i></p> <p><i>Curriculum:</i> \$11,450.00 <i>LCFF/Supp-Conc.</i> <i>Obj. 4000</i></p>	<p><i>Staffing Cert:</i> <i>Summer Learning</i> \$11,309.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000, 3000</i></p> <p><i>Staffing:</i> <i>After School</i> <i>Tutoring:</i> \$5,275.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000,3000</i></p> <p><i>Curriculum:</i> \$12,360.00 <i>LCFF/Supp-Conc.</i> <i>Obj. 4000</i></p>	<p><i>Staffing Cert:</i> <i>Summer Learning</i> \$11,648.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000, 3000</i></p> <p><i>Staffing:</i> <i>After School</i> <i>Tutoring:</i> \$5,538.00 <i>LCFF /Supp-Conc.</i> <i>Obj. 1000,3000</i></p> <p><i>Curriculum:</i> \$12,730.00 <i>LCFF/Supp.-Conc.</i> <i>Obj. 4000</i> <i>Curriculum:</i> <i>Intervention</i> \$12,500.00 <i>LCFF/Supp.-Conc.</i> <i>Obj. 4000</i></p>

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>underprivileged learners:</i>					
<p><i>Close the low income pupil, English learners and Foster Youth achievement gap in the area of Reading/ English Language Arts.</i></p> <p><b>Goal 3</b></p>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<p>For low income Pupils, English Learners, Redesignated Fluent English Proficient Students and Foster Youth:</p> <ol style="list-style-type: none"> <li>1. Class sizes will be maintained at 24:1</li> <li>2. Summer Learning opportunity for students who are at risk</li> <li>3. After school tutoring will be offered in the area of reading comprehension</li> <li>4. Research-based intervention curriculum will be purchased and utilized.</li> </ol>	LEA		<p><i>Staffing: Teaching Position: \$58,068.00 LCFF/Supp-Conc. Obj. 1000,3000</i></p> <p><i>Increase classified support: Instr Aide &amp; Summer Learning: \$13,822.00 LCFF/Supp-Conc. Obj. 2000, 3000</i></p> <p><i>Transportation for Summer School: \$8,440.00 LCFF/Supp-Conc. Obj. 5000</i></p> <p><i>Classified Staffing: Tutoring: \$25,577.00 LCFF/ Supp-Conc. Obj. 2000,3000</i></p>	<p><i>Staffing: Teaching Position: \$59,229.00 LCFF/Supp-Conc. Obj. 1000,3000</i></p> <p><i>Increase classified support: Instr Aide &amp; Summer Learning: \$14,513.00 LCFF/Supp-Conc. Obj. 2000, 3000</i></p> <p><i>Transportation for Summer School: \$8,778.00 LCFF/Supp-Conc. Obj. 5000</i></p> <p><i>Classified Staffing: Tutoring: \$26,855.00 LCFF/ Supp-Conc. Obj. 2000,3000</i></p>	<p><i>Staffing: Teaching Position: \$60,413.00 LCFF/Supp-Conc. Obj. 1000,3000</i></p> <p><i>Increase classified support: Instr Aide &amp; Summer Learning: \$15,239.00 LCFF/Supp-Conc. Obj. 2000, 3000</i></p> <p><i>Transportation for Summer School: \$9,129.00 LCFF/Supp-Conc. Obj. 5000</i></p> <p><i>Classified Staffing: Tutoring: \$28,197.00 LCFF/ Supp-Conc. Obj. 2000,3000</i></p>

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		5. Triple P: (English and Spanish)			<p><i>Transportation for Extended Day:</i> \$4,921.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$1,800.00 LCFF/Supp-Conc. Obj. 4000</p> <p><i>Professional Development:</i> \$3,455.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$5,400.00 LCFF/Supp.-Conc. Obj. 4000</p> <p><i>Staffing:</i> <i>Classified</i> \$1,375.00 LCFF/Supp.-Conc. Obj. 2000,3000</p> <p><i>Orange County Safe Schools Survey:</i></p>	<p><i>Transportation for Extended Day:</i> \$5,118.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$37,689.00 LCFF/Supp-Conc. Obj. 4000</p> <p><i>Professional Development:</i> \$2,500.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$5,400.00 LCFF/Supp.-Conc. Obj. 4000</p> <p><i>Staffing:</i> <i>Classified</i> \$1,375.00 LCFF/Supp.-Conc. Obj. 2000,3000</p> <p><i>Orange County Safe Schools Survey:</i></p>	<p><i>Transportation for Extended Day:</i> \$5,323.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$51,591.00 LCFF/Supp-Conc. Obj. 4000</p> <p><i>Professional Development:</i> \$2,500.00 LCFF/Supp-Conc. Obj. 5000</p> <p><i>Curriculum:</i> \$5,400.00 LCFF/Supp.-Conc. Obj. 4000</p> <p><i>Staffing:</i> <i>Classified</i> \$1,375.00 LCFF/Supp.-Conc. Obj. 2000,3000</p> <p><i>Orange County Safe Schools Survey:</i></p>

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$350.00 LCFF/Supp-Conc. Obj. 5000	\$350.00 LCFF/Supp-Conc. Obj. 5000	\$350.00 LCFF/Supp-Conc. Obj. 5000
Academic Vocabulary  <b>Goals 2 &amp; 3</b>	1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access	For low income Pupils, English Learners, Redesignated Fluent English Proficient Students and Foster Youth:  1. Summer School focus on academic vocabulary, providing transportation and lunch, field trips with parents and students:  2. On-line Spanish Course:  3. DVD Series: Six Step Process for Teaching Vocabulary (Marzano):  4. Professional	LEA		Summer Learning Cost: See Goal 1 & 2  Community Outreach: Summer School/ 3 field trips \$1,500.00 LCFF/Supp-Conc. Obj. 5000  Curriculum: On-line Spanish Course & Other Materials \$20,500.00 LCFF/Supp-Conc. Obj. 4000  Stipend-GATE \$5,009.00 LCFF/Supp.-Conc. Obj. 1000,3000	Summer Learning Cost: See Goal 1 & 2  Community Outreach: Summer School/3 Field trips \$1,500.00 LCFF/Supp-Conc. Obj. 5000  Curriculum: On-line Spanish Course & Other Materials \$21,115.00 LCFF/Supp-Conc. Obj. 4000  Stipend-GATE \$5,009.00 LCFF Obj. 1000,3000	Summer Learning Cost: See Goal 1 & 2  Community Outreach Summer School/3 Field trips \$1,500.00 LCFF/Supp-Conc. Obj. 2000,3000  Curriculum: On-line Spanish Course & Other Materials \$21,748.00 LCFF/Supp-Conc. Obj. 4000  Stipend-GATE \$5,009.00 LCFF Obj. 1000,3000

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><i>Development: 6 teachers- 6 hours:</i></p> <p>5. <i>Community Outreach Computer lab time to gain access to technology, academic vocabulary, and remediation</i></p>			<p><i>Inst. Materials GATE \$500.00 LCFF/Supp.-Conc. Obj. 4000</i></p> <p><i>Field Trips GATE \$581.00 LCFF/Supp.-Conc. Obj. 5000</i></p> <p><i>Professional Development \$330.00 LCFF/Supp.-Conc. Obj. 5000</i></p> <p><i>Professional Development: \$1,519.00 LCFF/Supp-Conc. Obj. 5000</i></p> <p><i>Community Outreach: Misc. supplies \$969.00</i></p>	<p><i>Inst. Materials GATE \$500.00 LCFF/Supp.-Conc. Obj. 4000</i></p> <p><i>Field Trips GATE \$581.00 LCFF/Supp.-Conc. Obj. 5000</i></p> <p><i>Professional Development: \$1,561.00 LCFF/Supp-Conc. Obj. 1000,3000</i></p> <p><i>Community Outreach: Misc. supplies \$500.00</i></p>	<p><i>Inst. Materials GATE \$500.00 LCFF/Supp.-Conc. Obj. 4000</i></p> <p><i>Field Trips GATE \$581.00 LCFF/Supp.-Conc. Obj. 5000</i></p> <p><i>Professional Development: 1,607.00 LCFF/Supp-Conc. Obj. 1000,3000</i></p> <p><i>Community Outreach: Misc. supplies \$500.00</i></p>

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF/Supp-Conc. Obj. 4000  Staff for Boot Camp: \$762.00 LCFF/Supp.-Conc. Obj. 2000,3000	LCFF/Supp-Conc. Obj. 4000  Staff for Boot Camp: \$800.00 LCFF/Supp.-Conc Obj. 2000,3000	LCFF/Supp-Conc. Obj. 4000  Staff for Boot Camp: \$824.00 LCFF/Supp.-Conc Obj. 2000,3000

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goals 2 - 5</b>	<p>1: Basic Services 2: Implementation of state standards 3: Parent Engagement 4: Pupil Achievement 5: Pupil Engagement 7: Course Access</p>	<p>For Foster Youth:</p> <ol style="list-style-type: none"> <li>For foster youth: Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth</li> <li>For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5) has adequate time, knowledge, and resources (including additional staff if needed) to fully execute responsibilities.</li> <li>A Liaison will be appointed to all Foster Youth who enroll in school. The</li> </ol>	LEA		<p>Staffing: Psych-Counseling \$18,565.00 LCFF/Supp-Conc. Obj. 1000,3000</p> <p>Staffing Classified: Liaison Positions- Targeted Groups \$36,170.00 LCFF/Supp-Conc. Obj. 2000, 3000</p> <p>Curriculum&amp; Instr. Materials: \$6,800.00 LCFF/Supp-Conc. Obj. 4000</p> <p>Staffing Stipends for extracurricular opportunities: \$37,904.00 LCFF/Supp-Conc. Obj. 1000,2000 &amp; 3000</p> <p>Transportation: Refer to Goal 2</p>	<p>Staffing: Psych-Counseling \$18,565.00 LCFF/Supp-Conc. Obj. 1000,3000</p> <p>Staffing: Classified: Liaison Positions- Targeted Groups \$37,979.00 LCFF/Supp-Conc. Obj. 2000, 3000</p> <p>Curriculum&amp; Instr. Materials: \$6,800.00 LCFF/Supp-Conc. Obj. 4000</p> <p>Staffing Stipends for extracurricular opportunities: \$37,904.00 LCFF/Supp-Conc. Obj. 1000,2000 &amp; 3000</p> <p>Transportation: Refer to Goal 2</p>	<p>Staffing: Psych-Counseling \$18,565.00 LCFF/Supp-Conc. Obj. 1000,3000</p> <p>Staffing: Classified: Liaison Positions- Targeted Groups \$39,877.00 LCFF/Supp-Conc. Obj. 2000, 3000</p> <p>Curriculum&amp; Instr. Materials: \$9,108.00 LCFF/Supp-Conc. Obj. 4000</p> <p>Staffing Stipends for extracurricular opportunities: \$37,904.00 LCFF/Supp-Conc. Obj. 1000,2000 &amp; 3000</p> <p>Transportation: Refer to Goal 2</p>

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><i>template will include supports, strengths, and challenges.</i></p> <p>4. <i>To increase social networking opportunities, Transportation to Summer School, After School Triple P</i></p> <p><i>Presenters (English and Spanish)</i></p> <p>5. <i>Foster Youth Focus group with support and a mentor/ social worker to be assigned.</i></p> <p>6. <i>Achieve and document significant progress executing at least 5 of the 8 priorities.</i></p>					

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>7. <i>At least 30% of the LEA's foster youth will be receiving the educational counseling.</i></p> <p>8. <i>Peer Mentors.</i></p> <p>9. <i>Second Step &amp; DARE Curriculum</i></p> <p>10. <i>Close foster youth achievement gap; decrease foster youth school mobility; decrease adverse effects of school mobility on foster youth</i></p>					



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

In 2014/15, the District is estimated to receive \$283,245.00 in supplemental and concentration dollars related to low income, foster youth, and English Learners. These funds will be expended to attain our district-wide goals as described in Section 3, Part B. It is our belief that, given the high percentage (70.77%) of the targeted, unduplicated pupils in the district, the most effective way to provide opportunities to these pupils is through these initiatives.

District-wide goals are written in the areas of reading, writing and academic vocabulary. An additional outcome of the EL stakeholder meeting is to provide access to learning opportunities in our students' native language. Maintaining cultural identity and being able to read, write and speak native language is a priority in our community. Therefore, an on-line Spanish Course will be offered. In addition to these areas of focus, a Foster Youth Liaison will be assigned to track student progress and achievement.

**Summer Learning:** One of the most detrimental impediments to underprivileged pupils is the compounded learning gap created by summer breaks. To mitigate this phenomenon, we will be implementing a summer learning program. It is our hope that by providing an uninterrupted learning platform our underprivileged pupils can develop at the same rate as our more privileged pupils and maintain pace throughout their educational progression. We have selected this as our leading priority and we believe it is the best use of funds and effort available to help these students achieve more.

**Reading and Writing:** Access to literature during after school remediation and summer learning is a goal for all of our children in our sub groups. Unfortunately, not all children have high quality early childhood literacy experiences. Researchers have found that while there are more than a dozen books per child in middle-income neighborhoods, in low-income neighborhoods the ratio is closer to one book for every three hundred children.<sup>1</sup> Compounding these differences, low-income families engage in much less conversation and use smaller vocabularies when talking with their children. The result is that there are stark differences in the early exposure to reading of different groups of children. In low-income families, time as well as money is scarce, and books may be considered a costly luxury. Too often, gaps in reading readiness and language development become academic achievement gaps. While half of middle-income children in 4th grade are considered proficient, closer to 17% of

low-income 4th graders earn proficient mark.<sup>4</sup> Early reading skills predict general academic performance, and early deficits reduce the likelihood of catching up later on.<sup>5</sup>

**Academic Vocabulary:** The achievement gap between high and low socioeconomic groups is a pressing concern. Academic vocabulary will need to be addressed in additional learning opportunities of afterschool programs and summer learning programs. In study after study, students in lower socioeconomic circumstances found themselves at a learning disadvantage compounded by their lack of academic vocabulary. These differences surface early in life and are demonstrated when students from high-poverty homes arrive at school lacking the quality and quantity of experiences with words and concepts of their classmates from more economically advantaged homes. Measured in words heard per hour, children in lower socioeconomic groups have less than one-third of the early experience of children in higher socioeconomic groups—616 words to 2,153. Summer/ weekend opportunities to participate in field trips will also be planned. Students who participate on the field trips show higher levels of critical thinking, historical empathy, tolerance and interest in art museums than similar students who don't.

**Foster Youth Liaison:** Foster Youth have reported that they would like to have an adult assigned to support them as they transition to a new school setting. Foster Youth would like to have a “safe place” to regroup

References: Neuman, Susan B. and David K. Dickinson, ed. Handbook of Early Literacy Research, Volume 2. New York, NY: 2006 Spiegel, Alix. (2011).

“Closing The Achievement Gap With Baby Talk.” NPR.org Accessed 4 September 2012. Available here. Annie E. Casey Foundation. (2010). “EARLY WARNING! Why Reading By The End of Third Grade Matters.”

Whitehurst, J., and Lonigan, C. (1998). Child Development and Emergent Literacy. Child Development, Vol. 69, No. 3 (Jun., 1998), pp. 848-872.

- 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 2014/15, the District calculates its minimum proportionality percentage will be 8.92%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compare to services provided to all pupils. Through the goals set forth in Section 3, Part B, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

A summer learning program provides 20 additional instructional days. This is an 11.1% increase of services to summer school participants. The nature of this program inherently targets low income, foster youth and English Learner pupils, as they are the demographic that predominantly utilize summer school programs.

After school remediation program will provide an extended school day for students who are at risk. The focus will be on reading, writing, and academic vocabulary. The four hour per week, 28 week intervention program will increase in instructional time by 10%

A foster youth liaison will be able to monitor foster youth success. The liaison will generate a school transition plan that defines the student's social/ emotional needs and academic goals. LEA will allocate funds sufficient to meet the needs of all foster youth. The LEA will allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs, and mental health counselors.

The accumulation of District Goals for 2014/15, enables us to meet or exceed our minimum proportionality percentage at 8.92%. The District has planned spending of \$283,245.00 on increased or improved services for low income, foster youth, and English Learner Pupils.

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.