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

Introduction:

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LCAP Year: 2014-15

"Hueneme" (pronounced Y NEE MEE) is from a Chumash Indian word for "resting place." Our families live in Port Hueneme and Oxnard, including several unincorporated neighborhoods in both cities.

Hueneme ESD educates approximately 8,400 K-8 grade students in nine elementary schools and two junior high schools. We have a close relationship with Naval Base Ventura County and work hard to meet the unique needs of our military families.

The demographic of students in our district is 85.3 percent Hispanic, 5.7 percent Caucasian, 1.2 percent African American, 4.6 percent Asian, .04 percent Pacific Islander, .6 percent American Indian, and 2.1 percent unstated. Eighty-three percent (83%) of our students are low income, and 64 percent speak limited English or are non-English speaking.

We currently employ approximately 450 certificated employees (teachers and managers) and approximately 280 service employees (including management-level staff). Our projected operating budget exceeds $65 million.

Our teachers work very hard to improve the performance of our students, and their efforts are paying off. Our standardized test scores continue to improve every year.

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
Community forums to gather input began on October 9, 2013. Parent and community input was gathered at school site meetings (in English and Spanish) on October 9, 2013, October 22, 2013, October 23, 2013, October 24, 2013, October 29, 2013, November 7, 2013, November 14, 2013, November 20, 2013, and November 21, 2013. Information regarding these meetings was communicated through flyers and automated voice messages. General information about LCAP was shared during an administrative staff meeting on November 6, 2013. Beginning November 7, 2013, all eleven principals presented this information at their site-level staff meetings. During this initial process, all certificated and classified staff and administrators were provided the opportunity to complete an LCAP survey.	The HESD LCAP Committee reviewed input from all stakeholders, and synthesized the input to include seven (7) major goals in the LCAP: 1. Increase opportunities for academic achievement for all students. *(Results of student achievement data and input from stakeholder groups)* 2. Increase student engagement, school connectedness, and socio-emotional well-being of students. *(Results from attendance and discipline date, results of stakeholder input)*

Involvement Process	Impact on LCAP
An LCAP Community Forum was held at the Oxnard Public Library the evening of November 7, 2013, and was attended by the district Superintendent, members of our Governing Board, administrators, teachers and parents. Input from this meeting was presented to the HESD Board on January 27, 2014. Parent Advisory Committee and English Learner Advisory Committee met on January 30, 2014. A Foster Youth Stakeholder Meeting at Ventura County Office of Education on April 15, 2014 was attended by district administration. Representatives of the District Parent Advisory Committee, District English Learner Advisory Committee, and the LCAP Committee of parents, teachers, classified staff, and administrators met on May 6, 2014 and May 15, 2014 to review and synthesize survey data and other district data to include major areas of focus for the LCAP plan. The Superintendent provided written responses to the Parent Advisory Committee and the English Learner Advisory Committee on the district website on June 6, 2014. A public hearing held on June 9, 2014 for feedback and public comments on the LCAP draft. A meeting of the District English Language Advisory Committee (DELAC) on Thursday, June 19, 2014. Governing Board approved on June 23, 2014.	3. Increase teacher and administrator content knowledge by providing targeted professional development. *(Results from stakeholder groups)* 4. Improve parental involvement through parent educational programs, staff to bridge the connection between home and school, and provide a welcoming environment. *(Results of student achievement data and input from stakeholder groups)* 5. Improve school climate by increasing resources provided to school sites for security, safety, and student support services. *(Results of student achievement, attendance and discipline data, and input from stakeholder groups)* 6. Implement Common Core State Standards (CCSS), California English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS). *(Results of student achievement data and input from stakeholder groups)* 7. Maintain facilities in good condition. Monitor that 100% of students are taught by a highly qualified teacher and there are zero (0) teacher misassignments. *(Results from input from stakeholder groups)*

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 | | School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | What will be different or 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 Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)			LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
(1) Increase student achievement. **Metrics:** Performance on standardized tests and API	**GOAL 1:** Increase opportunities for academic achievement for all students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Benchmark test data in English Language Arts (ELA) and Math	Increase benchmark test data in ELA and Math by 2.5% over baseline	Increase benchmark test data in ELA and Math by 5% over baseline	State priorities #2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOALS Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different or improved for students? (Based on identified metric) LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	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.)
(1) Increase student achievement. **Metrics:** Performance on standardized tests and API	**GOAL 1:** Increase opportunities for academic achievement for all students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All Elementaries		Decrease class size average in Grades TK-3 to meet the Local Control Funding Formula's Classroom Size Reduction requirement.	Decrease class size average in Grades TK-3 to meet the Local Control Funding Formula's Classroom Size Reduction requirement.	Decrease class size average in Grades TK-3 to meet the Local Control Funding Formula's Classroom Size Reduction requirement.	State priorities #2, 4, 8
		Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All Elementaries		Lower adult to student ratio in TK classes by adding a para-professional in 5 TK classrooms	Maintain lower adult to student ratio in TK classes by adding a para-professional in 5 TK classrooms	Maintain lower adult to student ratio in TK classes by adding a para-professional in 5 TK classrooms	State priorities #2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOALS — Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different or improved for students? (Based on identified metric) — LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	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.)
(1) Increase student achievement. **Metrics:** Performance on standardized tests and API	**GOAL 1:** Increase opportunities for academic achievement for all students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All Elementaries		Maintain increased Library access by extending Library Clerk hours by 4 hours at 9 elementary sites	Maintain increased Library access by extending Library Clerk hours by 4 hours at 9 elementary sites	Maintain increased Library access by extending Library Clerk hours by 4 hours at 9 elementary sites	State priorities #2, 4, 8
		Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	Art Haycox Elementary		Maintain site-based Literacy Coach to provide professional development for teachers and coordinate the intervention program	Maintain site-based Literacy Coach to provide professional development for teachers and coordinate the intervention program	Maintain site-based Literacy Coach to provide professional development for teachers and coordinate the intervention program	State priorities #2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOALS		School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different or 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 Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)			LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
(1) Increase student achievement.\n\n**Metrics:**\nPerformance on standardized tests and API	**GOAL 1:** Increase opportunities for academic achievement for all students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All Elementaries		During the school day, intervention opportunities in Language Arts and Math by providing RtI teachers at each elementary school	During the school day, continue intervention opportunities in Language Arts and Math by providing RtI teachers at each elementary school	During the school day, continue intervention opportunities in Language Arts and Math by providing RtI teachers at each elementary school	State priorities #2, 4, 8

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | GOALS | | School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | What will be different or 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 Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)			LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
(2) Improve English language proficiency. **Metrics:** Annual Measurable Achievement Objectives (AMAO) 1 and 2, CA English Language Development (CELDT), and Reclassification Rates	**GOAL 1:** Increase opportunities for academic achievement for all students.	English Learners	All		Improve CELDT AMAO 1 by 1% Improve CELDT AMAO 2 by 1% Improve Reclassification Rates by .25%	Improve CELDT AMAO 1 by 2% Improve CELDT AMAO 2 by 2% Improve Reclassification Rates by .25%	Improve CELDT AMAO 1 by 3% Improve CELDT AMAO 2 by 3% Improve Reclassification Rates by .25%	State priorities #2, 4, 7, 8

		GOALS			What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Improve English language proficiency. **Metrics:** Annual Measurable Achievement Objectives (AMAO) 1 and 2, CA English Language Development (CELDT), and Reclassification Rates	**GOAL 1:** Increase opportunities for academic achievement for all students.	English Learners	All		Maintain Instructional assistants to support English Learners	Maintain instructional assistants to support English Learners	Maintain instructional assistants to support English Learners	State priorities #2, 4, 7, 8

		GOALS			What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Improve English language proficiency. **Metrics:** Annual Measurable Achievement Objectives (AMAO) 1 and 2, CA English Language Development (CELDT), and Reclassification Rates	**GOAL 1:** Increase opportunities for academic achievement for all students.	English Learners	All		Plan 3-week Summer Boot Camp for English Learners	Implement 3-week Summer Boot Camp for English Learners	Continue 3-week Summer Boot Camp for English Learners	State priorities #2, 4, 7, 8

		GOALS			**What will be different or improved for students?** (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(3) Provide support to students to fully access the curriculum. Monitor needs of students on a trimester basis. **Metrics:** Performance on standardized tests and API	**GOAL 1:** Increase opportunities for academic achievement for all students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Before and after school interventions for 660 students	Continue before and after school interventions for 1,320 students	Continue before and after school interventions for 1,320 students	State priorities #2, 4, 5, 6

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | GOALS | | School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | What will be different or 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 Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)			LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
(1) Increase student attendance. Metrics: School attendance rates, chronic absenteeism, and middle school dropout rates Metric: Student survey	GOAL 2: Increase student engagement, school connectedness and socio-emotional well-being of students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Maintain attendance rate of 97.29% Improve 2.5% rate of chronic absenteeism Maintain or improve .32% middle school dropout rate Identify a student survey	Increase attendance rate by .25% Improve 2.5% rate of chronic absenteeism Maintain or improve .32% middle school dropout rate Gather data for a student survey	Increase baseline attendance rates by .50% Improve 2.5% rate of chronic absenteeism Maintain or improve .32% middle school dropout rate Establish goals for approved student survey	State priorities #4, 5, 8
					Hire (11) 3.5-hr. Health Clerks 4.81 FTE to support students and parents	Maintain (11) 3.5-hr. Health Clerks 4.81 FTE to support students and parents	Maintain (11) 3.5-hr. Health Clerks 4.81 FTE to support students and parents	State priorities #3, 4, 5, 6, 7

		GOALS			What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Provide support to students to fully access the curriculum. Monitor needs of students on a trimester basis **Metrics:** Performance on standardized tests and API	**GOAL 2:** Increase student engagement, school connectedness and socio-emotional well-being of students.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Before and after school interventions	Continue before and after school interventions	Continue before and after school interventions	State priorities #2, 4, 5, 6
					Hire 10 counselors to increase support for students and increase connection to community-based agencies	Maintain 10 counselors to increase support for students and increase connection to community-based agencies	Maintain 10 counselors to increase support for students and increase connection to community-based agencies	State priorities #3, 4, 5, 6

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | GOALS | | School(s) Affected (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | What will be different or 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 Subgroup(s) (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)			LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
(2) Provide support to students to fully access the curriculum. Monitor needs of students on a trimester basis

Metrics: Performance on standardized tests and API | **GOAL 2:** Increase student engagement, school connectedness and socio-emotional well-being of students. | Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities. | All Elementaries | | Hire 1 elementary Music Teacher to increase student engagement and connectedness | Maintain 1 elementary Music Teacher to increase student engagement and connectedness | Maintain 1 elementary Music Teacher to increase student engagement and connectedness | State priorities #4, 5, 6 |

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Implement the Common Core State Standards (CCSS) and California English Language Development (ELD) Standards **Metrics:** Percentage of teachers and administrators that participate in professional development on Common Core	**GOAL 3:** Increase teacher and administrator content knowledge by providing targeted professional development.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		90% of teachers and administrators will participate in Common Core professional development and CA ELD standards	95% of teachers and administrators will participate in Common Core professional development and CA ELD standards	100% of teachers and administrators will participate in Common Core professional development and CA ELD standards	State priorities #2, 4, 7

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Teachers and administrators will participate in staff development on CA English Language Development (ELD) standards **Metrics:** Percentage of teachers and administrators that participate in ELD staff development	**GOAL 3:** Increase teacher and administrator content knowledge by providing targeted professional development.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		90% of teachers and administrators will participate in ELD staff development	95% of teachers and administrators will participate in ELD staff development	100% of teachers and administrators will participate in ELD staff development	State priorities #2, 4, 7

	GOALS				**What will be different or improved for students?** (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Increase opportunities for parent education; improve parent involvement and communication; strengthen home-school connection **Metrics:** Number of parents/ guardians that participate in Positive Parenting Program (Triple P)	**GOAL 4:** Improve parental involvement through parent educational programs, staff to bridge the connection between home and school, and provide a welcoming environment.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Train counselors in Positive Parenting Program	50% of district schools will implement Positive Parenting Program	100% of district schools will implement Positive Parenting Program	State priorities #3, 5, 6

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Ensure a welcoming environment for district families **Metrics:** Parent surveys	**GOAL 4:** Improve parental involvement through parent educational programs, staff to bridge the connection between home and school, and provide a welcoming environment.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		50% of staff have diversity sensitivity training	75% of staff have diversity sensitivity training	100% of staff have diversity sensitivity training	State priorities #3, 5, 6

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(3) Provide support to students to fully access the curriculum. Monitor needs of students on a trimester basis **Metrics:** Performance on standardized tests and API	**GOAL 4:** Improve parental involvement through parent educational programs, staff to bridge the connection between home and school, and provide a welcoming environment.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Before and after school interventions at 11 schools for 1.5 hours per day for 60 students at each school	Maintain before and after school interventions at 11 schools for 1.5 hours per day for 120 students at each school	Maintain before and after school interventions at 11 schools for 1.5 hours per day for 120 students at each school	State priorities #2, 3, 4, 5, 6

		GOALS			What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)
(1) Foster an environment that promotes the physical and emotional well-being of all students. **Metrics:** (a) Attendance rates (b) Suspension rates (c) Expulsion rates	**GOAL 5:** Improve school climate by increasing resources provided to school sites for security, safety, and student support services.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	Bard, Larsen, Parkview, Sunkist and Williams Elementaries Blackstock and E.O. Green Junior Highs		Hire 5 Assistant Principals at elementary schools with more than 700 students, and 1 at each junior high school, to increase supervision, safety, and support services	Maintain 5 Assistant Principals at elementary schools with more than 700 students, and 1 at each junior high school, to increase supervision, safety, and support services	Maintain 5 Assistant Principals at elementary schools with more than 700 students, and 1 at each junior high school, to increase supervision, safety, and support service	State priorities #1, 2, 3, 4, 5, 6, 7

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Foster an environment that promotes the physical and emotional well-being of all students. **Metrics:** (a) Attendance rates (b) Suspension rates (c) Expulsion rates	**GOAL 5:** Improve school climate by increasing resources provided to school sites for security, safety, and student support services.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	Bard, Larsen, Parkview, Sunkist and Williams Elementaries Blackstock and E.O. Green Junior Highs		Maintain attendance rate of 97.29% Maintain suspension rate under 4% Maintain expulsion rate under 0.5%	Increase attendance rate by .25% Maintain suspension rate under 4% Maintain expulsion rate under 0.5%	Increase attendance rate by .25% Maintain suspension rate under 4% Maintain expulsion rate under 0.5%	State priorities #4, 5, 6

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)
(1) Foster an environment that promotes the physical and emotional well-being of all students. **Metrics:** (a) Attendance rates (b) Suspension rates (c) Expulsion rates	**GOAL 5:** Improve school climate by increasing resources provided to school sites for security, safety, and student support services.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Train 50% certificated and classified employees in cultural awareness and sensitivity	Train 75% certificated and classified employees in cultural awareness and sensitivity	Train 100% certificated and classified employees in cultural awareness and sensitivity	State priorities #3, 5

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Transition to the Common Core State Standards (CCSS) including English Language Development (ELD) standards and Next Generation Science Standards (NGSS) (1.1) Teachers will use Common Core instructional units in ELA and Math **Metrics:** Principal observations and teacher survey	**GOAL 6:** Implement CCSS and California ELD standards and NGSS	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		65% of ELA, ELD and Math instruction will be Common Core aligned	85% of ELA, ELD and Math instruction will be Common Core aligned	100% of ELA, ELD and Math instruction will be Common Core aligned	State priorities #1, 2, 4, 7

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Transition to the Common Core State Standards (CCSS) including English Language Development (ELD) standards and Next Generation Science Standards (NGSS) (1.2) Teachers will integrate technology into their daily lessons **Metrics:** Percent of teachers using technology daily	**GOAL 6:** Implement CCSS, California ELD Standards and NGSS	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		65% of teachers have transitioned to Common Core, including ELD standards (1.2) 60% of teachers have integrated technology into daily lessons (1.2) Hire 1 technology teacher to support staff with implementation of Common Core	85% of teachers have transitioned to Common Core, including ELD standards (1.2) 75% of teachers have integrated technology into daily lessons (1.2) Maintain 1 technology teacher to support staff with implementation of Common Core	100% of teachers have transitioned to Common Core, including ELD standards (1.2) 100% of teachers have integrated technology into daily lessons (1.2) Maintain 1 technology teacher to support staff with implementation of Common Core	State priorities #1, 2, 4, 7

		GOALS			What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(1) Maintain facilities in good condition **Metric:** Scores on Facilities Inspection Reports **Metric:** Common Core Standards-aligned instructional materials	**GOAL 7:** Maintain facilities in good condition. Monitor that 100% of students are taught by a highly qualified teacher and there are zero (0) teacher misassignments.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		All sites will have at least an overall rating of "Good" on the Facility Inspection Tool All sites will have Common Core-aligned materials	All sites will have at least an overall rating of "Good" on the Facility Inspection Tool All sites will have Common Core-aligned materials	All sites will have at least an overall rating of "Good" on the Facility Inspection Tool All sites will have Common Core-aligned materials	State priorities #1, 3, 5, 6

	GOALS				What will be different or improved for students? (Based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Description of Goal**	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups [as defined in EC 52052] or indicate "All" for all pupils.)	**School(s) Affected** (Indicate "All" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	**Annual Update:** Analysis of Progress	**LCAP Year 1:** 2014-2015	**LCAP Year 2:** 2015-2016	**LCAP Year 3:** 2016-2017	**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.)
(2) Ensure that 100% of District students are taught by a highly qualified teacher and there are zero (0) teacher misassignments **Metric:** County Credential Audit	**GOAL 7:** Maintain facilities in good condition. Monitor that 100% of students are taught by a highly qualified teacher and there are zero (0) teacher misassignments.	Ethnic subgroups; Socioeconomically disadvantaged pupils; English learners; Pupils with disabilities.	All		Monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments	Continue to monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments	Continue to monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments	State priorities #1, 2, 4, 5, 7

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 1: 2014-2015	**LCAP Year 2: 2015-2016**	**LCAP Year 3: 2016-2017**
Goal 1. Increase opportunities for academic achievement for all students	State priorities #2, 4, 8	Decrease class size in Transitional Kinder-3 to support student achievement; add full-time teachers	All Elementaries		Hire 8.0 FTE teachers to decrease class size and meet Grade Span Adjustment Cost: $640,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 8.0 FTE teachers and hire an additional 8.0 FTE teacher to meet Grade Span Adjustment Cost: $1,280,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 16.0 FTE teachers and hire an additional 8.0 FTE teacher to meet Grade Span Adjustment Cost: $1,920,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1. Increase opportunities for academic achievement for all students	State priorities #2, 4, 8	Hire 5 paraprofessionals to support Transitional Kinder classrooms	Districtwide		Hire (5) 3.0 hour paraprofessionals to support Transitional Kinder classes Cost: $65,000 Source: Unrestricted general fund; Salaries & benefits	Maintain (5) 3.0 hour paraprofessionals; Monitor and evaluate impact on student learning Cost: $65,000 Source: Unrestricted general fund; Salaries & benefits	Maintain (5) 3.0 hour paraprofessionals; Monitor and evaluate impact on student learning Cost: $65,000 Source: Unrestricted general fund; Salaries & benefits
	State priorities #2, 4, 8	Establish After School Homework Center at each school site	Districtwide		Hire 1 teacher for 1.5 hours per day for 144 days at 11 sites Cost: $109,296 Source: Unrestricted general fund; Salaries & benefits	Maintain 1 teacher and add 1 teacher for 1.5 hours per day for 144 days at 11 sites Cost: $218,592 Source: Unrestricted general fund; Salaries & benefits	Maintain 2 teachers for 1.5 hours per day for 144 days at 11 sites Cost: $218,592 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1. Increase opportunities for academic achievement for all students	State priorities #2, 4, 8	Maintain increased site-based library hours for students to have increased access to reading material	All Elementaries		Maintain additional library clerk hours (4 hours/day) at 9 sites Cost: $175,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain additional library clerk hours (4 hours/day) at 9 sites Cost: $175,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain additional library clerk hours (4 hours/day) at 9 sites Cost: $175,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 2. Increase student engagement, school connectedness, and socio-emotional well-being of students	State priorities #3, 4, 5, 6	Hire counselors to increase support for students and increase connection to community-based agencies	Districtwide		Hire 1.5 FTE counselors Cost: $172,500 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.5 FTE counselors and monitor and evaluate impact on student behavior and learning Cost: $172,500 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.5 FTE counselors and monitor and evaluate impact on student behavior and learning Cost: $172,500 Source: Unrestricted general fund; Salaries & benefits
	State priorities #3, 4, 5, 6, 7	Hire health clerks to support students and staff	Districtwide		Hire .72 FTE health clerks Cost: $30,000 Source: Unrestricted general fund; Salaries & benefits	Maintain .72 FTE health clerks Cost: $30,000 Source: Unrestricted general fund; Salaries & benefits	Maintain .72 FTE health clerks Cost: $30,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 2. Increase student engagement, school connectedness, and socio-emotional well-being of students	State priorities #4, 5, 6	Hire 1 elementary music teacher to increase student engagement and connectedness	Districtwide		Hire 1.0 FTE elementary music teacher Cost: $116,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.0 FTE elementary music teacher; Evaluate and continue the program Cost: $116,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.0 FTE elementary music teacher; Evaluate and continue the program Cost: $116,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 3. Increase teacher and administrator content knowledge by providing targeted professional development	State priorities #2, 4, 7	Professional development in ELA and Math Common Core Standards will continue	Districtwide		Ten 1.0 hour afterschool trainings for 350 teachers and (8) release days for 16 teachers Cost: $250,000 Source: Unrestricted general fund; Salaries & benefits; Professional services	Ten 1.0 hour afterschool trainings for 350 teachers and 8 release days for 16 teachers Cost: $250,000 Source: Unrestricted general fund; Salaries & benefits; Professional services	Ten 1.0 hour afterschool trainings for 350 teachers and 8 release days for 16 teachers Cost: $250,000 Source: Unrestricted general fund; Salaries & benefits; Professional services
	State priorities #2, 4, 7	Professional development in CA ELD standards will be provided	Districtwide		One 1.0 hour training for 350 teachers Cost: Included above Source: Unrestricted general fund; State restricted funds; Salaries & benefits; Professional services	One 1.0 hour training for 350 teachers Cost: Included above Source: Unrestricted general fund; State restricted funds; Salaries & benefits; Professional services	One 1.0 hour training for 350 teachers Cost: Included above Source: Unrestricted general fund; State restricted funds; Salaries & benefits; Professional services

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 4. Improve parental involvement through parent educational programs, staff to bridge the connection between home and school, and provide a welcoming environment	State priorities #2, 3, 4, 5, 6	Implement Positive Parenting Program (Triple P)	Districtwide		Purchase materials and train counselors in the Triple P Program Cost: $20,000 Source: Federal Restricted; Salaries & benefits; Supplies and Materials	Monitor the participation of parents in the Triple P Program Cost: $0	Monitor the participation of parents in the Triple P Program Cost: $0
		Coordinate efforts with Oxnard Adult Education to provide ESL and Literacy classes for adults	Districtwide		Partner with Oxnard Adult Education Cost: $0	Monitor the Adult program Cost: $0	Monitor the Adult program Cost: $0

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 5. Improve school climate by increasing resources provided to school sites for security, safety, and student support services	State priorities #1, 2, 3, 4, 5, 6, 7	Hire 5 assistant principals at elementary schools with more than 700 students, and 1 at each junior high school, to increase supervision, safety, and support services	Bard, Larsen, Parkview, Sunkist and Williams Elementaries

Blackstock and E.O. Green Junior Highs | | Hire 7.0 FTE assistant principals

Cost: $945,000 Source: Unrestricted general fund; Salaries & benefits | Maintain 7.0 FTE assistant principals

Cost: $945,000 Source: Unrestricted general fund; Salaries & benefits | Maintain 7.0 FTE assistant principals

Cost: $945,000 Source: Unrestricted general fund; Salaries & benefits |
| | State priorities #4, 5, 6 | Continue districtwide CHAMPS (a practical and positive approach to discipline and classroom management program) | Districtwide | | Monitor and evaluate effectiveness of CHAMPS

Cost: $500 Source: Unrestricted general fund; Supplies & materials | Monitor and evaluate effectiveness of CHAMPS

Cost: $500 Source: Unrestricted general fund; Supplies & materials | Monitor and evaluate effectiveness of CHAMPS

Cost: $500 Source: Unrestricted general fund; Supplies & 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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 5. Improve school climate by increasing resources provided to school sites for security, safety, and student support services	State priorities #3, 5	Training for all staff in cultural awareness and sensitivity	Districtwide		Provide one training in cultural awareness and sensitivity Cost: $2,000 Source: Unrestricted general fund; Professional services	Provide one training in cultural awareness and sensitivity Cost: $2,000 Source: Unrestricted general fund; Professional services	Provide one training in cultural awareness and sensitivity Cost: $2,000 Source: Unrestricted general fund; Professional services

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 6. Implement Common Core State Standards (CCSS); California English Language Development (ELD), and Next Generation Science Standards (NGSS)	State priorities #1, 2, 4, 7	District will purchase Common Core-aligned resources, including digital intervention program and appropriate supplemental materials to support Common Core, including ELD and NGSS	Districtwide		Purchase new Common Core-aligned resources Cost: $400,000 Source: Unrestricted general fund; Supplies & materials Cost: $150,000 State restricted fund; Supplies & materials	Purchase new Common Core-aligned resources Cost: $2,000,000 Source: Unrestricted general fund; Supplies & materials	Purchase new Common Core-aligned resources Cost: $1,500,000 Source: Unrestricted general fund; Supplies & materials
	State priorities #1, 2, 4, 7	District will purchase additional technology and related infrastructure	Districtwide		Purchase 1,800 mobile devices, computers and related infrastructure Cost: $1,080,000 Source: Unrestricted general fund; Supplies & materials	Purchase 1,800 mobile devices, computers and related infrastructure Cost: $1,080,000 Source: Unrestricted general fund; Supplies & materials	Purchase 1,800 mobile devices, computers and related infrastructure Cost: $1,080,000 Source: Unrestricted general fund; Supplies & 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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 6. Implement Common Core State Standards (CCSS); California English Language Development (ELD), and Next Generation Science Standards (NGSS)	State priorities #1, 2, 4, 7	Hire a technology resource teacher to support staff with the implementation of Common Core	Districtwide		Hire 1.0 FTE technology resource teacher Cost: $116,000 Source: Federal restricted fund; Salaries & benefits	Maintain 1.0 FTE technology resource teacher and monitor and evaluate the impact on student learning Cost: $116,000 Source: Federal restricted fund; Salaries & benefits	Maintain 1.0 FTE technology resource teacher and monitor and evaluate the impact on student learning Cost: $116,000 Source: Federal restricted fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 7. Maintain facilities in good condition. Monitor that 100% of students are taught by a highly qualified teacher and there are zero (0) teacher misassignments.	State priorities #1, 3, 5, 6	Continue to maintain all district facilities in good repair	Districtwide		Continue to maintain all district facilities in good repair; Interior and Exterior painting; re-roofing, bus-turnout; replace carpets as needed; replace door hardware with safety locks Cost: $2,635,000 Source: Unrestricted general fund; Maintenance fund; Measure T Bond Fund	Continue to maintain all district facilities in good repair; Upgrade kitchen hoods; Add 20 additional classrooms to accommodate CSR Cost: $5,700,000 Source: Unrestricted general fund; Maintenance fund; Measure T Bond Fund	Continue to maintain all district facilities in good repair Cost: $1,750,000 Source: Unrestricted general fund; Maintenance fund; Measure T Bond Fund
	State priorities #1, 2, 4, 5, 7	100% of District students will be taught by a highly qualified teacher and there are zero (0) teacher misassignments	Districtwide		Monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments Cost: $0	Continue to monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments Cost: $0	Continue to monitor to ensure that 100% of district teachers are highly qualified and there are zero (0) teacher misassignments Cost: $0

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)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? (and are projected to be provided in years 2 and 3) What are the anticipated expenditures for each action? (including funding source)		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1	State priorities #2, 4, 8	For low-income pupils: Site-based literacy coach to provide professional development to teachers and coordinate intervention program	Schoolwide at Haycox Elementary		Maintain 1.0 FTE Literacy Coach Cost: $118,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 1.0 FTE Literacy Coach Cost: $118,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 1.0 FTE Literacy Coach Cost: $118,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1	State priorities #2, 4, 8	For low-income pupils: Provide site-based intervention opportunities for students in language arts and math	Schoolwide at Bard, Hueneme, Haycox, Hathaway, Larsen, Parkview, Sunkist, Williams		Maintain 8 RTI teachers at 8 elementary schools 5 days/week for 24 weeks paid at $120/day Cost: $134,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 8 RTI teachers at 8 elementary schools 5 days/week for 24 weeks paid at $120/day Cost: $134,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 8 RTI teachers at 8 elementary schools 5 days/week for 24 weeks paid at $120/day Cost: $134,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits
Goals 1, 2 and 4	State priorities #3, 4, 5, 6	For low income pupils: Hire counselors to increase support for low income students.	Districtwide		Hire 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits	Hire 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits	Hire 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits
	State priorities #3, 4, 5, 6, 7	For low-income pupils: Hire health clerks to increase support for low income students	Districtwide		Hire 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 6	State priorities #1, 2, 4, 7	For low-income pupils: Site-based technology teacher to support teachers with the implementation of Common Core State Standards using technology	Schoolwide at E.O. Green		Maintain .4 FTE Technology Support Teacher Cost: $43,940 Source: Unrestricted general fund; Salaries & benefits	Maintain .4 FTE Technology Support Teacher Cost: $43,940 Source: Unrestricted general fund; Salaries & benefits	Maintain .4 FTE Technology Support Teacher Cost: $43,940 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1	State priorities #2, 4, 7, 8	For English Learners: Increase intervention and extended learning opportunities for students	Districtwide		Plan and prepare for three-week summer Boot Camp for English Learners	Three-week summer Boot Camp for English Learners; 15 days for 3 hours per day; 24 teachers; 480 students	Three-week summer Boot Camp for English Learners; 15 days for 3 hours per day; 24 teachers; 480 students Monitor and evaluate impact on English Learner language proficiency
					Cost: $0	Cost: $78,000 Source: Unrestricted general fund; Salaries & benefits	Cost: $78,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1	State priorities #2, 4	For English Learners: English language resource teachers to increase support for English Learners	Districtwide		Maintain 3.0 FTE and hire 3.0 FTE new English language learner support teachers Cost: $708,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 6.0 FTE English language learner support teachers Monitor and evaluate impact on student learning Cost: $708,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits	Maintain 6.0 FTE English language learner support teachers Monitor and evaluate impact on student learning Cost: $708,000 Source: Unrestricted general fund; Federal restricted fund; Salaries & benefits
Goal 1	State priorities #2, 4, 7, 8	For English Learners: Site-based instructional assistants to provide support and intervention to English learners during the day	Districtwide		Maintain (34) .375 FTE Bilingual Instructional Assistants Cost: $438,986 Source: Unrestricted general fund; Salaries & benefits	Maintain (34) .375 FTE Bilingual Instructional Assistants Cost: $438,986 Source: Unrestricted general fund; Salaries & benefits	Maintain (34) .375 FTE Bilingual Instructional Assistants Cost: $438,986 Source: Unrestricted general fund; Salaries & benefits
Goal 2	State priorities #3, 4, 5, 6	For English Learners: Hire counselors to increase support for English Language Learner students	Districtwide		Hire 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 3.75 FTE counselors Cost: $432,000 Source: Unrestricted general fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 2	State priorities #3, 4, 5, 6, 7	For English Learners: Hire health clerks to increase support for English Language Learner students	Districtwide		Hire 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits
Goal 3	State priorities #2, 4, 9	For English Learners: Site-based professional development in ELD standards and effective ELD instruction	Districtwide		Two trainings and release time for 350 teachers and 40 paraprofessionals; trainer/consultant fees Cost: $194,000 Source: Unrestricted general fund; professional services; Salaries & benefits	Two trainings and release time for 350 teachers and 40 paraprofessionals; trainer/consultant fees Cost: $194,000 Source: Unrestricted general fund; professional services; Salaries & benefits	Two trainings and release time for 350 teachers and 40 paraprofessionals; trainer/consultant fees Cost: $194,000 Source: Unrestricted general fund; professional services; Salaries & benefits
Goal 4	State priorities #3, 5, 6	For English Learners: Provide trilingual translator for Spanish and Mixteco families to support translations and support services	Districtwide		Maintain 1 full-time trilingual translator Cost: $52,120 Source: Federal restricted fund; Salaries & benefits	Maintain 1 full-time trilingual translator; monitor district need Cost: $52,120 Source: Federal restricted fund; Salaries & benefits	Maintain 1 full-time trilingual translator; monitor district need Cost: $52,120 Source: Federal restricted fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 4	State priorities #3, 4, 5, 6, 7	For English Learners: Site-based extra student and parent support and assistance in school offices	Schoolwide at Bard, Hathaway, Haycox, Larsen and Parkview Elementaries		Maintain additional 1 to 4 hours of school clerks time at 5 schools Cost: $127,000 Source: Unrestricted general fund; Salaries & benefits	Maintain additional 1 to 4 hours of school clerks time at 5 schools Cost: $127,000 Source: Unrestricted general fund; Salaries & benefits	Maintain additional 1 to 4 hours of school clerks time at 5 schools Cost: $127,000 Source: Unrestricted general fund; Salaries & benefits
Goals 1, 2 and 4	State priorities #1, 2, 3, 4, 5, 6	For English Learners: Increase support for English Learners and monitor need of students on a trimester basis.	Districtwide		Maintain supplemental intervention programs for newcomers and long-term English learners (20 weeks, 3 teachers, 3 days/week, 4 hours/day) Cost: $34,000 Source: Unrestricted general fund and Federal restricted fund; Salaries & benefits	Maintain supplemental intervention programs for newcomers and long-term English learners (20 weeks, 3 teachers, 3 days/week, 4 hours/day) Cost: $34,000 Source: Unrestricted general fund and Federal restricted fund; Salaries & benefits	Maintain supplemental intervention programs for newcomers and long-term English learners (20 weeks, 3 teachers, 3 days/week, 4 hours/day) Cost: $34,000 Source: Unrestricted general fund and Federal restricted fund; Salaries & benefits

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 6	State priorities #1, 2, 4, 7	For English Learner pupils: Provide site-specific supplemental instructional resources to teach Common Core State Standards	Districtwide		Supplemental Instructional Materials to support common core implementation Cost: Included in Low Income resource Goal 6 Source: Unrestricted general fund; Materials & supplies	Supplemental Instructional Materials to support common core implementation Cost: Included in Low Income resource Goal 6 Source: Unrestricted general fund; Materials & supplies	Supplemental Instructional Materials to support common core implementation Cost: Included in Low Income resource Goal 6 Source: Unrestricted general fund; Materials & supplies

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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goals 1 and 2	State priorities #1, 2, 3, 4, 5, 6	For Foster Youth: Monitor student achievement, social and emotional needs, and provide support as needed.	Districtwide		District administration will coordinate with social and community agencies and school sites Cost: $0	District administration will coordinate with social and community agencies and school sites Cost: $0	District administration will coordinate with social and community agencies and school sites Cost: $0
Goal 2	State priorities #3, 4, 5, 6	For Foster Youth: Hire counselors to increase support for foster youth	Districtwide		Hire 1 FTE counselor Cost: $115,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1 FTE counselor Cost: $115,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1 FTE counselor Cost: $115,000 Source: Unrestricted general fund; Salaries & benefits
	State priorities #3, 4, 5, 6, 7	For Foster Youth: Hire health clerks to increase support for foster youth	Districtwide		Hire 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & benefits	Maintain 1.4 FTE health clerks Cost: $59,000 Source: Unrestricted general fund; Salaries & 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 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
Goal 1	State priorities #1, 2, 3, 4, 5, 6	For Redesignated Fluent English Proficient: Continue to monitor student progress and intervene as needed.	Districtwide		Monitor student progress each trimester Cost: Already included	Monitor student progress each trimester Cost: Already included	Monitor student progress each trimester Cost: Already included
		For Redesignated Fluent English Proficient: Continue to monitor student progress and intervene as needed.	Districtwide		Provide intervention and supplemental resources as needed Cost: Already included	Provide intervention and supplemental resources as needed Cost: Already included	Provide intervention and supplemental resources as needed Cost: Already included

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.)

The majority of students attending schools in the Hueneme Elementary School District fit into the subgroups of English Language Learners (64%) and socio-economically disadvantaged (83%) students. Although the district serves foster youth, they represent a very small percentage of our total student population. Based on our student composition, the District has chosen to use and allocate the LCAP funding on a districtwide basis.

The District will receive approximately $7,200,000 in supplemental and concentration grant funding in 2014-2015. A review of District needs and metrics, along with input from key stakeholders, helped the District LCAP Committee determine that spending dollars for the following services would be the most effective use of supplemental grant funds. These include counseling support, parent education programs, supplemental intervention programs and resources, extended learning opportunities, and enhanced campus security. Our review of research and best practices for student achievement indicates students require this additional support, and that educating parents also benefits students because they become engaged in their children's education and can help motivate them to succeed.

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

In meeting the Minimum Proportionality Percentage (MPP), the Hueneme Elementary School District will be increasing and/or improving services for unduplicated students by 13.66%. The district will accomplish this goal by (1) lowering class size in grades TK-3; (2) increasing the number of English learner support teachers, technology teachers, music/band teachers, school counselors, paraprofessionals and assistant principals; and (3) providing new instructional materials and technology for the implementation of the common core state standards.

Additional counseling services will be added to all elementary and junior high schools with a focus on supporting the social-emotional needs of students, and parent and student engagement. The counselors will serve as the school liaison for foster youth. The unique needs of these students will be improved through the development and implementation of comprehensive support services. HESD operates many large elementary schools. In order to increase safety, supervision and support services, an assistant principal will be added to schools having more than 700 students. This will also allow the school principal to spend time in classrooms supporting teachers with the implementation of the common core state standards. As the common core state standards are implemented, the number of individual technology devices available to students will be increased. A new district technology teacher will provide training for teachers, paraprofessionals and parents. HESD will improve services to our English Learners by providing professional development on the English Language Development (ELD) Standards. Three new District English learner support teachers will work with classroom teachers in designing, implementing and monitoring the ELD program. Adding three new teachers doubles the number of District English learner support teachers. Extended learning opportunities will be provided for English learners. These opportunities include a summer boot camp and after school homework help. Bilingual instructional assistants will provide intervention for English learners during the school day. HESD will provide additional support staff, such as health clerks, at schools to increase the engagement of low income parents in our schools and district. The new health clerks will be a point of contact for support for parents. The addition of health clerks will also allow nursing services to be increased for low income students.

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.