

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****CONEJO VALLEY UNIFIED SCHOOL DISTRICT
2014-15 LOCAL CONTROL ACCOUNTABILITY PLAN****EXECUTIVE SUMMARY****Background:**

In June 2013, the California Legislature enacted the Local Control Funding Formula (LCFF), the first major revision to the State's education funding mechanism in over 40 years. Under the LCFF, more than 40 individual State education programs, and the funds associated with those programs were collapsed into a three types of block grants, Base Grants, Supplemental Grants and Concentration Grants. Base Grants represent annual per student funding that is to be used for general education purposes. Base Grant per student amounts are the same for all California school districts. An additional Supplemental Grant is provided for each student that is an English learner, low income student, or foster student (targeted students). Supplemental Grants provide an additional 20% of the Base Grant per student amount for each targeted student. For school districts where over 55% of the total district enrollment is made up of targeted students, an additional Concentration Grant is provided. Concentration Grants provide an additional 50% of the Base Grant per student amount for each targeted student over the 55% threshold. Base Grants may be used for any educational expenditure. In contrast, Supplemental and Concentration Grants must be spent on programs and services for targeted students. In 2013-14, CVUSD is receiving \$128.5 million in Base Grants, and \$6.5 million in Supplemental Grants. CVUSD does not receive Concentration Grants.

As a component of the LCFF legislation, the Legislature required that all school districts develop a Local Control Accountability Plan (LCAP). The LCAP is intended to be a strategic planning document detailing the school district's planned goals, actions and expenditures to improve student outcomes and performance. It is to be developed with extensive input and feedback from stakeholder groups in the school district and community. The draft LCAP must be presented for a public hearing prior to the adoption of the annual school district budget, and must be approved by the Board of Education at the same meeting at which the annual budget is approved. The LCAP must be written and presented to stakeholders and the Board of Education utilizing a template and format created for that purpose by the California Department of Education. Each school district LCAP must address all of the State's education priorities, including Conditions of Learning, Pupil Outcomes and Engagement.

Budget Context:

In 2007-08, CVUSD received a total of \$151.9 million in annual State education funding. During the recession years from 2008-09 to 2012-13, CVUSD State education funding was reduced by \$21.5 million, or 12.2%. In 2013-14, for the first time in six years, the District received additional State funding, a total of \$4.9 million in new dollars, but still lags 2007-08 funding levels by \$16.6 million. As currently projected, the District will not return to 2007-08 funding levels until 2016-17. Throughout the six years of the recession, CVUSD made millions of dollars of cuts to programs and personnel to address the significant reduction in State funding. In spite of these budget cuts, the District is still entering the 2014-15 budget year with a \$2.2 million on-going budget deficit that must be addressed in the budget year.

In 2014-15, it is projected that CVUSD will receive a total of \$8.5 million in new State LCFF funding. It is proposed the \$8.1 million in Base Grant growth funding be allocated as follows:

Eliminate Prior Year On-Going Budget Deficit	\$2.2 million
Fund 2.0% Employee Salary Increase	\$2.0 million
Employee Step/Column Costs (net of staffing savings)	\$0.7 million
Employee Health Care Costs (net of staffing savings)	\$1.1 million
Instructional Program Restorations and Improvements	\$0.7 million
Reserve for Contingencies and Additional Program Improvements	<u>\$1.4 million</u>
Total Allocations	\$8.1 million

The Governor's 2014-15 May-Revise Budget Proposal included a new program to increase school district contributions to the California State Teacher's Retirement System (STRS) for a seven year period beginning in 2014-15. If enacted, this program would increase District STRS expenditures by an additional \$1.0 million. The STRS liability along with additional miscellaneous new expenditures will reduce the Reserve for Contingencies and Additional Program Improvements to near zero. After funding prior year deficits and employee compensation and pension obligations, there is very little new Base Grant income left in 2014-15 to address program restorations and improvements. As a result, only \$700,000 is proposed for that purpose. The great majority of 2014-15 actions and services described in this LCAP are being funded at 2013-14 levels. However, CVUSD is projected to enter 2015-16 with no budget deficit, and another round of solid State funding increases is projected. This will provide a great opportunity to allocate significant sums of new State revenues into actions and programs for students as described in this LCAP, as well as the revised or new programs that will be articulated in the 2015-16 updated LCAP. It is possible that the State will fund another round of one-time Common Core grants to school districts in 2014-15, although this was not included in the Governor's May-Revise Proposal. This could provide millions of additional dollars to support technology, teacher professional development and the purchase of Common Core aligned texts and instructional materials. In addition, CVUSD is considering placing a \$197 million general obligation bond before local voters in November 2014. If successful, this would provide significant additional funding for technology and facilities needs moving forward.

LCAP Goals:

The District has proposed nine goals in the 2014-15 LCAP:

Goal 1 – Improve Student Learning in Core Academic Subject Areas Through Effective Classroom Teaching Practices

- Highly qualified, properly assigned teachers
- Knowledgeable and skilled teachers in every classroom
- Low student-teacher ratios
- Teacher professional development around Common Core, technology and best instructional practices
- Appropriate texts and instructional materials
- Conversion to Common Core aligned texts and instructional materials

Goal 2 – Narrow the Achievement Gap Through Focused, Researched-Based Intervention and Academic Support

- Intervention for any student below grade level standards
- Consistent intervention programs across all schools
- Special attention to intervention/academic support for English learners, low income, foster and special ed. students
- Increase school engagement for English learners, low income, foster and special ed. students
- School site implementation of intervention programs as primary focus of Supplemental Grant funding

Goal 3 – Integrate Technology into Instruction to Promote Student Learning

- Install high speed wireless network at all schools
- Provide sites with increased funding to purchase instructional technology
- Provide teacher professional development in the effective use of instructional technology

Goal 4 – Support and Expand Student Activities Programs in Fine/Performing Arts, Academic Competitions, Clubs and Athletics

- Recruit, retain and support highly qualified activities staff
- Identify additional funding to support program expenses
- Research options to lower program costs

Goal 5 – Develop Programs, Protocols and Schedules to Support Teacher Collaboration Based on Student Data

- Identify blocks of time at every school to allow for teacher collaboration and planning to improve instruction
- Provide professional development on best practices and protocols for teacher collaboration around student data

Goal 6 – Develop and Implement a District Response to Intervention (RtI) Model to Address Student Academic and Social/Emotional Needs

- Research and develop a District RtI model for focused intervention programs
- Provide school staffs with professional development on the model
- Implement academic intervention programs at all schools
- Add social/emotional intervention programs at all schools
- Increase elementary school counseling programs
- Identify funding to support the Breakthrough Program in 2015-16

Goal 7 – Research, Develop and Implement an Alternative Middle School Program

- Research and develop an alternative program for students struggling with academic and social/emotional difficulties
- Identify staff, facilities and support services and funding to implement the program
- Establish baseline data for program evaluation

Goal 8 – Develop and Implement District/School Programs to Expand Elementary School Academic Enrichment/Acceleration

- Identify programs for academic enrichment and accelerated learning at all elementary schools
- Identify resources and implement best practice programs at each elementary school

Goal 9 – Develop and Implement a Comprehensive, On-Line Parent, Student and Staff Survey to Inform the 2015-16 LCAP

- Develop and administer an on-line survey to inform future LCAP plans
- Implement programs to maximize survey participation
- Implement school site programs to present survey results and generate additional feedback from stakeholders

Organization of LCAP Report Template:

The California Department of Education has developed an LCAP report template that must be utilized to communicate LCAP goals, activities and expenditures to stakeholders and the Board of Education. The template contains several major sections.

State Priorities – Beginning on page 6, the State Priorities to be addressed by the school district LCAP are listed.

Section 1 – Stakeholder Engagement - Beginning on page 8, the school district must list all of the stakeholder groups consulted in the development of the LCAP, and how that consultation impacted the LCAP.

Section 2 – Goals and Progress Indicators – Beginning on page 14, the school district must list its primary goals, the identified needs and “metrics” (data) that led to the goal, the applicable student groups and schools the goal applies to, the expected outcomes and changes in metrics that will occur over a three year period from 2014-15 through 2016-17, and the State Priorities the goal addresses

Sections 3A and 3B – Actions, Services and Expenditures – Beginning on page 34, the school district must list the actions, services and expenditures it will undertake from 2014-15 through 2016-17 to implement the goals. This includes the goal addressed, the State Priorities the goal addresses, a description of the actions and services planned to implement the goal, the school level that those actions and services will take place, and the funding source and expenditures that will be made to implement the actions and services. **Section 3A** describes actions and services for all students, and special education students. **Section 3B**, beginning on page 50 describes additional actions and services for “targeted students”, English learners, low income and foster students, and reclassified English fluent students.

Sections 3C and 3D – In Section 3C, beginning on page 61, school districts must describe the increase in Supplemental and Concentration Grant funds for 2014-15, and describe how those funds are being used to increase services and programs for targeted students. **In Section 3D**,

beginning on page 62, school districts must demonstrate how the increase in expenditures for services and programs for targeted students is proportional to the growth in Supplemental and Concentration Grant funds provided for that purpose.

LEA: Conejo Valley Unified School District

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LCAP Year: 2014-15

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>Strategic Planning - For the past four years, Conejo Valley Unified School District has been engaged in a comprehensive strategic planning process, utilizing significant input from numerous stakeholder groups. This process produced a number of long-term goals and instructional improvement strategies that are reflected in this LCAP.</p> <p>The stakeholder groups include:</p> <p><u>Parent Advisory Committee (DAC)</u>, made up of School Site Council parent representatives from each school site.</p> <p><u>English Learner Parent Advisory Committee (DLAC)</u>, made up of parent representatives of English learner students from each school site.</p> <p><u>Conejo Council PTA</u>, made up of the PTA Executive Council and PTA leaders from each site.</p> <p><u>Conejo Schools Foundation Board (CSF)</u>, the leadership group of the independent, non-profit foundation raising funds to support students and programs in CVUSD.</p> <p><u>Budget Committee</u>, a group of representatives from the Board of Education, administration, employee groups and parents that studies State and District budget issues and makes recommendations to the Board.</p>	<p>The engagement of stakeholder groups in the strategic planning process over the past four years has generated long-term goals and instructional improvement strategies that have focused District efforts and are reflected in this LCAP.</p>

Involvement Process	Impact on LCAP
<p><u>Unified Association of Conejo Teachers (UACT)</u>, the exclusive representative of teachers in CVUSD.</p> <p><u>California School Employees Association Chapter #620 (CSEA)</u>, the exclusive representative of classified employees in CVUSD.</p> <p><u>Conejo Valley Pupil Personnel Association (CVPPA)</u>, the exclusive representative of counselors and school psychologists in CVUSD.</p> <p><u>CVUSD Leadership Team</u>, made up of all CVUSD school site and District level certificated and classified administrators and managers.</p> <p>Engagement Process with Stakeholder Groups - A 2014-15 LCAP Metrics Report providing first year, baseline assessment data at the District, School and Student Subgroup level was forwarded to all stakeholder group members. Meetings were held with the following groups to receive feedback on the draft LCAP on the following dates:</p> <p><u>Parent Advisory Committee (DAC) – May 13, 2014</u></p> <p><u>English Learner Parent Advisory Committee (DLAC) – May 14, 2014</u></p> <p><u>Conejo Council PTA – April 28, 2014</u></p>	<p>Strong consensus support was expressed for goals 1 (Core Instruction), 3 (Technology), 4 (Activities) and 6 (Intervention). There was less support for goals 5 (Collaboration/Data), 7 (Middle School), 8 (Elementary Enrichment) and 9 (Surveys). Concerns on goal 5 included collaboration should be a professional expectation for teachers; goal 7 for costs and encouraging more spending in elementary intervention to prevent problems; goal 8 with the wisdom of singling out GATE kids for more effort and that teachers should be trained to address enrichment in the classroom; goal 9 that the District already communicates effectively with parents and that surveys do not replace parent involvement.</p> <p>Support was expressed for all nine goals, with the strongest support given for goals 2 (Intervention), 3 (Technology), 6 (Response to Intervention) and 8 (Elementary Intervention). Very few written comments were received, but parents strongly recommended a return to summer school programs to continue English language development and academic intervention during the summer months</p> <p>Consensus positive support was expressed for all of the goals with the exception of goals 7 (Middle School) and 9 (Survey). Strongest support was expressed for goals 3 (Technology), 6 (Response to Intervention) and 8 (Elementary Enrichment). Concerns on goal 7 (Middle School)</p>

Involvement Process	Impact on LCAP
<p><u>Conejo Schools Foundation Board (CSF) – May 17, 2014</u></p> <p><u>Budget Committee – May 21, 2014</u></p> <p><u>The Unified Association of Conejo Teachers (UACT) – May 5, 2014</u></p> <p><u>California School Employees Association Chapter #620 (CSEA) – May 9, and June 17, 2014</u></p> <p><u>Conejo Valley Pupil Personnel Association (CVPPA) – May 21, 2014</u></p>	<p>centered on costs vs. benefit questions, and the decision process to transfer a student to the alternative program; goal 9 (Survey) on the reliability of survey results vs. other methods to solicit feedback.</p> <p>The Foundation Board expressed general support for the budget approach and LCAP goals. With respect to goal 1 (Core Instruction), the board encouraged the District to proceed carefully in adopting Common Core materials making sure of quality and alignment with the standards; goal 4 (Activities) they strongly supported increasing District funding to reduce the burden on parent fund raising, and to investigate reducing the costs of activities programs without reducing their quality by reducing travel, multiple uniforms, etc.</p> <p>Budget Committee members expressed general support for the budget approach and LCAP goals. Concern was expressed that program growth spending is limited in 2014-15 due to compensation spending, and that growth in State education funding the next several years will not keep pace with additional funding necessary to support LCAP goals in future years.</p> <p>UACT representatives expressed general support for the budget approach and LCAP goals. The District was encouraged to continue to seek teacher input in the development of professional develop programs and continue to use teacher leaders to present professional development. Strong support was expressed for the staffing ratios in goal 1 (Core Instruction).</p> <p>CSEA representatives expressed general support for the budget approach and LCAP goals. They encouraged the District to include classified staff in professional development plans, and to utilize new State income to restore and increase classified staffing, particularly custodians, paraprofessionals, instructional media technicians, technology support staff, intermediate clerk typists and child nutrition staff.</p> <p>CVPPA representatives expressed general support for the budget approach and LCAP goals. Strongest support was expressed for goals 1</p>

Involvement Process	Impact on LCAP
<p><u>CVUSD Leadership Team – May 27, 2014</u> Meetings were held with elementary principals on May 15, 2014 and secondary principals on May 22, 2014. All other Leadership Team members were invited to provide comment at the Superintendent’s Cabinet meeting held on May 27, 2014.</p> <p><u>Public Hearing – June 17 and June 24, 2014</u> Public hearings were held at the regularly scheduled CVUSD Governing Board meetings of June 17 and June 24, 2014.</p> <p><u>Board Adoption of CVUSD LCAP – June 24, 2014</u> The Board of Education of Conejo Valley Unified School District was presented the LCAP as an information item on June 17, 2014 and adopted the LCAP on June 24, 2014 on a 5-0 vote.</p>	<p>(Core Instruction), 3 (Technology), 6 (Response to Intervention) and 7 (Middle School). They encouraged the District to include all staff in professional development on the use of technology, were extremely supportive of expanding social/emotional intervention programs and elementary counseling services, and suggested secondary schools develop social/emotional intervention classes that would provide students with elective credits.</p> <p>Leadership Team members expressed general support for the budget approach and LCAP goals. Elementary principals recommended definitions of staffing ratios in goal 1 (Core Instruction) be dialogued with teacher representatives, and that barriers to implementation of common planning time (goal 5-Collaboration) be examined and addressed. Secondary principals commented on the need to continue to develop emerging teacher leaders as department chairs and staff development presenters (goal 1-Core Instruction), increase District support for intervention periods in the master schedule (goal 2 – Intervention), continue to expand and update the wireless network, and make sure that tech support staff is increased commensurate with increases in technology purchases (goal 3 – Technology), strong support for additional District financial support of activities programs and an interest in extending the music program into elementary schools (goal 4 – Activities), and to try opportunity classes at each middle school before assuming a single site for an alternative middle school program (goal 7 – Middle School).</p> <p>There were no speakers at the Public Hearings held on June 17 and June 24, 2014.</p> <p>At the Board of Education meeting held on June 17, 2014, Board members provided several suggestions for changes in language in the summary of goals section of the Executive Summary that were incorporated into the Plan. The Board made no additional suggestions on June 24, 2014.</p>

Involvement Process	Impact on LCAP

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	
Need: Higher achievement for all students. Metric: 10 th grade students passing CAHSEE on first administration; high school students scoring prepared for college on the Early Assessment Program assessment; high school students passing	Goal 1. Improve student learning for all students in core academic subject areas through effective classroom instruction.	All	All		Increase the passing rate on the CAHSEE by 1 percent. Increase the passing percentage on Advanced Placement and International Baccalaureate exams by 1 percent. Increase the number of middle school and high school students earning 2.5	Increase the passing rate on the CAHSEE by 1 percent. Increase the passing percentage on Advanced Placement and International Baccalaureate exams by 1 percent. Increase the number of middle school and high school students earning 2.5	Increase the passing rate on the CAHSEE by 1 percent. Increase the passing percentage on Advanced Placement and International Baccalaureate exams by 1 percent. Increase the number of middle school and high school students earning 2.5 GPA plus by 2 percent.	1, 2, 4, 5

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	
Advanced Placement and International Baccalaureate tests; high school and middle school students earning a cumulative 2.5 GPA or higher; elementary students scoring proficient on district math benchmark tests; elementary students scoring at or above grade					GPA plus by 2 percent. Increase the number of elementary students in grades 3 rd through 5 th scoring proficient on District math benchmarks by 2 percent. Increase the number of elementary students in grades 3 rd through 5 th scoring at or above grade level on	GPA plus by 2 percent. Increase the number of elementary students in grades 3 rd through 5 th scoring proficient on District math benchmarks by 2 percent. Increase the number of elementary students in grades 3 rd through 5 th scoring at or above grade level on	Increase the number of elementary students in grades 3 rd through 5 th scoring proficient on District math benchmarks by 2 percent. Increase the number of elementary students in grades 3 rd through 5 th scoring at or above grade level on Reading SRI Lexile by 2	

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	
level on SRI Reading Lexile; teachers appropriately assigned and credentialed; students provided with standards-aligned instructional materials; instructional materials aligned with Common Core State Standards; professional development related to Common Core State					Reading SRI Lexile by 2 percent. Maintain 100 percent fully credentialed and properly assigned certificated staff. Maintain staffing ratios of 21.5:1 K-3 and 30:1 4 – 12. 100 percent of teachers will attend five days of focused professional	Reading SRI Lexile by 2 percent. Maintain 100 percent fully credentialed and properly assigned certificated staff. Maintain staffing ratios of 21.5:1 K-3 and 30:1 4 – 12. 100 percent of teachers will attend three days of focused professional	percent. Maintain 100 percent fully credentialed and properly assigned certificated staff. Maintain staffing ratios of 21.5:1 K-3 and 30:1 4 – 12. 100 percent of teachers will attend three days of focused professional development. 100 percent of	

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	
Standards provided to instructional staff; maintain facilities conducive to student learning.					development. 100 percent of all students will have access to standards aligned instructional materials. 15 percent of the Common Core State Standards aligned textbooks and materials will be purchased as they are adopted by the state board and used in	development. 100 percent of all students will have access to standards aligned instructional materials. 30 percent of the Common Core State Standards aligned textbooks and materials will be purchased as they are adopted by the state board and used in	all students will have access to standards aligned instructional materials. 45 percent of the Common Core State Standards aligned textbooks and materials will be purchased as they are adopted by the state board and used in classrooms. All District schools will maintain or	

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	
					classrooms. All District schools will maintain or exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.	classrooms. All District schools will maintain or exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.	exceed District standards for scores on the annual Facilities Inspection Tool (FIT) process.	
Need: Higher academic achievement for identified population of students scoring below grade level standards.	Goal 2 Narrow the Achievement Gap by Increasing academic achievement for all students identified as	All	All		Increase the passing rate on the CAHSEE by 1 percent. Increase the percentage of graduating seniors	Increase the passing rate on the CAHSEE by 1 percent. Increase the percentage of graduating seniors	Increase the passing rate on the CAHSEE by 1 percent. Increase the percentage of graduating seniors	1, 3, 4, 5

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	
Metrics: : 10 th grade students passing CAHSEE on first administration; graduating students completing A-G requirements ; high school students passing AP and IB exams; high school students enrolled in college prep or higher courses; high school students	scoring below grade level standards in English /language arts and mathematics through focused research-based intervention and academic support.				<p>completing A-G requirements, including Career Technical Education course sequences and pathways by 2 percent.</p> <p>Increase the percentage of high school students passing AP and IB exams by 1 percent.</p> <p>Increase the percentage of high school students</p>	<p>seniors completing A-G requirements , including Career Technical Education course sequences and pathways by 2 percent.</p> <p>Increase the percentage of high school students passing AP and IB exams by 1 percent.</p> <p>Increase the percentage of high school students</p>	<p>completing A-G requirements, including Career Technical Education course sequences and pathways by 2 percent.</p> <p>Increase the percentage of high school students passing AP and IB exams by 1 percent.</p> <p>Increase the percentage of high school students enrolled in</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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
enrolled in AP, Honors and IB classes; students earning a cumulative 2.5 GPA or higher at middle and high schools; middle school students in enrolled in college prep or higher courses; middle school students enrolled in Honors courses; elementary students					enrolled in college prep or higher courses by 2 percent. Increase the percentage of high school students enrolled in AP, Honors and IB classes by 1 percent. Increase the number of middle school and high school students earning 2.5 GPA plus by 2 percent.	enrolled in college prep or higher courses by 2 percent. Increase the percentage of high school students enrolled in AP, Honors and IB classes by 1 percent. Increase the number of middle school and high school students earning 2.5 GPA plus by 2 percent.	college prep or higher courses by 2 percent. Increase the percentage of high school students enrolled in AP, Honors and IB classes by 1 percent. Increase the number of middle school and high school students earning 2.5 GPA plus by 2 percent. Increase the percent of	

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.)
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scoring proficient on district math benchmark tests; elementary students scoring at or above grade level on SRI Reading Lexile; English Learner students making a minimum of one year growth on the CELDT; English Learner students scoring					<p>Increase the percent of middle school students enrolled in college prep or higher courses by 2 percent.</p> <p>Increase the percent of middle school students enrolled in Honors classes by 1 percent.</p> <p>Increase the number of elementary students in grades 3rd through 5th scoring</p>	<p>Increase the percent of middle school students enrolled in college prep or higher courses by 2 percent.</p> <p>Increase the percent of middle school students enrolled in Honors classes by 1 percent.</p> <p>Increase the number of elementary students in</p>	<p>middle school students enrolled in college prep or higher courses by 2 percent.</p> <p>Increase the percent of middle school students enrolled in Honors classes by 1 percent.</p> <p>Increase the number of elementary students in grades 3rd through 5th scoring proficient on District math</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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
proficient on the CELDT; English Learner students being reclassified to Fluent English Proficient;					<p>proficient on District math benchmarks by 2 percent.</p> <p>Increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile by 2 percent.</p> <p>Increase the number of English Learner students making one</p>	<p>grades 3rd through 5th scoring proficient on District math benchmarks by 2 percent.</p> <p>Increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile by 2 percent.</p> <p>Increase the number of English Learner students making one</p>	<p>benchmarks by 2 percent.</p> <p>Increase the number of elementary students in grades 3rd through 5th scoring at or above grade level on Reading SRI Lexile by 2 percent.</p> <p>Increase the number of English Learner students making one year's growth on the CELDT by 2 percent.</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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>year's growth on the CELDT by 2 percent.</p> <p>Increase the number of English Learner students scoring proficient on the CELDT by 2 percent.</p> <p>Increase the number of English Learner students being reclassified by 1 percent.</p>	<p>Learner students making one year's growth on the CELDT by 2 percent.</p> <p>Increase the number of English Learner students scoring proficient on the CELDT by 2 percent.</p> <p>Increase the number of English Learner students being reclassified</p>	<p>Increase the number of English Learner students scoring proficient on the CELDT by 2 percent.</p> <p>Increase the number of English Learner students being reclassified by 1 percent.</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.)
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						by 1 percent.		
Need: Prepare students for 21 st Century college and careers; pass Tech Endowment Fund Bond to provide funding.	Goal 3. Integrate technology into instruction to enhance student learning	All	All		Install a high speed, wireless network at all high schools and middle schools. Purchase and provide additional instructional technology at all schools to improve instruction. 33 percent of teachers and instructional staff will attend with	Begin to install a high speed, wireless network at elementary schools. Purchase and provide additional instructional technology at all schools to improve instruction. 67percent of teachers and instructional staff will attend	Complete a high speed, wireless network district wide. Purchase and provide additional instructional technology at all schools to improve instruction. 100 percent of teachers and instructional staff will attend professional development around staff	1

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	
					professional development around staff identified needs in the use of technology to improve instruction.	professional development around staff identified needs in the use of technology to improve instruction.	identified needs in the use of technology to improve instruction.	
Need: Quality student activity programs to improve student engagement and school climate. Metric: High school students participating in at least one	Goal 4 Support and expand student activity programs in the fine and performing arts, academic competitions, clubs, and athletics to improve student engagement in school and improve school	All	All		The number of high school students participating in at least one student activity program will increase by 2 percent. The number of 11 th grade students	The number of high school students participating in at least one student activity program will increase by 2 percent. The number of 11 th grade students	The number of high school students participating in at least one student activity program will increase by 2 percent. The number of 11 th grade students	7, 8

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	
co-curricular activity; 11 th grade students reporting opportunities for meaningful participation in their schools; 7 th grade students reporting opportunities for meaningful participation in their schools; school attendance rates; chronic absenteeism	climate.				reporting opportunities for meaningful participation in their schools will increase by 1 percent. The number of 7 th grade students reporting opportunities for meaningful participation in their schools will increase by 1 percent. High school seniors will maintain or	reporting opportunities for meaningful participation in their schools will increase by 1 percent. The number of 7 th grade students reporting opportunities for meaningful participation in their schools will increase by 1 percent. High school seniors will increase the	reporting opportunities for meaningful participation in their schools will increase by 1 percent. The number of 7 th grade students reporting opportunities for meaningful participation in their schools will increase by 1 percent. High school seniors will maintain or increase the	

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.)
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rates; middle school dropout rates; high school dropout rates; high school graduation rates; pupil suspension rates; pupil expulsion rates.					increase the current 97% high school graduation rate.	seniors will maintain or increase the current 97% high school graduation rate.	current 97% high school graduation rate.	
Need: Improved instruction through teacher collaboration. Metric: Documented schedules and agendas of	Goal 5 Develop programs, protocols, and schedules to support teacher collaboration in studying student data and work products to	All	All		All school sites will annually identify blocks of time for teacher collaboration around student data. All school sites	All school sites will annually identify blocks of time for teacher collaboration around student data.	All school sites will annually identify blocks of time for teacher collaboration around student data. All school sites	4, 5

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	
teacher collaboration around data	inform instruction.				will maintain agendas or other documentation of teacher collaboration activities.	All school sites will maintain agendas or other documentation of teacher collaboration activities.	will maintain agendas or other documentation of teacher collaboration activities.	
Need: Effective, research-based programs to meet the needs of students. Metric: Schedules and other	Goal 6: Develop and implement a district-wide Response to Intervention (RtI ²) program to address student academic and social-emotional needs.	All	All		Develop and implement a Response to Intervention (RtI ²) plan district wide. Provide teaching and support staff with	Implement RtI ² plan. Provide teaching and support staff with professional development on the RtI ² plan as part	Assess and revise RtI ² plan. Provide teaching and support staff with updated professional development on the revised RtI ² plan as part	4, 5, 7, 8

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	
documentation of focused intervention programs.					professional development on the RtI ² plan as part of the district-wide professional development calendar.	of the district-wide professional development calendar. Identify and provide supplemental and base grant funds to support social /emotional in addition to academic interventions. Provide funding to continue support of the	of the district-wide professional development calendar. Identify and provide supplemental and base grant funds to support additional elementary school counseling services.	

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	
						Breakthrough Intervention Program to replace expiring grant funding.		
Need: Opportunity for additional middle school programs for students experiencing academic and or social emotional difficulties. Metric: Implementation of programs and services for identified	Goal 7 Research, develop and implement an alternative middle school program.	All	Middle Schools		Research and develop an alternative middle school program to meet student needs. Include examination of on-site opportunity program alternatives.	Identify facilities and staff in order to implement during the 2015-16 school year. Establish baseline data for middle school students enrolled in the program.	Evaluate alternative middle school program for ongoing student success. Evaluate the base line data including the percent of students earning 2.5 GPA plus, the suspension rate, and the	4, 5, 7, 8

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	
needs middle school students in alternative settings.							absence rate. Students will improve by 2 percent from the baseline year data.	
Need: Additional opportunities for elementary school academic enrichment and accelerated learning. Metric: Documented presence of new programs and opportunities	Goal 8. Develop and implement district and school site programs to provide elementary students with additional opportunities for academic enrichment and accelerated learning.	All	Elementary Schools		Research and develop additional meaningful opportunities for elementary students to participate in enrichment and accelerated learning opportunities.	Implement additional opportunities for elementary students to participate in enrichment and accelerated learning opportunities .	Evaluate and revise additional opportunities for elementary students to participate in enrichment and accelerated learning opportunities.	4, 5, 7

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	
at all elementary sites.								
Need: Detailed parent, staff, and student information to inform the 2015-16 LCAP update. Metric: The survey results; parent participation in programs.	Goal 9. Develop and implement a comprehensive online parent, staff, and student survey to inform 2015-16 LCAP update.	All	All		Develop and execute a comprehensive survey. Utilize the results of the survey as one measure to update the 2015-16 LCAP	Revise and execute the survey to parents, staff, and students for the 2016-17 LCAP updates.	Revise and execute the survey to parents, staff, and students for the 2017-18 LCAP updates.	6, 7, 8

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
Goal 1 – Academic Achievement	1, 2, 4, 5	District staff will monitor the hiring process to insure that highly qualified, appropriately assigned teachers continue to be assigned in all classrooms.	LEA Wide		Maintain 100 percent highly qualified teachers in all classrooms. Unrestricted General Fund, Restricted Fund Federal and SELPA funds certificated salary and benefits. \$93,660,538	Maintain 100 percent highly qualified teachers in all classrooms. Unrestricted General Fund, Restricted Fund Federal and SELPA funds certificated salary and benefits. \$94,818,748	Maintain 100 percent highly qualified teachers in all classrooms. Unrestricted General Fund, Restricted Fund Federal and SELPA funds certificated salary and benefits. \$94,890,200
Goal 1 – Academic Achievement	1, 2, 4, 5	A teacher staffing ratio of 21.5:1 grades K-3, and 30:1 grades 4 – 12 will be maintained.	LEA Wide		Maintain staffing ratio district-wide. Unrestricted General Fund, certificated salary and benefits. \$84,514,673	Maintain staffing ratio district-wide. Unrestricted General Fund, certificated salary and benefits. \$85,666,247	Maintain staffing ratio district-wide. Unrestricted General Fund, certificated salary and benefits. \$85,739,400

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
Goal 1 – Academic Achievement	1, 2, 4, 5	Professional development will be provided for all instructional staff which targets the transition to and implementation of Common Core State Standards, the integration of technology into instruction, and instructional best practices for all students.	LEA Wide		Professional Development will be designed and offered through student-free professional days and after-school designated times for all teaching and support staff as applicable. Unrestricted General Fund, Restricted Fund Federal and Common Core Grant funds certificated and classified salary and benefits, instructional materials, contracts and services. \$2,697,755	Professional Development will be designed and offered through student-free professional days and after-school designated times for all teaching and support staff as applicable. Unrestricted General Fund, Restricted Fund Federal funds, certificated and classified salary and benefits, instructional materials, contracts and services. \$1,669,772	Professional Development will be designed and offered through student-free professional days and after-school designated times for all teaching and support staff as applicable. Unrestricted General Fund, Restricted Fund Federal funds, certificated and classified salary and benefits, instructional materials, contracts and services. \$1,673,194
Goal 1 –	1, 2, 4, 5	District staff will	LEA Wide		Appropriate	Appropriate	Appropriate

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
Academic Achievement		insure that all students are provided with standards-aligned textbooks and curriculum materials while converting to CCSS materials.			instructional materials will continue to be used in all classrooms. Unrestricted General Fund and Restricted Fund textbooks and instructional materials. \$640,649	instructional materials will continue to be used in all classrooms. Unrestricted General Fund and Restricted Fund, textbooks and instructional materials. \$435,308	instructional materials will continue to be used in all classrooms. Unrestricted General Fund and Restricted Fund textbooks and instructional materials. \$430,035
Goal 1 – Academic Achievement	1, 2, 4, 5	Common Core State Standards instructional materials will be Board adopted as they become available with funds set aside for that purpose. The CCSS instructional materials will be recommended with input from district committees	LEA Wide		District committee will continue to research and recommend appropriate CCSS instructional materials for Board adoption to be purchased and used in classrooms. Unrestricted General Fund, Restricted Fund	District committee will continue to research and recommend appropriate CCSS instructional materials for Board adoption to be purchased and used in classrooms. Unrestricted General Fund, Restricted Fund	District committee will continue to research and recommend appropriate CCSS instructional materials for Board adoption to be purchased and used in classrooms. Unrestricted General Fund, Restricted Fund

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
		comprised of teachers and district staff.			and Common Core Grant funds textbooks and instructional materials. \$1,064,500	textbooks and instructional materials. \$500,000	textbooks and materials. \$600,000
Goal 2 – Achievement Gap	1, 3, 4, 5	Any student scoring below grade level standards in English language arts and mathematics will be provided with focused, research-based intervention programs.	LEA Wide		All school sites will implement intervention programs based on the District Response to Intervention (RtI ²) model to support students scoring below grade level standards. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional	All school sites will implement intervention programs based on the District Response to Intervention (RtI ²) model to support students scoring below grade level standards. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional materials.	All school sites will implement intervention programs based on the District Response to Intervention (RtI ²) model to support students scoring below grade level standards. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional materials.

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
					materials. \$4,790,435	\$5,204,922	\$5,421,540
Goal 2 – Achievement Gap	1, 3, 4, 5	All special education students will be provided quality educational support services as defined in their Individual Education Plans.	LEA Wide		The ongoing educational progress of all identified special education students will be monitored, and any additional needed services will be included in the annual review of their Individual Education Plan. Unrestricted General Fund, Restricted Fund Federal and, SELPA funds certificated and classified salary and benefits, instructional materials. \$16,177,930	The ongoing educational progress of all identified special education students will be monitored, and any additional needed services will be included in the annual review of their Individual Education Plan. Unrestricted General Fund, Restricted Fund Federal and SELPA funds, certificated and classified salary and benefits, instructional materials. \$16,582,378	The ongoing educational progress of all identified special education students will be monitored, and any additional needed services will be included in the annual review of their Individual Education Plan. Unrestricted General Fund, Restricted Fund Federal and SELPA funds certificated and classified salary and benefits, instructional materials. \$16,996,938
Goal 2 –	1, 3, 4, 5	Any identified	LEA Wide		District staff will	District staff will	District staff will

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
Achievement Gap		special education students whose educational needs cannot be met by district programs and services will be provided with specialized programs through the Ventura County Special Education Local Planning Authority.			participate in the annual review of students placed in programs through the Ventura County Special Education Local Planning Authority. Unrestricted General Fund, Restricted Fund Federal and SELPA funds contracts and services and excess cost transfers. \$2,369,017	participate in the annual review of students placed in programs through the Ventura County Special Education Local Planning Authority. Unrestricted General Fund, Restricted Fund Federal and SELPA funds contracts and services and excess cost transfers. \$2,416,397	participate in the annual review of students placed in programs through the Ventura County Special Education Local Planning Authority. Unrestricted General Fund, Restricted Fund Federal and SELPA funds contracts and services and excess cost transfers. \$2,464,725
Goal 3 - Technology	1	A high-speed wireless network will be installed in all schools.	LEA Wide		High speed wireless networks will be installed in all high school and middle schools. Unrestricted General Fund,	Begin to install high speed wireless networks in all elementary schools. Unrestricted General Fund,	Installation of high speed wireless networks will be completed district wide. Unrestricted General Fund,

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
					Restricted Fund Common Core Grant and Redevelopment Pass-Through funds equipment and contracted services . \$900,000	Restricted Fund Redevelopment Pass-Through and Bond funds equipment and contracted services. \$1,000,000	Restricted Fund Federal, Redevelopment Pass-Through and Bond funds equipment and contracted services. \$900,000
Goal 3 – Technology	1	Additional instructional technology will be purchased and provided to classrooms and school sites to enhance student learning.	LEA Wide		Purchase, and provide instructional technology to classrooms to enhance student learning. Unrestricted General Fund, Restricted Fund Common Core Grants instructional materials and equipment. \$2,160,000	Continue to identify, purchase, and provide instructional technology to classrooms to enhance student learning. Unrestricted General Fund, Restricted Fund Bond funds instructional materials and equipment. \$2,000,000	Continue to identify, purchase, and provide instructional technology to classrooms to enhance student learning. Unrestricted General Fund, Restricted Fund Bond funds instructional materials and equipment. \$2,000,000

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
Goal 3 - Technology	1	The District Professional Development calendar will identify sessions that offer training for teachers in the effective use of instructional technology.	LEA Wide		The District Professional Development Calendar will continue to be updated based on identified teacher and staff needs. Unrestricted General Fund, Restricted Fund Federal and Common Core Grants certificated and classified salary and benefits, instructional materials. \$674,439	The District Professional Development Calendar will continue to be updated based on identified teacher and staff needs. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$417,443	The District Professional Development Calendar will continue to be updated based on identified teacher and staff needs. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$418,298
Goal 4 – Activities	7, 8	Insure that highly qualified, appropriately credentialed teachers are recruited and retained in all	LEA Wide		Maintain 100% fully credentialed and properly assigned certificated staff.	Maintain 100% fully credentialed and properly assigned certificated staff.	Maintain 100% fully credentialed and properly assigned certificated staff.

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
		student activities programs.			Unrestricted General Fund certificated salary and benefits. \$2,697,755	Unrestricted General Fund certificated salary and benefits. \$2,977,294	Unrestricted General Fund certificated salary and benefits. \$2,979,839
Goal 4 - Activities	7, 8	Identify additional funding necessary to maintain and expand a high quality student activities program.			Identify and provide additional funding. Unrestricted General Fund and Local Donations instructional materials and equipment. \$738,181	Identify and provide additional funding. Unrestricted General Fund and Local Donations instructional materials and equipment. \$938,181	Identify and provide additional funding. Unrestricted General Fund and Local Donations instructional materials and equipment. \$1,038,181
Goal 5 – Data Collaboration	4, 5	Teachers will be provided collaboration time to study student data and best instructional practices through identified blocks of time that might			District staff and school staff will work with teachers to provide collaboration time. Unrestricted General Fund,	District staff and school staff will work with teachers to provide collaboration time. Unrestricted General Fund,	District staff and school staff will work with teachers to provide collaboration time. Unrestricted General Fund,

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
		include before - and after-school sessions, banked time days, student-free days, or teacher release days.			Restricted Fund Federal and Local Donations certificated and classified salary and benefits. No additional cost.	Restricted Fund Federal and Local Donations certificated and classified salary and benefits. No additional cost.	Restricted Fund Federal and Local Donations certificated and classified salary and benefits. No additional cost.
Goal 5 – Data Collaboration	4, 5	The District Professional Development calendar will identify sessions that offer training for teachers in the effective collaborative examination of student data, and the Teacher on Special Assignment will meet with teachers on site to present training.			The District Professional Development Calendar will continue to be updated based on teacher and staff identified needs to support instruction. Unrestricted General Fund and Restricted Fund Federal certificated salary and benefits and instructional materials. \$414,337	The District Professional Development Calendar will continue to be updated based on teacher and staff identified needs to support instruction. Unrestricted General Fund and Restricted Fund Federal certificated salary and benefits and instructional materials. \$311,634	The District Professional Development Calendar will continue to be updated based on teacher and staff identified needs to support instruction. Unrestricted General Fund and Restricted Fund Federal certificated salary and benefits and instructional materials. \$312,082

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
Goal 6 – Intervention Program	4, 5, 7, 8	A committee of teachers and district staff will research and develop a District Response to Intervention (RtI ²) model.	LEA Wide		Develop and implement Response to Intervention (RtI ²) plan district wide to support student academic achievement. Unrestricted General Fund, Restricted Fund Federal certificated salary and benefits and instructional materials. \$72,821	Continue to implement District Response to Intervention (RtI ²) plan district wide and begin implementation of social/emotional intervention component. Unrestricted General Fund, Restricted Fund Federal certificated salary and benefits and instructional materials. \$72,869	Assess and revise the Response to Intervention (RtI ²) plan for continued student academic and social/emotional achievement. Unrestricted General Fund, Restricted Fund Federal certificated salary and benefits and instructional materials. \$72,923
Goal 6 – Intervention Program	4, 5, 7, 8	Teaching and support staff will be provided professional	LEA Wide		Provide teaching and support staff with professional	Provide teaching and support staff with professional	Provide teaching and support staff with professional

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
		development to insure a successful implementation of the newly created District Response to Intervention (RtI ²) plan.			development on the RtI ² plan as part of the district-wide professional development calendar. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional materials. \$269,776	development on the RtI ² plan as part of the district-wide professional development calendar. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional materials. \$166,977	development on the revised RtI ² plan as part of the district-wide professional development calendar. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits and instructional materials. \$167,319
Goal 6 – Intervention Program	4, 5, 7, 8	Elementary school counseling services will be expanded to support student social/emotional intervention programs.	Elementary Schools			Identify growth funds to expand elementary counseling services. Unrestricted General Fund, Restricted Fund Supplemental	Identify growth funds to expand elementary counseling services. Unrestricted General Fund, Restricted Fund Supplemental

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
						Grant certificated salary and benefits. \$225,333	Grant certificated salary and benefits. \$450,666
Goal 6 – Intervention Program	4, 5, 7, 8	Continue to offer the services of the Breakthrough Intervention Program when grant funds expire in 2015-16	Middle and High Schools			Identify growth funds to support Breakthrough Intervention Program. Unrestricted General Fund, Restricted Fund Supplemental Grant certificated and classified salary and benefits. \$180,000	Identify growth funds to support Breakthrough Intervention Program. Unrestricted General Fund, Restricted Fund Supplemental Grant certificated and classified salary and benefits. \$180,000
Goal 7 – Alternative Middle School	4, 5, 7, 8	A committee of District and school staff will research develop and implement an alternative middle school program	Middle Schools		A committee will research and develop an alternative middle school program for implementation	The District will implement the alternative middle school program and identify baseline assessment data	The District will continue to implement the alternative middle school program and collect second

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
					in 2015-16 including identification of a location and staffing needs Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$25,469	for program evaluation in 2016-17. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials, furniture and equipment, contracts and services . \$395,083	year assessment data for use in evaluating and revising the program in 2017-18. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials, furniture and equipment. \$397,818
Goal 8 – Elementary Enrichment	4, 5, 7, 8	District and elementary school staff will identify additional opportunities for academic enrichment and accelerated learning opportunities for elementary	Elementary Schools		Enrichment and accelerated opportunities will be identified and additional resources identified for a successful implementation in the 2015-16 school year.	Enrichment and accelerated opportunities will be provided and additional resources identified for a successful implementation. Unrestricted General Fund	Enrichment and accelerated opportunities will be provided and additional resources identified for a successful implementation. Unrestricted General Fund

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
		students and implement them.			Unrestricted General Fund and Restricted Federal Funds certificated and classified salaries and benefits, instructional materials and equipment. \$25,000	and Restricted Federal Funds certificated and classified salaries and benefits, instructional materials and equipment. \$170,000	and Restricted Federal Funds certificated and classified salaries and benefits, instructional materials and equipment. \$255,000
Goal 9 – Survey	6, 7, 8	A comprehensive online parent, staff and student survey will be developed and implemented to inform the annual LCAP update. Stakeholders will be encouraged to participate through announcements in a variety of media and to stakeholder	LEA Wide		The survey will be developed and sent out to stakeholder groups and the results will be used to guide the update of the 2015-16 LCAP. Unrestricted General Fund contracts and services. \$20,000	The survey will be revised based upon 2014-15 experience and feedback and sent out to stakeholder groups for input in the 2016-17 LCAP update. Unrestricted General Fund contracts and services. \$20,000	The survey will be revised based upon 2015-16 experience and feedback and sent out to stakeholder groups for input in the 2017-18 LCAP update. . Unrestricted General Fund Contracts and services. \$20,000

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
		groups.					
Goal 9 - Survey	6, 7, 8	The results of the survey will be shared with stakeholder groups in District and school site meeting for additional stakeholder feedback and input.	LEA and School Wide		District and school staff will hold meetings to present survey results and receive additional input. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.	District and school staff will hold meetings to present survey results and receive additional input. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.	District and school staff will hold meetings to present survey results and receive additional input. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Identify students in danger of not passing the CAHSEE and provide additional academic support and targeted intervention.	High Schools Middle Schools		Students in grades 7 through 10 will be identified who are at risk of not passing the CAHSSE and provided additional targeted academic instruction and intervention to meet their needs. Unrestricted General Fund, Restricted Federal Funds and Supplemental	Students in grades 7 through 10 will be identified who are at risk of not passing the CAHSSE and provided additional targeted academic instruction and intervention to meet their needs. Unrestricted General Fund, Restricted Federal Funds and Supplemental	Students in grades 7 through 10 will be identified who are at risk of not passing the CAHSSE and provided additional targeted academic instruction and intervention to meet their needs. Unrestricted General Fund, Restricted Federal Funds and Supplemental

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Grant Funds certificated and classified salary and benefits and instructional materials. \$708,725	Grant Funds certificated and classified salary and benefits and instructional materials. \$721,484	Grant Funds certificated and classified salary and benefits and instructional materials. \$734,503
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Identify students scoring below 2.5 GPA at each semester.	Middle Schools and High Schools		Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8 th grade students will receive additional assistance in their freshmen year to insure a successful transition. Unrestricted General Fund, Restricted	Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8 th grade students will receive additional assistance in their freshmen year to insure a successful transition. Unrestricted General Fund, Restricted	Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention. Identified 8 th grade students will receive additional assistance in their freshmen year to insure a successful transition. Unrestricted General Fund, Restricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. \$479,043	Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. 520,492	Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. 542,154
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Students will be identified and encouraged to take Advanced Placement /International Baccalaureate classes.	High Schools		Students will be identified and encouraged to enroll in AP/Honors and IB classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits	Students will be identified and encouraged to enroll in AP/Honors and IB classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits	Students will be identified and encouraged to enroll in AP/Honors and IB classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and instructional materials. \$95,809	and instructional materials. \$104,098	and instructional materials. \$108,431
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Students will be identified who should be enrolled in and completing A-G requirements.	High Schools		Students who should be enrolled in and complete A-G requirements will be counseled and enrolled in these classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$95,809	Students who should be enrolled in and complete A-G requirements will be counseled and enrolled in these classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$104,098	Students who should be enrolled in and complete A-G requirements will be counseled and enrolled in these classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$108,431

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Students will be identified and encouraged to take Honors classes.	Middle Schools		Students will be identified and encouraged to enroll in Honors classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$95,809	Students will be identified and encouraged to enroll in Honors and classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$104,098	Students will be identified and encouraged to enroll in Honors classes. Once enrolled they will be monitored and offered academic support. Unrestricted General Funds, Restricted Federal Funds certificated and classified salary and benefits. \$108,431
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Students in grades 3 rd through 5 th who score below proficient on math benchmark exams or are in danger of	Elementary Schools		Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted	Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted	Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		scoring below proficient will be identified.			General Funds, Restricted Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. \$2,484,966	General Funds, Restricted Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. \$2,534,665	General Funds, Restricted Federal Funds and Supplemental Grant Funds certificated and classified salary and benefits and instructional materials. \$2,585,359
Goal 2 – Achievement Gap	1, 3, 4, 5	For low income, English learner, redesignated English proficient and foster pupils: Students in grades 3 rd through 5 th who score below grade level on the Reading SRI Lexile or are in danger of scoring below grade level will be identified.	Elementary Schools		Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted General Funds, Restricted Federal Funds and Supplemental Grant Funds	Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted General Funds, Restricted Federal Funds and Supplemental Grant Funds	Identified students will be offered academic support and intervention in before or after-school programs and/or during the school day. Unrestricted General Funds, Restricted Federal Funds and Supplemental Grant Funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					certificated and classified salary and benefits and instructional materials. \$2,484,966	certificated and classified salary and benefits and instructional materials. \$2,534,665	certificated and classified salary and benefits and instructional materials. \$2,585,359
Goal 2 – Achievement Gap	1, 3, 4, 5	For English learner pupils: Develop and implement a District English Learner Masterplan	LEA Wide		A committee will research and develop a District English Learner Masterplan. School site staff will receive professional development on the programs and strategies in the Masterplan. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits. \$295,245	School sites will implement the strategies and programs in the Masterplan. Teachers on assignment will monitor programs and provide direct assistance to sites. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits. \$192,468	The Masterplan will be assessed and revised and school site will receive professional development and implement the revised Masterplan. Teachers on assignment will monitor programs and provide direct assistance to sites. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
							and benefits. \$192,834
Goal 2 – Achievement Gap	1, 3, 4, 5	For English learner pupils: Students will be provided daily ELD instruction.	LEA Wide		Students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$506,290	Students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$506,290	Students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$506,290
Goal 2 – Achievement Gap	1, 3, 4, 5	For English learner pupils: Students eligible for redesignation will be provided with academic support	LEA Wide		Students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for redesignation. Unrestricted	Students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for redesignation. Unrestricted	Students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for redesignation. Unrestricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$239,522	General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$260,246	General Fund, Restricted Fund Federal certificated and classified salary and benefits, instructional materials. \$271,077
Goal 2 – Achievement Gap	1, 3, 4, 5	For Foster Youth: Determine specific academic and social/emotional needs of all identified students and provide appropriate support services.	LEA Wide		At the time of enrollment, and at least once annually, principals and/or co-administrators will convene meetings with appropriate teachers, counselors, and foster youth guardians to determine specific academic and social/emotional needs of all identified students and	At the time of enrollment, and at least once annually, principals and/or co-administrators will convene meetings with appropriate teachers, counselors, and foster youth guardians to determine specific academic and social/emotional needs of all identified students and	At the time of enrollment, and at least once annually, principals and/or co-administrators will convene meetings with appropriate teachers, counselors, and foster youth guardians to determine specific academic and social/emotional needs of all identified students and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					provide appropriate support services. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits. No additional costs.	provide appropriate support services. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits. No additional costs.	provide appropriate support services. Unrestricted General Fund, Restricted Fund Federal certificated and classified salary and benefits. No additional costs.
Goal 4 – Activities	7, 8	For low income, English learner, redesignated English proficient and foster pupils: Students will be counseled and assisted in participating in activities programs.	Middle Schools and High Schools		Students who are not participating in at least one school activities program will be identified, and counseled and assisted in joining and participating in activities programs. Unrestricted General Fund certificated and classified salary	Students who are not participating in at least one school activities program will be identified, and counseled and assisted in joining and participating in activities programs. Unrestricted General Fund certificated and classified salary	Students who are not participating in at least one school activities program will be identified, and counseled and assisted in joining and participating in activities programs. Unrestricted General Fund certificated and classified salary

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and benefits. No additional costs.	and benefits. No additional costs.	and benefits. No additional costs.
Goal 8 – Elementary Enrichment	4, 5, 7	For low income, English learner, redesignated English proficient and foster pupils: Students will be identified and placed in enrichment and accelerated learning programs.	Elementary Schools		Students who are not enrolled in enrichment and accelerated learning programs will be identified and enrolled in these programs. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.	Students who are not enrolled in enrichment and accelerated learning programs will be identified and enrolled in these programs. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.	Students who are not enrolled in enrichment and accelerated learning programs will be identified and enrolled in these programs. Unrestricted General Fund certificated and classified salary and benefits. No additional costs.

- 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, Supplemental Grant funding is \$3,713,151. All of the projected increase in 2014-15 Supplemental Grant funds will be distributed directly to school sites. None of the additional funds will be spent at the District office level. Supplemental Grant funds will be provided to school sites using the following formula:

\$10 per student for all students

\$40 per student for identified English learners, low income, redesignated English fluent and foster students (targeted students)

In order to provide Supplemental Grant funds sufficient to support an academic intervention program at every school, regardless of the population of targeted students, \$10 per student for all school site students will be provided directly to school sites. In addition, \$40 per student for all school site identified targeted students will be provided to generate larger sums of Supplemental Grant funds at schools with larger populations of targeted students. School sites will use these funds to provide focused, academic intervention programs for all students identified as falling below grade level standards in ELA and Math, utilizing the District-adopted RtI model. Implementing comprehensive, school-wide academic intervention programs for struggling students utilizing a research-based RtI model has been demonstrated to be highly effective in improving student academic outcomes.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum proportionality percentage (MPP) is 2.82%. One hundred percent of the projected increase in 2014-15 Supplemental Grant funds will be distributed directly to school sites utilizing the formula described in Section 3-C. The formula provides a base of Supplemental Grant

funds for schools in proportion to overall school size, but the great majority of increased Supplemental Grant funds is provided based upon a school's population of targeted students. These funds will be used exclusively to provide focused academic intervention programs to students identified as falling below grade level academic standards, utilizing the District-adopted, researched-based RtI model. Based upon Spring 2013 District CST assessment results, approximately 51.9% of all English learner students and 47.8% of all low Income students required academic intervention, while approximately 15.9% of non-targeted students required intervention. The District does not have this data for the foster student subgroup. The overwhelming majority of increased Supplemental Grant funds will be expended on increased academic intervention services for targeted students.

In future years, as Supplemental Grant funds continue to increase, funds will continued to be directed to school sites, and in addition academic intervention, will be used to provide social/emotional intervention services to targeted students, and to provide targeted students with expanded opportunities for academic enrichment and accelerated learning.

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.