

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

Introduction:

LEA: Wright Elementary School District **Contact (Name, Title, Email, Phone Number):** Adam Stein, Superintendent, astein@wrightesd.org, 707-542-0550

LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>A series of meetings was held with a variety of stakeholder groups.</p> <p>The meetings for 2014 were:</p> <ol style="list-style-type: none"> 1. Site teachers on April 1 (RL) and April 17 (JX) 2. Parent Town Hall meetings on March 26 (RL) and April 3 (JX) 3. Instructional assistants on April 6 (JX) and April 22 (RL) 4. Student councils on April 10 (JX) and April 16 (RL) 5. ELAC parent group on April 18 (RL) and April 25 (JX) 6. District parent advisory group on April 2 7. WEA, teachers’ bargaining unit on May 2 8. CSEA, classified staff bargaining unit on April 29. <p>Data was shared on student achievement, student discipline, English Learner data, as well as the District goals.</p> <p>Participants were asked a set of questions intended to help them understand the LCAP process and requirements and to help them in the brainstorming process.</p>	<p>A broad list of recommendations came from all of these groups and have been correlated into a data base. Some of the groups had specific recommendations that were addressed and put into that data base. The superintendent and the administrative team have reviewed the recommendations and prioritized them in terms of what would provide the needed increase and improvement in services to English Learners, low income students, and foster youth. All groups knew that only a part of the list could be implemented. Some of the things suggested that will be acted on:</p> <p>Teachers: common core training, ELD training, more instructional assistants with better training, behavioral support for dealing with difficult kids, bilingual outreach.</p> <p>Instructional assistants/CSEA: more instructional assistants with better training, behavioral support, bilingual outreach.</p> <p>Parents: Bilingual outreach, counseling, PE and music, more assistants, behavioral support, training for staff</p> <p>Students: counseling, music and PE, behavior support for staff, more materials for library and playground.</p>

Involvement Process	Impact on LCAP
<p>The draft of the LCAP was presented to the district ELAC parent advisory group on May 9. There were no questions or comments.</p> <p>The District held a public hearing in front of the governing board on June 2, 2014, to hear both the LCAP and the budget on separate agenda items. The LCAP and the budget were approved by the governing board on June 19, 2014.</p>	
<p>Parents and staff were informed that there would be an opportunity to complete an online questionnaire to share their recommendations. This form was placed on the district website.</p>	<p>So far no one has completed the online form.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
English learners need to show improvement on CELDT and district measures towards reclassification as RFEPs. We will use CELDT, the ELD standards, district individual student measures and the SBAC to assist us in measuring this. For 2013-14, CELDT scores showed that 344 out of 717 EL students scored early advanced or advanced and were thus eligible for reclassification. That is a rate of 47%. For 2012-13, the percentage of students who scored proficient on the CST was 47% in ELA and 64% in math. API = N/A, A-G = N/A, AP = N/A, CTE = N/A, EAP = N/A	English learners will be reclassified at a rate 10% higher per year over the 2013-14 school year.	English Learners	All		The District's ELD services must be improved to help the rate of reclassification grow. Students will be provided better ELD service upon identification and their progress tracked by our ELD teachers. We should see an increase in reclassification rates to 52%. As the new SBAC test begins in spring of 2015 we will only be able to measure growth on proficiency on that test after the spring 2016 test.	The District's ELD services must be improved to help the rate of reclassification grow. Students will be provided better ELD service upon identification and their progress tracked by our ELD teachers. We should see an increase in reclassification rates to 57%. EL students will score proficient on the SBAC at a rate 10% higher than 14-15.	The District's ELD services must be improved to help the rate of reclassification grow. Students will be provided better ELD service upon identification and their progress tracked by our ELD teachers. We should see an increase in reclassification rates to 63%. EL students will score proficient on the SBAC at a rate 10% higher than 15-16.	Student Achievement, Pupil Engagement, other student outcomes
Students need to be proficient in English language arts and math as measured by formative and	All students will show measurable increases in proficiency on both formative assessments by 10% over measures given	All students	All		Having a better assessment process will allow our staff to be more responsive	Having a better assessment process will allow our staff to be more responsive	Having a better assessment process will allow our staff to be more responsive	Student Achievement, implementation of common core standards, Pupil

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<p>summative assessments. Students will perform at 10% over the baseline based on multiple measures including the SBAC, district benchmarks, and district formative assessments. For 2013-14, CST scores remained the same as 2012-13, where 59.7% of students scored proficient in ELA and 67.5% in math. As all of the formative and summative assessments will be different, we do not have a baseline now other than the CST scores from 2012-13.</p>	<p>in the fall of 2014 and over summative assessments given in spring 2015. The District will develop and implement performance standards (rubrics), formative assessments, and standards based report cards at all grades.</p>			<p>to students' specific academic needs. We should see all of our students performing better on multiple measures (SBAC formative and summative assessments, API) and see better data-based discussions in our Professional Learning Communities (PLC). We should also see students perform better on the SBAC due to the implementation of the common core. As all of the formative and summative assessments will be different, we do not have a baseline now other than the CST scores from</p>	<p>to students' specific academic needs. We should see all of our students performing better on multiple measures (SBAC formative and summative assessments, API) and see better data-based discussions in our Professional Learning Communities (PLC). We should also see students perform better on the SBAC due to the implementation of the common core. Students will score proficient on the SBAC at a rate 10% higher than spring of 2015 and we will see a 10% increase on proficiency on</p>	<p>to students' specific academic needs. We should see all of our students performing better on multiple measures (SBAC formative and summative assessments, API) and see better data-based discussions in our Professional Learning Communities (PLC). We should also see students perform better on the SBAC due to the implementation of the common core. Students will score proficient on the SBAC at a rate 10% higher than spring of 2016 and we will see a 10% increase on proficiency on</p>	<p>Engagement, Other student outcomes</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					2012-13.	formative assessments during this year.	formative assessments during this year.	
Parents need improved communication in order to increase their level of engagement and their students' attendance for those identified as at risk for failure. Currently, we communicate by sending out paper notices of concerns in English and Spanish and follow up with phone calls by teachers and principals if needed. We do not use our website much or email or text notices to parents. Attendance improvement will be based on individual students' attendance if they have been identified as at risk. We will keep those numbers to look at improvement over the next three years.	Parent communication will be improved in order to increase parent engagement in their student's education. The District will employ community liaisons for all sites who will be responsible for meeting with families in their homes and on site to help them access resources and approve student attendance. The liaisons will track interventions and work with district leadership to approve outcomes and modify their work based on the outcomes measured. Chronic absenteeism rates will drop by 10% each year from the 2013-14 rates.	Low income youth, English learners	All		The liaisons will support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, legal support, tax preparation, and accessing government agencies. We should see an increase in attendance for those identified students. Identified students will show a 10% improvement in	The liaisons will support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, legal support, tax preparation, and accessing government agencies. We should see an increase in attendance for those identified students. Identified students will show a 10% improvement in	The liaisons will support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, legal support, tax preparation, and accessing government agencies. We should see a 10% increase in ADA over the 15-16 school year and a reduction in chronic absenteeism to 35 at RL Stevens and 20 at JX	Parental involvement, Pupil engagement, school climate, other student outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>ADA is currently at 515.5 at RL and 565.5 at JX.</p> <p>Chronic absenteeism rates for 2013-14: JX Wilson: 29 students RL Stevens: 48 students</p> <p>Middle school drop out rate: 0 High school drop out rate: N/A High school graduation rate: N/A</p>					<p>ADA over the 13-14 school year and a reduction in chronic absenteeism to 43 at RL Stevens and 26 at JX Wilson.</p>	<p>ADA over the 14-15 school year and a reduction in chronic absenteeism to 39 at RL Stevens and 23 at JX Wilson.</p>	<p>Wilson in the 15-16 school year.</p>	
<p>Students need to develop technological literacy. Currently, there is virtually no usable technology for students in the schools. This will be measured by the number of machines deployed in classrooms, the types of instruction students receive in digital</p>	<p>The District will develop students' technological literacy. The District plans to deploy iPads and Chromebooks for student use for the 14-15 school year. The District will provide training for staff and students and develop an instructional plan for teaching students to be proficient users of the machines for school work</p>	<p>All students</p>	<p>All</p>		<p>Students should show improvements on academic measures (SBAC, CELDT, local formative assessments) and improvements in pupil engagement and the implementation of</p>	<p>Students should show improvements on academic measures (SBAC, CELDT, local formative assessments) and improvements in pupil engagement and the implementation of</p>	<p>Students should show improvements on academic measures (SBAC, CELDT, local formative assessments) and improvements in pupil engagement and the implementation of</p>	<p>Student achievement, pupil engagement, basic services, course access, other student outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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literacy, and an increase in attendance. We currently have 300 iPads and 385 Chromebooks ready to be deployed. We do not yet provide any instruction in digital literacy. ADA is currently at 515.5 at RL and 565.5 at JX.	and research. The District will measure student proficiency using an adopted rubric provided by SCOE.				the common core. We will deploy 300 iPads and 385 Chromebooks this year. We will provide one half day training in digital literacy for staff and adopt a curriculum for teaching students digital literacy. We will see 90% of students show proficiency on the SCOE rubric. We will see an increase in ADA as well. ADA is currently at 515.5 at RL and 565.5 at JX and we will expect it to grow to 516 at RL and 566 at JX.	the common core. We will deploy 300 iPads and 385 Chromebooks this year. We will continue to provide a curriculum for teaching students digital literacy. We will see 100% of students show proficiency on the SCOE rubric. We will expect ADA to grow to 516.5 at RL and 566.5 at JX.	the common core. We will deploy 300 iPads and 385 Chromebooks this year. We will continue to provide a curriculum for teaching students digital literacy. We will maintain 100% of students showing proficiency on the SCOE rubric. We will expect ADA to grow to 517 at RL and 567 at JX.	
All students need to have access to a full range of courses and be engaged in their learning. All primary students will have music instruction and	All students will have access to a full range of courses and be engaged in their learning. The District will provide music and PE instruction beyond the classroom teacher's	All students	All		Students will show improvement on both academic (SBAC, CELDT, local formative assessments),	Students will show improvement on both academic (SBAC, CELDT, local formative assessments),	Students will show improvement on both academic (SBAC, CELDT, local formative assessments),	course access, pupil engagement, student achievement, other student outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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all students will have PE instruction to expand course access. Currently, only upper grades have music and there is no dedicated PE instruction. This will be measured by the number of students enrolled in music and PE classes. Currently we do not offer PE outside of the general education classroom schedule and music is only offered to upper grade students.	limited time to provide for a more engaging school day for all students. Music and PE instruction will be designed to reach as many students as possible.				behavioral (attendance, fewer suspensions) and other student outcomes as measured in goals 1 and 2. We will enroll 50% of primary students in music and 30% of all students in PE.	behavioral (attendance, fewer suspensions) and other student outcomes as measured in goals 1 and 2. We will enroll 75% of primary students in music and 40% of all students in PE.	behavioral (attendance, fewer suspensions) and other student outcomes as measured in goals 1 and 2. We will enroll 100% of primary students in music and 50% of all students in PE.	
All students need Common Core aligned curriculum and instruction. The District needs to transition completely from alignment with the California state standards to the Common Core State Standards. We hope to have this completed by the 2016-17 school year. We will measure this by the percentage	The District will provide Common Core aligned instruction in ELA and math beginning in the 2014-15 school year using appropriate materials and evidence-based instructional methods. This will expand in subsequent years to other subjects.	All students	All		By implementing the common core, students will show improvement on all academic measures (SBAC formative and summative, CELDT, local assessments) and on state and federal measures (APE, AYP). Teachers will	By implementing the common core, students will show improvement on all academic measures (SBAC formative and summative, CELDT, local assessments) and on state and federal measures (APE, AYP). Teachers will	By implementing the common core, students will show improvement on all academic measures (SBAC formative and summative, CELDT, local assessments) and on state and federal measures (APE, AYP). Teachers will	Student achievement, implementation of common core standards, pupil engagement, other student outcomes

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of aligned curricula in our classrooms for ELA, math and ELD. Currently, about 20% of the curriculum is common core aligned.					show increased mastery of common core standards by designing more rigorous instructional units based on the standards. We will have 50% of the curriculum aligned with the common core.	show increased mastery of common core standards by designing more rigorous instructional units based on the standards. We will have 75% of the curriculum aligned with the common core.	show increased mastery of common core standards by designing more rigorous instructional units based on the standards. We will have 100% of the curriculum aligned with the common core.	
All schools need a school-wide positive behavior intervention and support system to help make our campuses safe and welcoming to all students, staff, and families. This will be measured by the full implementation of a system by the 2015-16 school year, an increase in attendance, positive results on the CHKS, and reduction in suspensions. In 2013-14, the District had 24 suspensions. ADA is	The District will adopt and implement a school wide positive behavior intervention and support system at all sites.	All students	All		Students should show improvement in measures of school climate (reduced suspension and absenteeism), pupil engagement, better student achievement on the SBAC formative and summative assessments, CELDT, and an increase in parent satisfaction with the school	Students should show improvement in measures of school climate (reduced suspension and absenteeism), pupil engagement, better student achievement on the SBAC formative and summative assessments, CELDT, and an increase in parent satisfaction with the school	Students should show improvement in measures of school climate (reduced suspension and absenteeism), pupil engagement, better student achievement on the SBAC formative and summative assessments, CELDT, and an increase in parent satisfaction with the school	Student achievement, pupil engagement, school climate, parental involvement, other student outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
currently 515.5 at RL and 565.5 at JX. The CHKS has been delayed for this year so we do not have an updated baseline, but we will. The district expulsion rate is 0.					climate. The District will purchase and implement Positive Action and train all staff in its use. There will be a reduction in suspensions to 20 in the district and ADA will increase to 516 at RL and 566 at JX.	climate. The District will continue to implement Positive Action and provide a day of training for all staff in its use. There will be a reduction in suspensions to 15 in the district and ADA will increase to 516.5 at RL and 566.5 at JX.	climate. The District will continue to implement Positive Action and provide a day of training for all staff in its use. There will be a reduction in suspensions to 10 in the district and ADA will increase to 517 at RL and 567 at JX.	
The District needs to recruit and maintain the best possible staff. At this time the District has no misassigned teachers and 100% are highly qualified.	The District will become more competitive to help recruitment of top candidates.	All students	All		Students will show progress in all areas measured as reported in goals 1 and 2 as we are able to recruit and retain 100% highly qualified staff.	Students will show progress in all areas measured as reported in goals 1 and 2 as we are able to recruit and retain 100% highly qualified staff.	Students will show progress in all areas measured as reported in goals 1 and 2 as we are able to recruit and retain 100% highly qualified staff.	Basic services, other student outcomes
District staff need professional development in ELD/ALD, effective instructional strategies, implementation of the	The District will develop a year-long professional development calendar organized around the needs identified in the LCAP for teachers, instructional assistants,	All students	All		Students will show progress in all measured areas as reported in goals 1 and 2 as we improve the skill base of	Students will show progress in all measured areas as reported in goals 1 and 2 as we improve the skill base of	Students will show progress in all measured areas as reported in goals 1 and 2 as we improve the skill base of	Basic services, student achievement, implementation of common core standards, pupil engagement, school

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Common Core standards, positive behavior support, and other areas. This includes instructional assistants. This will be measured by the production and implementation of a year-long professional development calendar. We have offered one full day this year on common core standards and one half day on Positive Behavioral Interventions and Supports.	and administrators.				our staff to better teach, coach, engage, and involve students and their families.	our staff to better teach, coach, engage, and involve students and their families. The PD calendar will include specific dates for common core, SBAC, developing performance rubrics and report cards, and positive behavioral support.	our staff to better teach, coach, engage, and involve students and their families. The PD calendar will include specific dates for common core, SBAC, developing performance rubrics and report cards, and positive behavioral support.	climate, parental involvement, other student outcomes
The District needs to maintain our high levels of facility maintenance, our compliance with the Williams act, and maintain highly qualified teachers with no teacher misassignments. On the FIT in 2013 all schools were "good" in all areas.	The District will maintain quality facilities and compliance with the Williams Act, and maintain highly qualified teachers with no teacher misassignments.	All students	All		All sites will continue to score "good" in all areas on the FIT and there will be no misassignments of teachers.	All sites will continue to score "good" in all areas on the FIT and there will be no misassignments of teachers.	All sites will continue to score "good" in all areas on the FIT and there will be no misassignments of teachers.	Basic services

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English learners will be reclassified at a rate 10% higher per year over the 2013-14 school year.	Student Achievement, Pupil Engagement, other student outcomes	<p>The district will hire a Director of Curriculum to oversee our ELD program as well as all curriculum and instruction. That person will provide planning, training, data tracking, CELDT testing, and related tasks for all students.</p> <p>2. The district will maintain a Director of Curriculum to oversee our ELD program as well as all curriculum and instruction. That person will provide planning, training, data tracking, CELDT testing, and related tasks for all students.</p> <p>3. The district will maintain a Director of Curriculum to oversee our ELD program as well as all curriculum and instruction. That person will provide planning, training, data tracking, CELDT testing, and related tasks for all students.</p>			Salary and benefits for position 0000: Unrestricted Base \$133,855	Cost of salary and benefits 0000: Unrestricted Base \$133,855	Cost of salary and benefits 0000: Unrestricted Base \$133,855
		<p>The district will hire a part time ELD teacher for JX Wilson school. That person will coordinate ELD services with ELD teachers at all sites.</p>			.20 FTE salary and benefits 0000: Unrestricted Concentration \$15,890	Cost of .2 FTE salary and benefits 0000: Unrestricted Base \$16,128	cost of salary and benefits 0000: Unrestricted Concentration \$16,370

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. The district will maintain a part time ELD teacher for JX Wilson school. That person will coordinate ELD services with ELD teachers at all sites.</p> <p>3. The district will maintain a part time ELD teacher for JX Wilson school. That person will coordinate ELD services with ELD teachers at all sites.</p>					
		<p>The district will provide professional development for all teachers in ELD.</p> <p>2. The district will continue to provide professional development for all teachers in ELD.</p> <p>3. The district will continue to provide professional development for all teachers in ELD.</p>			<p>cost for trainers, substitutes, and stipends for teachers participating 0000: Unrestricted Concentration \$10,000</p>	<p>cost of trainers, substitutes 0000: Unrestricted Concentration \$10,000</p>	<p>cost of trainers, substitutes 0000: Unrestricted Concentration \$10,000</p>
<p>All students will show measurable increases in proficiency on both formative assessments by 10% over measures given in the fall of 2014 and over summative assessments given in spring 2015. The District will develop and implement performance standards (rubrics),</p>	<p>Student Achievement, implementation of common core standards, Pupil Engagement, Other student outcomes</p>	<p>The district will provide common core aligned curriculum in both ELA and math.</p> <p>2. The district will continue to provide common core aligned curriculum in both ELA and math.</p> <p>3. The district will continue to provide common core aligned curriculum in both ELA and math.</p>			<p>Cost of EngageNY documents copying, bridge materials from Houghton Mifflin and Envision. 0000: Unrestricted Other \$50,000</p>	<p>Cost of adoption for an ELA curriculum 0000: Unrestricted Other \$150,000</p>	<p>no cost this year</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
formative assessments, and standards based report cards at all grades.		<p>The district will provide professional development for all teachers in common core and instructional strategies that address the common core.</p> <p>2. The district will continue to provide professional development for all teachers in common core and instructional strategies that address the common core.</p> <p>3. The district will provide professional development for all teachers in common core and instructional strategies that address the common core.</p>			<p>Cost of trainer, substitutes, and materials. 0000: Unrestricted Other \$100,000</p>	<p>cost of trainers, substitutes 0000: Unrestricted Other \$30,000</p>	<p>cost of trainers and substitutes 0000: Unrestricted Other \$50,000</p>
		<p>The district will develop formative assessments that will measure all students' progress on the common core.</p> <p>2. The district will develop formative assessments that will measure all students' progress on the common core.</p> <p>3. The district will continue to develop formative assessments that will measure all students' progress on the common core.</p>			no cost expected	no cost to the district	no cost to the district

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>The district will develop performance standards, formative assessments, and standards based report cards at all grades.</p> <p>2. The district will develop performance standards, formative assessments, and standards based report cards at all grades.</p> <p>3. The district will continue to develop performance standards, formative assessments, and standards based report cards at all grades.</p>			no cost expected	no cost to the district	no cost to the district
		The district will purchase more upper grade and science books for the school libraries.			cost of materials 0000: Unrestricted Other \$15,000		
		<p>The district will maintain the current numbers of instructional assistants at each site.</p> <p>2. The District will maintain its current number of instructional assistants.</p> <p>3. The district will maintain its current number of instructional assistants.</p>			cost of salaries and benefits 0000: Unrestricted Base \$466,380	cost of salary and benefits 0000: Unrestricted Base \$473,376	cost of salary and benefits 0000: Unrestricted Base \$480,476
Parent communication will be improved in order to increase parent engagement in their student's education. The District will employ	Parental involvement, Pupil engagement, school climate, other student	<p>The district will hire a 3 hours per day community liaison at each site.</p> <p>2. The district will maintain a 3 hours per day community liaison at each site.</p>			.375 FTE salary and benefits x 2 0000: Unrestricted Concentration \$22,738	Cost of salary 0000: Unrestricted Concentration \$23,079	cost of salary 0000: Unrestricted Concentration \$23,425

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
community liaisons for all sites who will be responsible for meeting with families in their homes and on site to help them access resources and approve student attendance. The liaisons will track interventions and work with district leadership to approve outcomes and modify their work based on the outcomes measured. Chronic absenteeism rates will drop by 10% each year from the 2013-14 rates.	outcomes	3. The district will maintain a 3 hours per day community liaison at each site.					
		<p>The district will track the number of meetings held with families in the community and on campus, the number of interventions, and how successful they were.</p> <p>2. The district will continue to track the number of meetings held with families in the community and on campus, the number of interventions, and how successful they were.</p> <p>3. The district will continue to track the number of meetings held with families in the community and on campus, the number of interventions, and how successful they were.</p>			no cost to district	no cost to the district	no cost to the district
The District will develop students' technological literacy. The District plans to deploy iPads and Chromebooks for student use for the 14-15 school year. The District will provide training for staff and students and develop an instructional plan for	Student achievement, pupil engagement, basic services, course access, other student outcomes	<p>The district will purchase iPads for grades K-3 and implement them in the 2014 -15 school year. The district will purchase Chromebooks for grades 4-8 and implement them in the 14-15 school year.</p> <p>2. The district will continue to provide training for all teachers in the educational use of the new equipment.</p>			Cost of purchasing iPads and Chromebooks 0000: Unrestricted Other \$500,000	cost of trainers and substitutes. 0000: Unrestricted Base \$10,000	cost of trainers and substitutes 0000: Unrestricted Other \$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teaching students to be proficient users of the machines for school work and research. The District will measure student proficiency using an adopted rubric provided by SCOE.		3. The district will continue to provide training for all teachers in the educational use of the new equipment.					
		The district will provide training for all teachers in the educational use of the new equipment. 2. The district will implement an instructional plan for teaching all students the safe and productive use of instructional technology and the internet. 3. The district will implement both instructional and safety policies with students and teachers.			cost of trainers and substitutes 0000: Unrestricted Other \$30,000	no cost to the district	no cost to the district
		The district will develop and implement an instructional plan for teaching all students the safe and productive use of instructional technology and the internet.			no cost to district		
		The district will hire a technology assistant to assist in the educational use of iPads and Chromebooks. 2. The district will maintain a technology assistant to assist in the educational use of iPads and Chromebooks.			1.0 FTE salary and benefits 0000: Unrestricted Base \$58,452	cost of salary and benefits 0000: Unrestricted Base \$59,328	Cost of salary and benefits 0000: Unrestricted Base \$62,295

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. The district will maintain a technology assistant to assist in the educational use of iPads and Chromebooks.					
All students will have access to a full range of courses and be engaged in their learning. The District will provide music and PE instruction beyond the classroom teacher's limited time to provide for a more engaging school day for all students. Music and PE instruction will be designed to reach as many students as possible.	course access, pupil engagement, student achievement, other student outcomes	<p>The district will hire a full time PE teacher and another full time music teacher.</p> <p>2. The district will maintain a full time PE teacher and another full time music teacher.</p> <p>3. The district will maintain a full time PE teacher and another full time music teacher.</p>			<p>1.0 FTE for PE and 1.0 FTE for Music 0000: Unrestricted Supplemental \$158,988</p> <p>cost of salary and benefits 0000: Unrestricted Base \$161,372</p> <p>cost of salary and benefits 0000: Unrestricted Base \$161,372</p>		
		<p>The PE and Music teacher will provide prep time for some teaching staff through a rotating schedule.</p> <p>2. The PE and Music teacher will provide prep time for some teaching staff through a rotating schedule.</p> <p>3. The PE and Music teacher will continue to provide prep time for some teaching staff through a rotating schedule.</p>			<p>no cost to district</p> <p>no cost to the district</p> <p>no cost to the district</p>		
		<p>The district will provide funding for instruments, equipment and materials for music and PE.</p>			<p>cost of materials 0000: Unrestricted Supplemental \$17,000</p> <p>cost of materials 0000: Unrestricted Base \$5000</p> <p>cost of materials 0000: Unrestricted Base \$5000</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. The district will provide funding for instruments, equipment and materials for music and PE.</p> <p>3. The district will provide funding for instruments, equipment and materials for music and PE.</p>					
The District will provide Common Core aligned instruction in ELA and math beginning in the 2014-15 school year using appropriate materials and evidence-based instructional methods. This will expand in subsequent years to other subjects.	Student achievement, implementation of common core standards, pupil engagement, other student outcomes	<p>The District will hire a Director of Curriculum to provide oversight and coordination of aligning materials and instruction with the common core.</p> <p>2. The District will maintain a Director of Curriculum to provide oversight and coordination of aligning materials and instruction with the common core.</p> <p>3. The District will maintain a Director of Curriculum to provide oversight and coordination of aligning materials and instruction with the common core.</p>			See 1.1	see 1.1	see 1.1
		<p>The District will provide professional development to all staff in implementing the common core. This will include ongoing training in ELA and math.</p>			See 2.2		see 2.2

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. The District will continue to provide professional development to all staff in implementing the common core. This will include ongoing training in ELA and math.</p> <p>3. The District will continue to provide professional development to all staff in implementing the common core. This will include ongoing training in ELA and math.</p>					
		<p>The district will provide science materials and science instructional training to all teachers in the 15-16 school year.</p> <p>2. The district will provide science instructional training to all teachers in the 15-16 school year.</p> <p>3. The district will continue to provide science instructional training to all teachers in the 16-17 school year.</p>			<p>Cost of materials, trainers, and substitutes. 0000: Unrestricted Base \$50,000</p>	<p>cost of trainers, substitutes 0000: Unrestricted Base \$20,000</p>	<p>cost of trainers and substitutes 0000: Unrestricted Base \$10,000</p>
		<p>The district will hire a .8FTE reading teacher for JX Wilson.</p>			<p>salary and benefits 0000: Unrestricted Concentration \$63,562</p>		
<p>The District will adopt and implement a school wide positive behavior intervention and support system at</p>	<p>Student achievement, pupil engagement, school climate, parental</p>	<p>The district will purchase Positive Action for all sites, train sites in Best Behavior, and provide for ongoing training in both programs.</p>			<p>Cost of materials and training 0000: Unrestricted Supplemental \$45,000</p>	<p>Cost of trainers, substitutes 0000: Unrestricted Supplemental \$10,000</p>	<p>cost of trainers and substitutes 0000: Unrestricted Base \$10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
all sites.	involvement, other student outcomes	<p>2. The district will implement Positive Action for all sites, train sites in Best Behavior, and provide for ongoing training in both programs.</p> <p>3. The district will implement Positive Action for all sites, implement Best Behavior, and provide for ongoing training in both programs.</p>					
		<p>The district will hire a .5 FTE counselor at JX Wilson and a .5 FTE counselor at RL Stevens to provide classroom coaching and support for Positive Action and Best Behavior.</p> <p>2. The district will maintain a .5 FTE counselor at JX Wilson and a .5 FTE counselor at RL Stevens to provide classroom coaching and support for Positive Action and Best Behavior.</p> <p>3. The district will maintain a .5 FTE counselor at JX Wilson and a .5 FTE counselor at RL Stevens to provide classroom coaching and support for Positive Action and Best Behavior.</p>			<p>Salary and benefits 0000: Unrestricted Supplemental \$79,452</p>	<p>cost of salary and benefits 0000: Unrestricted Base \$80,644</p>	<p>cost of salary and benefits 0000: Unrestricted Base \$81,853</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>The district will apply for a federal grant to support the implementation of a positive school climate program.</p> <p>2. The district will implement a federal grant to support the implementation of a positive school climate program.</p>			cost of applying for grant 0000: Unrestricted Base \$2700	no cost to the district	
The District will become more competitive to help recruitment of top candidates.	Basic services, other student outcomes	<p>The district will provide 3 extra instructional assistants at each site.</p> <p>2. The district will maintain 3 extra instructional assistants at each site.</p> <p>3. The district will maintain 3 extra instructional assistants at each site.</p>			cost of salary and benefits 0000: Unrestricted Supplemental \$59,820	cost of salary and benefits 0000: Unrestricted Base \$60,717	cost of salary and benefits 0000: Unrestricted Supplemental \$63,753
		<p>The district will provide 3 more PD days per year.</p> <p>2. The district will maintain three extra days on the teachers' calendar.</p> <p>3. The district will keep three extra PD days on the teachers' calendar</p>			Cost of extending teacher's salary schedule by three days 0000: Unrestricted Supplemental \$98,830	Cost of extending teacher's salary schedule by three days 0000: Unrestricted Supplemental \$100,312	Cost of extending teacher's salary schedule by three days 0000: Unrestricted Base \$101,817
		<p>2. The district will hire one extra teacher at JX Wilson to reduce class size.</p> <p>3. The district will maintain one extra teacher at JX Wilson to reduce class size.</p>				cost of salary and benefits 0000: Unrestricted Supplemental \$80,645	cost of salary and benefits 0000: Unrestricted Base \$81,854

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The District will develop a year-long professional development calendar organized around the needs identified in the LCAP for teachers, instructional assistants, and administrators.	Basic services, student achievement, implementation of common core standards, pupil engagement, school climate, parental involvement, other student outcomes	The district will produce a year long PD calendar based on a needs assessment of all staff. 2. The district will produce a year long PD calendar based on a needs assessment of all staff. 3. The district will produce a year long PD calendar based on a needs assessment of all staff.			no cost to the district	no cost to the district	no cost to the district
		The district will schedule PD dates for the entire year. 2. The district will schedule PD dates for the entire year. 3. The district will schedule PD dates for the entire year.			no cost to the district	no cost to the district	no cost to the district
The District will maintain quality facilities and compliance with the Williams Act, and maintain highly qualified teachers with no teacher misassignments.	Basic services	The District will maintain custodial staff all sites to assure compliance with the Williams Act. 2. The District will maintain custodial services at all sites. 3. The District will maintain custodial services at all sites.			cost of salary and benefits 0000: Unrestricted Base \$199,607	cost of salary and benefits 0000: Unrestricted Base \$202,601	cost of salary and benefits 0000: Unrestricted Base \$205,640
		The District will maintain a 100% highly qualified teaching staff.			cost of salary and benefits 0000: Unrestricted Base \$3,771,001	cost of salary and benefits 0000: Unrestricted Base \$3,827,566	cost of salary and benefits 0000: Unrestricted Base \$3,884,979

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. The District will maintain 100% highly qualified teaching staff at all sites. 3. The District will maintain its 100% highly qualified teachers.					

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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English learners will be reclassified at a rate 10% higher per year over the 2013-14 school year.	Student Achievement, Pupil Engagement, other student outcomes	<p>The district will provide specific ELD support with a certificated ELD teacher (1.0 FTE at RL) and ELD aides (1 at JX, 1 at RL).</p> <p>2. The district will continue to provide specific ELD support with a certificated ELD teacher and ELD aides.</p> <p>3. The district will continue to provide specific ELD support with a certificated ELD teacher and ELD aides.</p>			Cost of salary and benefits 0000: Unrestricted Concentration \$115,865	cost of salary and benefits 0000: Unrestricted Concentration \$117,602	cost of salary and benefits 0000: Unrestricted Concentration \$119,367
		<p>The district will provide translation services at all parent meetings, school conferences, SSTs, and IEPs.</p> <p>2. The district will continue to provide translation services at all parent meetings, school conferences, SSTs, and IEPs.</p> <p>3. The district will continue to provide translation services at all parent meetings, school conferences, SSTs, and IEPs.</p>			Cost of salary 0000: Unrestricted Concentration \$10,000	cost of salary 0000: Unrestricted Concentration \$10,000	cost of salary 0000: Unrestricted Concentration \$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students will show measurable increases in proficiency on both formative assessments by 10% over measures given in the fall of 2014 and over summative assessments given in spring 2015. The District will develop and implement performance standards (rubrics), formative assessments, and standards based report cards at all grades.	Student Achievement, implementation of common core standards, Pupil Engagement, Other student outcomes	<p>The district will provide title 1/reading teachers at each site (1.0 at RL, .8 FTE at JX).</p> <p>2. The district will continue to provide title 1/reading teachers at each site.</p> <p>3. The district will continue to provide title 1/reading teachers at each site.</p>			<p>Cost of salary and benefits 0000: Unrestricted Concentration \$130,023</p>	<p>cost of salary and benefits 0000: Unrestricted Concentration \$131,973</p>	<p>cost of salary and benefits 0000: Unrestricted Concentration \$133,952</p>
		<p>The district will provide intensive intervention for low income and EL students through various programs at each site. These programs will include Power Weeks at JX and after school tutoring and intervention at RL.</p> <p>2. The district will continue to provide intensive intervention for low income and EL students through various programs at each site. These programs will include Power Weeks at JX and after school tutoring and intervention at RL.</p>			<p>Cost of salaries 0000: Unrestricted Supplemental \$56,832</p>	<p>cost of salaries 0000: Unrestricted Supplemental \$56,832</p>	<p>cost of salaries 0000: Unrestricted Supplemental \$56,832</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. The district will continue to provide intensive intervention for low income and EL students through various programs at each site. These programs will include Power Weeks at JX and after school tutoring and intervention at RL.					
Parent communication will be improved in order to increase parent engagement in their student's education. The District will employ community liaisons for all sites who will be responsible for meeting with families in their homes and on site to help them access resources and approve student attendance. The liaisons will track interventions and work with district leadership to approve outcomes and modify their work based on the outcomes measured. Chronic absenteeism rates will drop by 10% each year from the 2013-14 rates.	Parental involvement, Pupil engagement, school climate, other student outcomes						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The District will develop students' technological literacy. The District plans to deploy iPads and Chromebooks for student use for the 14-15 school year. The District will provide training for staff and students and develop an instructional plan for teaching students to be proficient users of the machines for school work and research. The District will measure student proficiency using an adopted rubric provided by SCOE.	Student achievement, pupil engagement, basic services, course access, other student outcomes						
All students will have access to a full range of courses and be engaged in their learning. The District will provide music and PE instruction beyond the classroom teacher's limited time to provide for a more engaging school day for all students. Music and PE instruction will be designed to reach as many students as	course access, pupil engagement, student achievement, other student outcomes						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
possible.							
The District will provide Common Core aligned instruction in ELA and math beginning in the 2014-15 school year using appropriate materials and evidence-based instructional methods. This will expand in subsequent years to other subjects.	Student achievement, implementation of common core standards, pupil engagement, other student outcomes						
The District will adopt and implement a school wide positive behavior intervention and support system at all sites.	Student achievement, pupil engagement, school climate, parental involvement, other student outcomes						
The District will become more competitive to help recruitment of top candidates.	Basic services, other student outcomes						
The District will develop a year-long professional development calendar organized around the needs identified in the LCAP for teachers, instructional	Basic services, student achievement, implementation of common core						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
assistants, and administrators.	standards, pupil engagement, school climate, parental involvement, other student outcomes						
The District will maintain quality facilities and compliance with the Williams Act, and maintain highly qualified teachers with no teacher misassignments.	Basic services						

- 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 amount the district will receive in the 2014-15 school year from supplemental and concentration grants is \$832,339. The district will expend these funds entirely for district-wide supports for English learners, low income youth, and foster youth. The district has 80% unduplicated counts so providing districtwide and schoolwide services makes the most sense. Those services will be for adding extra teaching staff (intervention and ELD teachers, PE and Music teachers, instructional assistants) and other extra staff (director of curriculum to coordinate our common core transition for all students, tech support for implementing the use of new classroom technology, counselors at each site to implement positive behavioral support programs, and bilingual community liaisons to provide support to low income and EL families and to help increase attendance). The extra funding will also help provide professional development.

- 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.

Based on the requirements of 5 CCR 15496 and based on the calculations described therein, the district's minimum proportionality percentage is 11.02%. The district will increase services quantitatively in 2014-15 by spending the entire supplemental and concentration grants (approximately \$832,000) on additional staff and services for low income, English learner, foster youth, and other students where appropriate. The increases will include ELD staff, intervention staff, bilingual outreach staff, school counselors, tech support, extra staff to reduce class size, and training in common core, positive behavioral support, other instructional materials, and ELD. Services will be improved qualitatively by using some of these new staff to produce higher quality instructional plans, assessments, and intervention plans. Our intention is to provide intensive targeted instruction for EL, low income, and foster youth and intensive intervention for those identified students from the same subgroups who need it.

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.